

Pasadena Independent School District

District Improvement Plan

2023-2024



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Total	48,726	100%
Early Education Grade	236	0.48%
Pre-Kindergarten Grade	2,207	4.53%
Kindergarten Grade	2,917	5.99%
1st Grade	3,467	7.12%
2nd Grade	3,506	7.20%
3rd Grade	3,105	6.37%
4th Grade	3,161	6.49%
5th Grade	3,358	6.89%
6th Grade	3,538	7.26%
7th Grade	3,510	7.20%
8th Grade	3,908	8.02%
9th Grade	4,292	8.81%
10th Grade	4,183	8.58%
11th Grade	3,634	7.46%
12th Grade	3,704	7.60%

Gender		
Female	23,470	48.17%
Male	25,256	51.83%
Ethnicity		
Hispanic-Latino	40,756	83.64%
Race		
American Indian - Alaskan Native	29	0.06%
Asian	1,429	2.93%
Black - African American	3,857	7.92%
Native Hawaiian - Pacific Islander	17	0.03%
White	2,169	4.45%
Two-or-More	469	0.96%

Dyslexia	2,566	5.27%
Gifted and Talented	3,017	6.19%
Regional Day School Program for the Deaf	93	0.19%
Section 504	2,818	5.78%
Special Education (SPED)	6,506	13.35%
Bilingual/ESL		
Emergent Bilingual (EB)	17,032	34.95%
Bilingual	9,632	19.77%
English as a Second Language (ESL)	6,184	12.69%

Alternative Bilingual Language Program	41	0.08%
Alternative ESL Language Program	14	0.03%
Title I Part A		
Schoolwide Program	32,683	67.08%
Student Total		
Early Education Grade	236	0.48%
Pre-Kindergarten Grade	2,207	4.53%
Kindergarten Grade	2,917	5.99%
1st Grade	3,467	7.12%
2nd Grade	3,506	7.20%
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Source: OnDataSuite based on Snapshot 2023

Student Achievement

Student Achievement Summary

See addendum for full report on STAAR and Advanced Placement data.

Student Achievement Strengths

The percent of students achieving Meets Grade Level performance increased in 12 of 22 grades/subjects. This suggests increased instructional rigor, critical thinking, and college readiness.

The number of high school students taking the AP assessments increased in most areas, as did many exam mean scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Grade 4 and 8 Reading experienced greater declines in the percentage of students at Meets Grade Level Performance than other grade levels. **Root Cause:** State assessment redesign Information is relatively new, and it takes time to scale out support to help teachers prepare for the new formats.

District Culture and Climate

District Culture and Climate Summary

Pasadena ISD continues to support multiple initiatives to ensure district climate and culture empowers students to become accomplished, self-directed, collaborative, life-long learners. To this end, campuses are trained and expected to implement a variety of programs (Positive Behavior Intervention and Supports, Safe & Civil Foundations for Positive School Wide Behavioral Management for Secondary Schools, Champs, Conscious Discipline, Youth Mental health First Aid Training, Trauma Informed Care Training, Trauma Intervention, Kinesthetic Learning, and Restorative Practices such as restorative circles and Repair harm/Re-entry Chats). The goal is to obtain 80% of our schools implementing Positive Behavior Intervention (PBIS) at Tier 1 and 50% of our schools at Tier 2. Student perception data has revealed the need to continue focusing on mental health to ensure a strong sense of belonging is available to all students contributing to the overall health and wellness of the child. Therefore, Pasadena ISD will continue enhancing their PBIS framework that incorporates multiple components of social, emotional, behavioral, and mental health supports into one comprehensive, consistently delivered system. This enhanced system will include social emotional learning for ALL students; and embed additional components related to mental health, trauma-informed care, and restorative practices at a multi-tiered level. We will continue focusing on prevention and early intervention of behavioral/mental health disorders and creating a positive climate that is relational and focused on repairing harm versus punishment by providing preventative (Tier 1) support to all students and targeted/individualized interventions (Tier 2/3) support to students. All stakeholders are engaged in providing feedback on Culture and Climate. The focus is on maintaining a positive climate, culture and safe environment. Data used is generated through PBIS Discipline Reports, Campus PBIS Tier 1 Benchmarks, Parent Survey, Parent Advisory Committee, Partnerships Advisory Committee and District Education Committee.

Current challenges include:

- District-wide comprehensive training model that covers mandated (critical) topics for all campuses/staff
- Implementation structure and support for SEL initiatives
- Decision making process for campus adoption of SEL program
- Decision making process and central location for mental health partnerships (MOUs)
- Need for process similar to technology program approval

- Tiered levels of support on campuses
- Differentiated supports to meet campuses based on their level of implementation
- District expectation for implementation of PBIS

District Culture and Climate Strengths

- Pasadena ISD's Strategic Plan includes components that address the whole child framework - social and emotional skills, mental health supports and a focus on creating a positive climate that is relational and focused on repairing harm versus punishment.
- The Counseling and Behavior Response Team coordinate efforts to ensure that there is consistency in delivering Tier I and SEL interventions across the district.
- Pasadena's Behavior Response Team consists of a coordinator and seven district-wide behavior specialists along with seven district wide behavior paras that provide support and training across the MTSS; as well as additional teams – social work team and collaborations with CIS (Crisis Specialists and Site Coordinators).
- District efforts for employee wellness and accessibility of an Employee Assistance Program
- Collaborative Whole Child approach to meet student needs
- Pasadena ISD has partnerships with several mental health providers – Harris Center, Baylor College of Medicine, TCHAT, CIS Crisis
- Implementation of restorative practices at some campuses
- 34 CREST Awarded Campuses (shows implementation of a comprehensive guidance plan)
- The Counseling and Behavior Response Team are working to increase availability of school-based mental health providers.
- Addition of 10 Support Counselors at high enrollment campuses: 4 elementaries, 5 intermediates, and two high school campuses, CTHS & Tegeler Community school which were not served by a CIS Crisis Counselor.
- Addition of LCDC at The Summit
- Addition of CIS Crisis Counselors for each traditional high school
- SEL/Mental Health related program implementation (Second Step, Rhithm, Conscious Discipline, Character Strong, Habits of Success)
- Identification and referral process (TCHAT, CIS Crisis, Social Workers, BRT, Harris Center)

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: District safety initiatives must include training that encompasses preventative care, mental health awareness and a parent/community component to ensure understanding of the whole child, including the family. **Root Cause:** Resources have not been fully implemented or updated to reflect state requirements and changing and increasing needs.

Problem Statement 2: District training regarding the physical, behavioral, social, emotional and mental health needs of today's students must be provided in a variety of contexts - online, face-to-face, etc. so all district staff have on-demand access to training opportunities. **Root Cause:** Competing initiatives have created limited opportunities for training participation.

Problem Statement 3: The responsibilities of the designated roles at each high school campus; such as: PBIS Chair, Intervention Chair, 504, Attendance/Tuancy has increased significantly due to the social and emotional needs of students brought on by the pandemic and societal unrest. This has necessitated additional support staff to facilitate RTI, PBIS and social emotional supports as needed. **Root Cause:** Issues related to Covid, poverty, societal unrest, family crises in the community have all contributed to exacerbation of

challenging student behaviors on campus.

Problem Statement 4: Results Driven Accountability and annual audits of discipline data reveals inequity and inconsistencies along with a need for administrative training and development of an array of alternative methods of student discipline (including restorative practices to strengthen relationships and repair harm) to ensure equity across all demographic groups. **Root Cause:** Inconsistent implementation of positive and proactive disciplinary systems which leads to student removals including students who receive special education services. Additionally, RDA data has shown punitive measures have not adequately changed behavior and must include alternative methods.

Problem Statement 5: It is essential for ALL staff who provides mental health supports receive culturally congruent best-practice training regarding the diverse physical, behavioral, social, emotional, and mental health needs of today's students. **Root Cause:** Limited opportunities for training and increasing demands on those that provide mental health supports have prevented full scale implementation and understanding of the unique needs of our student population after the Pandemic.

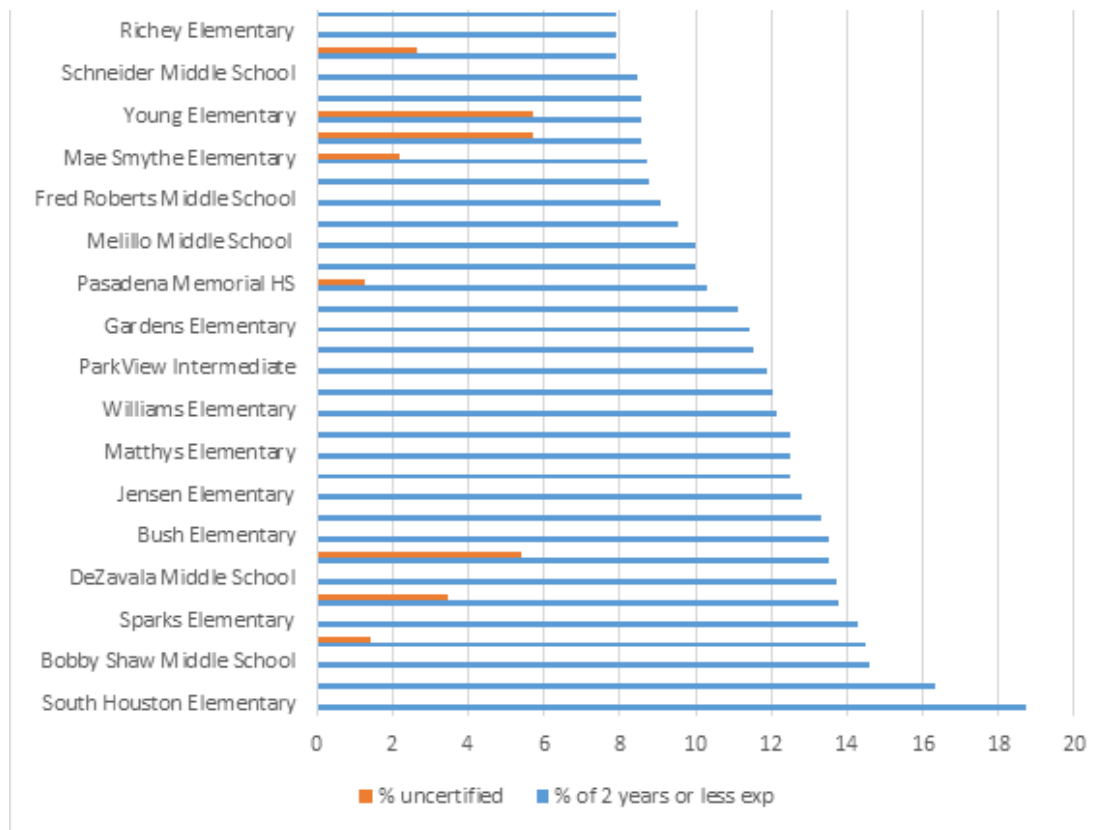
Problem Statement 6: Students are experiencing heightened emotional distress leading to classroom disruption, student removal from classrooms and increased absences. There is a need for integrated/coordinated "wraparound" mental health supports for students and families. **Root Cause:** Many students did not have safe, structured environments for over 18 months. The rates of major mental health concerns in students has increased as well as additional post-pandemic challenges including economic instability, social unrest, and increased gun violence across the nation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The improvement goals for Human Resources is to increase the recruitment of experienced and certified teachers and improve retention rate of employees from 86% to 90%. Our recruitment strategy is sound while university partnerships are strong. We have participated with the paraprofessional waiver of student teaching if currently employed with the school district as an instructional classroom aide. We have actively placed paraprofessionals and offered those individuals full time employment at the completion of their assignment and university graduation. We placed 12 student teachers in the school year 2022-2023 and offered contracts to student teachers who satisfied the requirements to become a certified teacher. We will have 26 student teachers to place during the 2023-2024 school year. Out of the student teachers, eight paraprofessionals are participating in the Waiver Program, mostly from the University of Houston, Clear Lake.

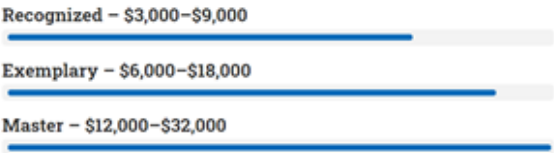
The teacher shortage continues to be a problem in the state of Texas, and Pasadena ISD has hired about 200 teachers that are uncertified and inexperienced to teach the district's students.. Another reason for the increased number of inexperienced and uncertified teachers is lower retention rates of teachers and resignation of teachers leaving the profession and pursuing nonteaching jobs.



Based on the Every Student Success Act, every student deserves to receive instruction from an effective, experienced, and certified teacher. The percentage of inexperienced and uncertified teachers at each of campuses as noted on the previous graph outlines the need of improvement on retention and hiring experienced teachers. The state’s average of inexperienced teachers is 13.33%; the district’s average is 13.08% slightly below the state average.

The data proves the need to improve the retention rate of teachers in Pasadena ISD and improve the recruitment of certified and experienced teachers since uncertified or inexperienced teachers, compared to their counterparts, more frequently teach students of color. Therefore, Human Resources will continue to analyze why teachers and other employees are leaving the district by collecting Exit Survey information electronically and discretely. Employees must feel safe in order to provide detailed information for the Human Resource Department to analyze and utilize to improve the retention of all staff members. Stakeholders will evaluate the collected data to create improvement strategies of retention. Human Resources will also encourage teachers to submit resignation letters earlier in the spring semester to improve the forecast of additional teachers while participating at university and certification program recruiting events. To increase the recruitment of experienced and certified teachers, Human Resources is collaborating with Good Reason Houston and ED Fuel and has submitted an approved plan by TEA for Teacher Incentive Allotment in May of 2023, to incentivized effective experienced teachers to work with our at risk students. Teachers will have the opportunity to earn up to an additional \$32,000 depending on the economic level of the students they serve at our most challenging campuses and their effectiveness as a teacher. A teacher with National Board Certification automatically receives the designation of Recognized and awarded \$3,000. In order for a teacher to receive the designations of Recognized, Exemplary or Master, the teacher must meet the requirements established by the designation plan created by the District. Pasadena ISD is currently conducting a practice year with all campuses to operationalize our local TIA system. The district was approved to implement our local designation system for the 2023-2024 school year at 8 of our campuses. The eight campuses are Burnett, Garfield, Hancock, Richey, De Zavala, Morris, Schneider, and Shaw.

Teacher Incentive Allotment Compensation Plan



Human Resources strives to ensure every Pasadena Independent School District student receives the best education from a certified and experienced teacher at every campus.

Staff Quality, Recruitment, and Retention Strengths

This school year we are focusing on all of our teacher pipelines. We have one more year left of our TCLAS grant which allows us to pay resident teachers to complete their student teaching while working along side of a veteran teacher. We are currently working on a district proposal to keep and sustain our resident teacher program. Also, we will implement our Teacher Incentive local designation system at eight campuses. We continue to utilize our Grow Your Own program with paraprofessionals which allow them to work in a classroom with a certified teacher while completing their teacher education program at University of Houston at Clear Lake. Lastly we are focusing on students in our Future Teacher Program and Early College High School. Ninety percent of these students pass their para pro test and can substitute once they graduate at our elementary and middle schools while they work on their teaching degrees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a need to increase the number of certified and experienced teachers across the district. **Root Cause:** Uncertified or inexperienced teachers, compared to their counterparts more frequently teach students of color resulting in an inequity of student achievement across the district

Problem Statement 2: There is a need to actively retain teachers throughout the district to positively impact student success and minimize strains on a limited budget **Root Cause:** Neighboring school districts compete for limited qualified staff inventory in the immediate area.

Problem Statement 3: Bilingual and Special Education teacher applicants are limited across the state causing shortages of certified teachers in our bilingual and special education positions. **Root Cause:** The interest in Bilingual and Special Education teacher certifications has drastically decreased across the state

Problem Statement 4: As the number of new teachers increases, due to added positions and retirements, the RISE team will need to find new ways to meet the needs of growing numbers of induction year teachers with "right on time" professional development as well as ready professional coaching.

Problem Statement 5: Students, Faculty and Staff need more training related to cybersecurity and effective, online behaviors. **Root Cause:** The increase use of devices by all stakeholders has led to the need for an increase in training and awareness for safe, online behavior for all. An increase in outside entities, such as hackers, to target school districts for data puts pressure on individuals to know what to look for and how to avoid these issues.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LEARNING MANAGEMENT SYSTEM

Consolidating various learning management systems (LMS) within Pasadena ISD is crucial for streamlining processes and ensuring a cohesive learning experience. Having multiple systems often leads to fragmentation, causing inefficiencies in communication, curriculum delivery, and student engagement. Transitioning to a singular LMS simplifies tasks, such as managing student data, grading, and resource allocation. It fosters consistency in teaching methods and eases the burden on educators by providing a unified platform for sharing resources, assignments, and assessments. A singular LMS promotes equity, ensuring that all students, regardless of their school or grade level, have equal access to learning tools and materials. Moreover, it simplifies training and support, allowing teachers, students, and parents to become proficient in one system, fostering a more collaborative and connected educational environment.

ELEMENTARY

Language Arts & Reading

In response to the TEKS and the commissioners rule, the district has designed a curriculum that is easily accessible and easy to implement. The phonics curriculum is composed of scripted lessons and routines that are aligned to state required assessments. Classroom observations confirm teachers are beginning to implement the curriculum with fidelity, which has resulted in a decrease of students performing well below or below grade level in mCLASS DIBELS and mCLASS Lectura.

Some challenges stem from foundational learning of how to implement the district-created curriculum and the beginning stages of consensus building in aligning assessment and instruction. We continue to work toward building strong content knowledge within our teachers, equipping them with evidence based instructional practices, and providing high quality instructional materials for teachers to use in response to data disaggregation.

The district will continue to support the implementation of the revised writing structure to support students' comprehension and writing skills. We continue to work towards building strong content knowledge within our teachers and coaches by providing professional development, explicit lessons, and modeling. We will continue to support the PISD Bilingual Continuum by providing professional development for teachers and coaches, explicit lessons for English Language Development, and modeling best practices for supporting the Emergent Bilingual students we serve.

Mathematics

Several changes were implemented the past year to foster student learning in elementary mathematics classrooms. The district redefined the components of Mathematics Workshop and the lesson cycle to align with best practices for mathematics instruction. Our district specialists launched the new format, Launch, Work, Wrap, through curriculum support and professional development during district FOCUS training. Additionally, the team selected high leverage instructional strategies, the Super Six, to support effective instructional practices during mathematics instruction. Professional development sessions in other core areas such as fact fluency, use of concrete resources to introduce new mathematical concepts, the STAAR redesign, and small group instruction also added additional tools for teachers to leverage in fostering student learning.

Teachers across our elementary campuses benefited from our department's efforts to expand and refine items for assessing student learning. Assessment items for Kindergarten through Grade 2 were updated to include performance tasks. Teachers in Grades 3 and 4 now have access to assessment items formatted in the style of the new State of Texas Assessment of Academic Readiness (STAAR) item types in an Assessment Item Bank created by the district.

Science

End-of-year survey feedback indicates teachers appreciate the foundational curriculum documents provided in current resources: the scope and sequence, the instructional calendar, items banks and end-of-unit assessments, investigations, and engineering design challenges. The district strengthened support for science instruction by building capacity through the elementary mathematics campus coaches. These coaches took a more active role in facilitating district professional development for science and in providing support for teacher collaborative teams at their campuses as the teachers plan science instruction.

The focus for elementary science will be implementing the new science Texas Essential Knowledge and Skills (TEKS) in Kindergarten through Grade 2 during the 2022-2023 academic year. We will also begin to develop curriculum and assessment for Grades 3 and 4 to be ready for standards implementation during the 2024-2025 school year. We'll also begin evaluating instructional materials as a part of the new instructional materials adoption the Texas Education Agency has scheduled for Summer 2024.

Social Studies

Based on end of the year surveys for professional development opportunity, elementary social studies teachers and administrators deeply valued the accessibility of resources that seamlessly merged content and literacy within the curriculum. They had the ability to intertwine these facets, not only to enrich the understanding of historical concepts, but also to cultivate crucial reading and comprehension skills. They found great satisfaction in utilizing these resources to diligently prepare their students for assessments, knowing that the combined approach not only bolstered subject knowledge but also touched base on the vital skills necessary for success in standardized testing. Our instructional coaches felt equipped to support their teachers and to lead productive discussions in PLT's.

Balancing the allocation of time for elementary social studies within a packed school schedule poses a significant challenge. The importance of providing a comprehensive understanding of history, geography, and civics competes with other core subjects. Finding ways to ensure that the designated time for

social studies isn't overshadowed by the pressing demands of subjects like math and language arts becomes crucial. Creative scheduling and advocating for the value of social studies in a well-rounded education are essential to address this challenge effectively.

MIDDLE SCHOOL

Language Arts & Reading

The district has designed a curriculum that is accessible and easily implemented. We continue to build upon the vertical alignment, address the inconsistencies, and move towards a guaranteed and viable curriculum. Classroom observations and collaboration in Professional Learning Teams continue to progress positively as seen in the STAAR scores.

Some challenges stem from implementation of the curriculum across the district. We continue to work on the systematic way in which we plan for instruction at integral points within a unit and ensure that both reading and writing are taught effectively within a class period.

We will continue to offer multiple opportunities for professional learning in multiple ways such as book studies, online opportunities, and traditional face to face courses. Also, we will continue to focus on intentionally planning for instruction through providing professional learning that targets campuses specific problems of practices related to things such as differentiation, rigor, planning, and data.

Mathematics

Feedback from stakeholders has highlighted several key areas of success and progress. Specifically, the alignment of curriculum materials and the rigor of those materials has fostered improved teacher and student engagement and learning. Additionally, teachers surveys have highlighted an increased effectiveness of the district wide staff development provided to middle school mathematics teachers.

As we continue to monitor our programming, we recognize the need to adapt to new STAAR 2.0 item types and have adjusted both our curriculum and assessment strategies and structures to accommodate those state changes. One fundamental change that has impacted Middle School Mathematics is the recent passing of Senate Bill 2124 regarding advanced math placement. This bill has helped us increase the number of students taking advanced math courses in Pasadena ISD.

Professional development continues to be a vital part of the teaching and learning process and Pasadena ISD math teachers continue to receive support in areas that improve and enhance student learning. We will continue to monitor the effectiveness of those trainings as evidenced by the effect they have on student learning outcomes.

Science

Based on feedback from stakeholders, we have provided clear guidance for determining essential standards and built capacity in teachers and coaches to provide engaging science lessons. We are also providing appropriate rigor, aligned assessments with new test item types in Aware and TFAR for

campuses to assess student learning.

Because we have new TEKS being implemented, this will require increased stakeholder investment in increasing content knowledge, unpacking standards, creating viable curriculum, writing aligned assessments, and developing PD for teachers. We will also have to build our resource banks to ensure they align with the newly implemented TEKS.

In order to build capacity in teachers and instructional coaches to effectively implement learning around new TEKS, we will provide professional development during teacher work hours, including trainers with high levels of content knowledge, to focus on building content knowledge and lesson planning using the four PLC questions. We will also build a guaranteed and viable curriculum that provides resources that align with the state standards and are at the appropriate rigor and relevance of those standards.

Social Studies

The middle school social studies curriculum has several strengths, including a growing bank of instructional and assessment resources for both 5th and 6th grade that are aligned to the rigor of the TEKS. The resources provided are varied in both instructional approach and level of accessibility, making them easy to use and modify for all types of learners. The units for each grade level are organized in a logical manner, and the district resources are easy to access and navigate through the district middle school Social Studies website. Additionally, district provided staff-development is aligned to the rigor of the TEKS and centers around engaging in planning and instructional practices that are both immediately applicable to current units and transferable to future instruction. Feedback from both teachers and coaches indicate that they use the provided resources and instructional strategies regularly in their planning and instruction.

There are still several challenges that we are still working through, however. One of those is the pacing of the curriculum units. We have teams across campuses using several different instructional platforms, and to be able to provide one district-wide common assessment at the end of each 9 weeks, we had to ensure that the pacing for all courses were aligned. An additional pacing challenge in 6th grade is the length of the units; currently each unit is 3 weeks long, which makes it difficult to cover all of the necessary material. The pacing challenge in both grade levels is compounded by teachers' still-developing knowledge of the TEKS; many teachers of social studies are new to the content, and because middle school social studies is not STAAR tested, less instructional support resources are allocated to the content on campuses. Most campuses do not have dedicated social studies instructional coaches, so PLTs are often left without much guidance.

In order to build capacity in teachers to effectively implement learning around TEKS, we will provide professional development during teacher work hours. We will also build a guaranteed and viable curriculum that provides resources that align with the state standards and are at the appropriate rigor and relevance of those standards.

INTERMEDIATE

Language Arts & Reading

Based on the assessment of data and feedback, the current curriculum is viable and has served to provide stakeholders with the necessary components to provide quality programming. We continue to adjust for alignment to the TEKS and to address gaps in student learning. One challenge that we are working to overcome is the continued need to help teachers collaboratively plan in effective and systematic ways. This will continue to require quality professional development that is adjusted based on student learning and classroom observations.

In preparing for future curriculum writing, we will continue to look for resources that align to state standards and help us establish a guaranteed and viable curriculum that serves the needs of all stakeholders.

Mathematics

Mathematics educational stakeholders have shared several areas of strength regarding our Intermediate Math curriculum. Of specific note, the use of frequency charts and quality common formative assessments, provided unit by unit have proven both effective and helpful in terms of student learning. Those curriculum components have been fine-tuned over the last several years and continue to evolve with new state assessment item types and continued refinement of instructional practices.

Vertical alignment continues to be a significant component of our math curriculum as alignment to our District's Portrait of a Graduate helps us recognize the absolute need to help students be college, career and military ready. We also continue to monitor the inequities of performance across campuses, and demographics. While improvement has been seen in many regards, this continues to be a significant part of our role as instructional leaders.

Science

Our current curriculum continues to include real-world, authentic products for students to work on both independently and in collaborative groups. (ex: Mars World Final Product was aligned to exact work being completed by NASA scientists and engineers in the design of a habitat for life on Mars). This aligns to our district values of preparing students for the world beyond high school graduation. Our curriculum writing teams value guidance and support that is both clear and concise and our stakeholders find that our curriculum documents are easily accessible.

Moving forward, we know that Science teachers must be skilled at building lessons that include 3-dimensional science teaching and learning opportunities, those that allow students to make sense of the world around them using science and engineering processes while also mastering a set of content standards and making connections between and beyond the content. This challenge must be balanced. Therefore, we will work to integrate disciplinary core ideas, science practices and crosscutting concepts.

Social Studies

Based on feedback from district stakeholders, professional development offerings provide relevant and easily implemented strategies and resources that are easily applied across units and grade levels. This demonstrates that our curriculum as a whole including items such as Instructional strategies, resources and assessment alignment are both guaranteed and viable.

As we progress and move forward, we will continue to monitor several important initiatives including:

- Improving foundational knowledge and skill gaps of students
- Improving access to high quality Texas History resources
- Increasing our teachers' ability to teach content at the high level of rigor of the state standards
- Improving the quality of professional development given to teachers throughout the year
- Aligning PLC processes and implementation across campuses
- Aligning assessment and instruction to include STAAR 2.0 item types

HIGH SCHOOL

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Current curriculum needs additional resources and assessments to support the new STAAR item types such as open-ended responses. **Root Cause:** Information is relatively new and it takes time to build out supports to help teachers prepare for the new formats.

Problem Statement 2 (Prioritized): We do not yet have curriculum in place or teachers trained to rollout the new One Way Dual Language Program. **Root Cause:** The Bilingual Trajectory Advisory Committee's recommendation of the new program model was just approved by the board in Summer 2022.

Problem Statement 3: Not all campuses provide equitable planning time for science and social studies at the elementary level. **Root Cause:** Campuses may not yet feel the urgency as in the past these content areas have not been a tested subject for the state assessment.

Problem Statement 4: Teachers need additional TELPAS supports for the new format in grades 2-4 writing and K-4 speaking. **Root Cause:** The formats are relatively new.

Problem Statement 5: We don't yet have a clear vision for STEAM programming. **Root Cause:** We have not yet articulated to all stakeholders the current STEAM practices that already exist in our district.

Problem Statement 6: We need to increase student skills in reading, writing, and thinking to improve student's readiness for the next grade level and post secondary STEAM opportunities. If we increase students' skills in reading, writing, and thinking then students will be ready for the next grade level and post secondary STEAM opportunities. **Root Cause:** Pockets of instruction still fail to meet the rigorous demands required for post-secondary steam readiness.

Problem Statement 7: PISD does not get timely cross-referenced data such as TSIA, testing and enrollment, from institutions of higher education. **Root Cause:** We need partnerships with local colleges to improve data sharing and to work with Tech Services to automate data uploads from various sources.

Problem Statement 8: Students, Faculty and Staff need more training related to cybersecurity and effective, online behaviors. **Root Cause:** The increase use of devices by all stakeholders has led to the need for an increase in training and awareness for safe, online behavior for all. An increase in outside entities, such as hackers, to target school districts for data puts pressure on individuals to know what to look for and how to avoid these issues.

Problem Statement 9 (Prioritized): A third of our EB students in grades 3 to 12 do not show progress in their English attainment as measured by TELPAS. **Root Cause:** State assessment data showed significant challenges in the Speaking domain on TELPAS. We need to provide more targeted trainign for teachers in meeting the linguistic needs of our Emergent Bilingual Students.

Problem Statement 10 (Prioritized): Emergent Bilingual students in secondary campuses performed between 15 and 29 percentage points below their peers in the district in STAAR Reading and Language Arts or EOC English. **Root Cause:** We need to provide more training on strategies for meeting the academic needs of our Emergent Bilingual Students, particularly those who have been in the program of 5 or more years.

Problem Statement 11 (Prioritized): We have a significant gap between the district and the state performance on elementary mathematics as measured by STAAR. **Root Cause:** Pockets of instruction in elementary mathematics fail to meet the rigorous demands of the state.

Problem Statement 12: Faculty and Staff experience communication delays and resource issues when implementing and using digital resources **Root Cause:** Lack of knowledge related to digital resource management processes, Lack of clear procedures for communication, increase in the number of digital resources within a short period of time, # of personnel, antiquated work order system

Parent and Community Engagement

Parent and Community Engagement Summary

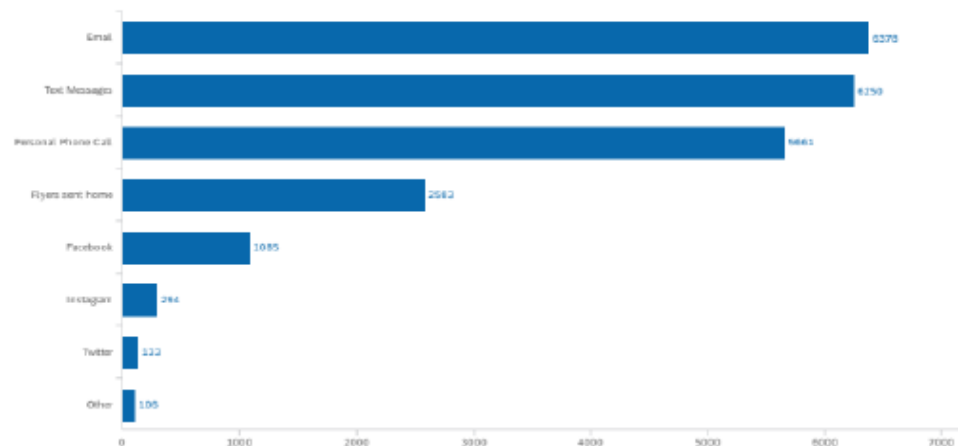
PISD serves over 47,000 students and families in a service area of 92 square miles that encompasses all or portions of Pasadena, Houston, South Houston, Pearland, and an unincorporated portion of southeast Harris County. The community population is ethnically and culturally diverse with a minority population that continues to increase annually.

Pasadena ISD has created a multi- tiered system of support for our community by developing a district wide family engagement team that consists of 30 parent coordinators all focused on developing meaningful engagement with the families of our district. Each parent coordinator supports two campuses from Elementary through Intermediate and addresses needs, obstacles and focuses on bridging the gap between families and the schools to make long lasting impact for students.

Pasadena looks for opportunities for feedback of needs from our school community. One way is through a yearly survey. This year, the district obtained feedback from families and received over 10,000 responses. Some of our findings included the following needs:

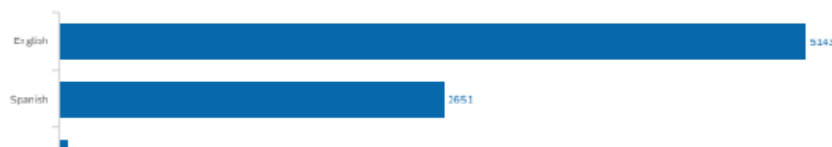
- 2022-2023 Family Engagement and Community Survey reports that 25% of district families are seeking more guidance on how to monitor their child's progress.
- 2022-2023 Family Engagement and Community Survey reports that 78% of district families believe their child feels safe at school. 2022-2023 Family Engagement and Community Survey reports most families prefer communication via emails, text messages, and personal phone calls.
- 2022-2023 Family Engagement and Community Survey reports family communication preferences include 65% English, 33% Spanish and .80 % Vietnamese

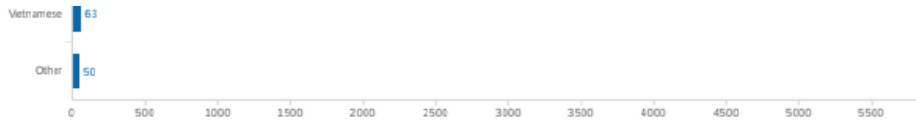
Q5 - How do you prefer the school communicates with you? (Check all that apply)



- 2022-2023 Family Engagement and Community Survey reports family communication preferences include 65% English, 33% Spanish and .80 % Vietnamese

Q4 - What language do you prefer during school and district events?





- 2022-2023 Family Engagement and Community Survey reports families are seeking additional guidance on bullying, social media/internet safety and communication

Parent and Community Engagement Strengths

- 2022-2023 Family Engagement and Community Survey reports that over 85% of our families feel their child has the opportunity to use a variety of technology tools.
- 2022-2023 Family Engagement and Community Survey reports that over 83% of district families reported that they believe teachers and staff want students to succeed and feel comfortable talking to school personnel.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 25% of PISD families are seeking guidance on monitoring their child's academic progress. There is a need for families to take a more meaningful role in supporting student success. **Root Cause:** A variety of reasons are present on the reasons why families are not involved. Examples include the following: Communication on navigating the school systems, poverty level families often work multiple jobs and lack the time needed to learn school technology programs, and programs do not offer multiple language options.

Problem Statement 2: 22% of PISD parents report their child does not feel safe at school. **Root Cause:** Families have not been fully informed of PISD safety measures.

Problem Statement 3: While 83% of families reported that they feel their child's teacher and staff members care about their child, this was a 11% decrease from the previous year. **Root Cause:** School staff are increasing their use technology tools to connect to families and in prior years direct relationships were developed.

District Context and Organization

District Context and Organization Summary

Approximately 48,731 students are currently enrolled among 67 campuses staffed with 4,157 teachers: 36 elementary (PK-4), 11 middle (5-6), 10 intermediate (7-8), 5 comprehensive high schools (9-12), and 5 schools of choice (7-12).

Critical Focus Areas

Three critical areas of focus include Student and Staff Safety, Pandemic Academic Gap and Declining Enrollment.

Student and Staff Safety: PISD remains committed to maintaining a safe and welcoming environment for students by continuously reviewing current safety practices and evolving to ensure we are constantly doing our best to keep students safe. Included in our efforts to keep students safe is a full time PISD Police Department, contracted services with outside police agencies to provide additional security, district-level Safety Director, and secondary safety monitors. Other efforts include emergency response drills, video surveillance at all campuses and departments, metal detector screening, emergency alert notifications, safety film on all exterior glass doors, upgraded security at all main entrances of campuses, behavioral threat assessment teams, and extensive training on ALICE (Alert, Lockdown, Inform, Counter & Evacuate). Safe School Ambassador programs at secondary schools equip students with the tools to proactively resolve issues and add an extra layer of support in district safety efforts.

Pandemic Academic Gap: See Curriculum, Instruction and Assessment

Declining Enrollment: Prior to Hurricane Harvey, district enrollment was over 54,000. The district has experienced decreasing enrollment trends after Hurricane Harvey, and another significant decrease in enrollment came as a result of COVID. Currently, charter schools have enrolled 3,784 students who live within the PISD boundaries. Assuming operating revenues of \$7,500 per student and constant enrollment, the charter schools effectively reduce our operating revenues by \$28,380,000. With charter schools representing less than 8% of PISD's total enrollment, PISD is unable to substantially reduce annual operating costs. With an average of 61 transfers per campus, PISD is unable to materially reduce operating costs by eliminating support staff.

Strategic Plan

Every five years Pasadena ISD works with all stakeholders to develop a Strategic Plan to drive our work moving forward. Among those initiatives are the following:

CCMR: Pasadena ISD continues to focus on providing rigorous curriculum and instruction to stretch all students all the while providing necessary supports as needed. Enrollment is increasing in Dual credit (30, 477 up from 28,455), Early College High School (2,136 up from 2,118), CTE certifications (4,525 up from 2,902), and Personalized Learning. Enrollment in Advanced Placement coursework and participation in AP testing has declined steadily over the last three years. The district is in discussion with partners to better track and increase CCMR rates with a goal of reaching 100% CCMR for all seniors.

Personalized Learning: Pasadena ISD remains committed to embracing innovation that promotes critical thinking and an openness to adapt that will serve our students in the classroom while providing them with the necessary tools to tackle the challenges of their future workplace and give them the confidence and skills to continue to adapt to ever changing work environments. 13,000+ students are being served at 42 campuses in Personalized Learning. We currently have 8 full Middle Schools, 4 full Intermediates and 20 Elementary Schools with ½ and full 4th Grade along with 5 High Schools w/ a Personalized Learning Pathway including one Early College High School (PECHS).

Pasadena ISD's Personalized approach to learning for all students puts whole-child development at the forefront of the educational experience and is rooted in the science of how children learn best. This approach to learning is designed to:

- increase student engagement through problem and project based instruction where students are learning on a deeper level.

- develop strong student-teacher relationships through mentoring where students have the one-on-one attention they deserve.
- provide meaningful learning experiences where teachers help students develop habits associated with lifelong learning, such as the ability to set and follow through on short- and long-term goals, self-awareness, and stress management.

We are currently working to ensure that our PAP/AP courses in Personalized Learning are designed to include a more in-depth study of the subject that allows students to engage in the level of rigor to learn advanced skills that will prepare them for college.

Culture and Climate: PISD consistently focuses on utilization of the Safe and Civil Schools Foundation and Conscious Discipline/Restorative Practice programs at secondary and elementary levels. Teachers and students are trained in restorative practices, counseling staff are trained in trauma care, including extensive and consistent training in threat assessment. Behavior specialists at the district level work with campus staff to contribute to strong relationships that foster learning and promote safety.

Approximately 85% of secondary students participate in Fine Arts or Athletics, extra-curricular and co-curricular activities which contribute to a more well-rounded student.

Full day PK for all students: Our full day PK enrollment is now 2,148, which is 76% of kindergarten enrollment. The district goal is 80% of kindergarten enrollment. At this time, all schools offer English PK, and most have bilingual sections. All students who qualify for F & R or are classified EB have free enrollment. Those families who do not qualify are able to enroll and pay based on a sliding tuition scale.

PLC work: The district continues to find ways to improve the PLC process; a commitment to aligning leadership development that supports school instructional leadership. There is a need to build capacity and collaborate with campus leadership teams to identify areas of focus as well as provide support based on current practices and campus needs. From teacher focus content training, campus coaches training, to principal and assistant principal training, the district has made a collective commitment to work collaboratively to leverage best practices for improvement. Samples of data analysis of common assessments, analyzing question levels, breakdown essential standards, and providing time to reflect are examples of evidence that supports a focus on learning. The district was named a National Model PLC district along with 5 National Model PLC Campuses.

Literacy: To continue to meet House Bill 3 requirements, 99% of all required elementary personnel completed a Texas Reading Academies course. District-wide initiatives around Writing Across the Content Areas using The Writing Revolution also continue to assist students with short and extended constructed responses aligned with STAAR redesign.

Portrait of a Graduate: In August of 2021, we introduced our updated Pasadena ISD Portrait of a Graduate (PoG) in order to unify our vision and provide clarity around our goals for PISD students. By keeping the Portrait front and center we can develop a path across PK-12 that makes the journey clear for both our students and those whose work it is to support their development.

We plan to continue to build on the professional development we've started to help all in PISD make the connections between the work they do and how that leads to students developing our PoG attributes. Our goal is that students are able to use these attributes to achieve success when they graduate from Pasadena ISD.

Leadership Development: Leadership development currently in place includes Professional Learning Communities, Emerging Teacher Leaders, Teacher Leader Collaborative, Aspiring Campus Coaches Academy, Aspiring Librarians Academy, Aspiring Administrators and Counselors Academy, Leadership 101, Instructional Leadership and Administrative Council. Because of the increasing and evolving demands on our school leaders, training for principals must be geared to working with ambiguity and responding to challenges with creativity. To prepare principals, aspiring principals and future leaders to learn, grow and assume critical roles, PISD has partnered with the Holdsworth organization in an 18-month Leadership Collaborative. This work includes creating a sustainable leadership pipeline of ready leaders now and in the future. The Leadership Definition created by a district-level task force will serve all organizations within the district in guiding current and aspiring leaders in the work.

Coaching: The goal of our coaching initiative is to dedicated, highly-trained campus coaches to partner with teacher and teacher teams to improve student outcomes. Campus coaches work with collective teams to support planning, facilitate data analysis, and provide just-in-time professional development. Coaches dedicate much of their time to 1:1 work with teachers, establishing a clear picture of current celebrations and challenges in the classroom, helping him/her set a specific goal tied to student outcomes, clarifying a strategy to reach the goal, implementing the strategy, and making adjustments as needed until they reach the goal. We provide differentiated training for current coaches each year as well as training for campus administrators in leveraging their partnerships with their coaches. We also equip teachers leaders who aspire to be campus coaches with the skills essential to success in the role through our Aspiring Campus Coach Academy.

Whole Child: We all know that in order to help our students to be successful, we have to provide wrap-around support and services outside of core instruction. This has become even more apparent as we have had to navigate the pandemic. At the district level we have been working on how we can support campus efforts in teaching the soft skills and executive functioning skills that will ultimately help students. The goal is to build a whole child framework that aligns whole child competencies with current initiatives across departments. The emphasis is on alignment (health, digital citizenship, safety, counseling, PBIS)- aligning these efforts in a seamless way that will be easy for campuses to implement with provided resources. This year, we aligned around a month by month framework. These Whole Child resources are shared with many different stakeholders from school leaders, counselors, and teachers throughout the year.

District Context and Organization Strengths

Strengths include:

Insuring safety protocols are developed and continuously improved

Closing the pandemic academic gaps

Full Day PK

ECHS

Culture and Climate

Personalized Learning

PLC Culture

Coaching

Whole child work (Wrap around services and support)

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Tracking of CCMR data

Problem Statement 2: Declining enrollment

Problem Statement 3: Recovering pre pandemic math achievement

Problem Statement 4: Continuing to find ways for teachers to receive instructional coaching to improve their practice

Technology

Technology Summary

We continue to see an increase in the use of instructional technology, as schools continued to use blended and personalized learning as an after effect of the COVID-19 pandemic. With the use of targeted tutoring, intervention programming and a variety of supports students continue to grow academically. With the number of new devices that the District received through a variety of grants, the fleet of student devices and teacher devices has been significantly updated. Additionally, as more departments have shifted to utilizing digital resources and programs there is an increased need for ensuring that all staff devices are on a refresh cycle, that training is provided and that we refine our methods related to the review of hardware and software to ensure that we are both meeting the needs of our stakeholders and utilizing our resources efficiently and responsibly. With the passing of the 2022 Bond, the increase in safety, security and facilities projects provides an opportunity to strengthen and update our infrastructure and support for the district instructional, business and facilities technology needs.

Technology Strengths

- Updated devices for students and teachers (Decrease in work orders and down time related to device age)
- Updated cybersecurity software and processes to increase safety and systems
- Updated processes and procedures for review and approval of technology tools, hardware and software
- Increased bandwidth and system management tools that ensure high quality access to resources

Problem Statements Identifying Technology Needs

Problem Statement 1: Students, Faculty and Staff need more training related to cybersecurity and effective, online behaviors. **Root Cause:** The increase use of devices by all stakeholders has led to the need for an increase in training and awareness for safe, online behavior for all. An increase in outside entities, such as hackers, to target school districts for data puts pressure on individuals to know what to look for and how to avoid these issues.

Problem Statement 2: Faculty and Staff experience communication delays and resource issues when implementing and using digital resources **Root Cause:** Lack of knowledge related to digital resource management processes, Lack of clear procedures for communication, increase in the number of digital resources within a short period of time, # of personnel, antiquated work order system

Priority Problem Statements

Problem Statement 1: We do not yet have curriculum in place or teachers trained to rollout the new One Way Dual Language Program.

Root Cause 1: The Bilingual Trajectory Advisory Committee's recommendation of the new program model was just approved by the board in Summer 2022.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: A third of our EB students in grades 3 to 12 do not show progress in their English attainment as measured by TELPAS.

Root Cause 2: State assessment data showed significant challenges in the Speaking domain on TELPAS. We need to provide more targeted trainign for teachers in meeting the linguistic needs of our Emergent Bilingual Students.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Emergent Bilingual students in secondary campuses performed between 15 and 29 percentage points below their peers in the district in STAAR Reading and Language Arts or EOC English.

Root Cause 3: We need to provide more training on strategies for meeting the academic needs of our Emergent Bilingual Students, particularly those who have been in the program of 5 or more years.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: We have a significant gap between the district and the state perfomance on elementary mathematics as measure by STAAR.

Root Cause 4: Pockets of instruction in elementary mathematics fail to meet the rigorous demands of the state.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the 2023-2024 School Year, we will systematically implement a district wide K-12 literacy, problem and project based curriculum and grading system in order to increase student growth and mastery to meet or exceed the state average.

Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2

Evaluation Data Sources: Reading level results, MAP Scores, STAAR scores, and PL Platform completion rates.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a graduated, content-specific reading and writing plan, grounded in peer-reviewed research, for all courses in grades PK-12. Strategic Plan: 1.4.1,1.4.6,1.1.1 Strategy's Expected Result/Impact: Written curriculum or writing strategies embedded in curriculum documents, including scope and sequence, model lessons, projects, and/or district provided assessments, and provide professional development to support implementation. Staff Responsible for Monitoring: L Lesniewski Funding Sources: Salary and benefits for C&I staff - State Compensatory Funds, Salary and benefits, Stipends, Materials, etc. - 211 - Title 1 A - Economically Disadvantaged Study, Salary and benefits for staff serving migrant students - 212 - Title1 C - Education of Migratory Children, Supplies - 255 - Title II A - Improving Teacher & Principal Q, Salary and benefits, supplies, contracted services, tutoring - 263 - Title III A - Bilingual Education, Language, Salary and benefits, training - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments in all content areas. Strategic Plan: 1.2.2, 1.1.4 Strategy's Expected Result/Impact: Integration of state and/or district created writing rubrics including STAAR, TELPAS, and Cognitive Skills rubrics in curriculum documents. Staff Responsible for Monitoring: L Lesniewski	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Train new elementary teachers and administrators in the Science of Teaching Reading (STR) through the Texas Reading Academy. Strategy's Expected Result/Impact: Completion of TRA modules as documented by certificate of completion Staff Responsible for Monitoring: L Lesniewski, B Johnson	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement professional development and supports aligned to strategies learned from the Texas Reading Academy. Strategy's Expected Result/Impact: Improved students performance in foundational reading skills as measured by literacy assessments Staff Responsible for Monitoring: L Lesniewski, B Johnson	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Engage in partnerships which provide students with STEAM exploration opportunities. Strategic Plan: 1.2.3 Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Investigate and create a PK-12 STEAM framework to align courses and encourage increased student engagement through problem and project-based learning experiences for all content areas. Strategic Plan: 1.2.1, 1.1.2, 1.4.7, 1.4.5 Strategy's Expected Result/Impact: Creation of district's STEAM framework Staff Responsible for Monitoring: D Hoppie	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide individualized professional development to implement problem and project based learning and the STEAM continuum. Strategic Plan: 1.2.2, 1.1.4 Strategy's Expected Result/Impact: Deepen teachers' understanding of PBL and the STEAM continuum to enhance their ability to effectively implement project-based learning. Staff Responsible for Monitoring: D Hoppie, T Powell	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Support campus implementation of Professional Learning Communities (PLC) including the establishment of clear processes and systems to monitor student progress. Strategy's Expected Result/Impact: Professional Learning Events/Opportunities, Sign-In Sheets Staff Responsible for Monitoring: D Hoppie	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Support campus pursuit of Model PLC School application and certification. Strategy's Expected Result/Impact: Schools receive and maintain Model PLC status. Staff Responsible for Monitoring: D Hoppie	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Identify student reading levels and skills to monitor reading improvement and align reading materials to their instructional level across all content areas. Insure all students have daily access to grade level materials. Strategy's Expected Result/Impact: Reading level reports and curriculum documents Staff Responsible for Monitoring: L Lesniewski	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Implement research-based learning programs in conjunction with library services, which use both print and digital books, to promote daily reading habits both the enjoyment of reading and to develop reading skills for students PK-12. Strategy's Expected Result/Impact: Independent student reading will increase improving overall reading levels. Staff Responsible for Monitoring: M Mccalla/M Rippy	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Implement the Launch-Work-Wrap approach to instruction in Elementary mathematics classrooms by providing training to administrators, teachers, and campus coaches and including supports in the elementary curriculum. Strategy's Expected Result/Impact: Increase student performance in elementary mathematics by raising the rigor of initial instruction Staff Responsible for Monitoring: L Lesniewski	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Equip elementary teachers with strategies and resources to support the integration of grade-level science and social studies concepts with language arts, reading, and mathematics during district FOCUS trainings. Strategy's Expected Result/Impact: Students will develop a rich understanding of science and social studies concepts which will build background knowledge to support their success with the STAAR reading tests. Staff Responsible for Monitoring: L Lesniewski	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the 2023-2024 School Year, we will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning.

Strategic Plan: 1.5

Evaluation Data Sources: Reading level results, MAP Scores, STAAR scores, and PL Platform completion rates.

Strategy 1 Details	Formative Reviews		
Strategy 1: Assist all campuses in the revision of their campus plans to confirm appropriate plans are included for advanced/gifted students. Strategic Plan: 1.5.1 Strategy's Expected Result/Impact: Individual Campus plans Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue efforts to roll out the new One-Way Dual Language Program for Emergent Bilingual Students by reviewing the PK curriculum and by developing curriculum and training for Grade 2. Strategic Plan: 1.4.2, 1.4.3, 1.4.4, 1.4.8 Strategy's Expected Result/Impact: Ability to launch our One-Way Dual Language Program Staff Responsible for Monitoring: R Merchan Equity Plan	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Establish instructional practices that respond to the linguistic and academic needs of our Emerging Bilingual students. Strategy's Expected Result/Impact: Documented linguistic accommodations, data from pilot programs for Ellevation and Summit K12 Staff Responsible for Monitoring: R Merchan	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Expand ESL Institute opportunities to equip teachers with 2nd language support strategies and to prepare them for certification. Strategy's Expected Result/Impact: Reductions of number of ESL waivers, increase in appropriately certified staff Staff Responsible for Monitoring: R Merchan	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Develop and facilitate a Bilingual Target Language Proficiency Test (BTLPT) Training Academy to equip prospective bilingual teachers with strategies for language development and to prepare the for the certification test. Strategy's Expected Result/Impact: More certified bilingual teachers to serve our Emergent Bilingual student population. Staff Responsible for Monitoring: R Merchan Results Driven Accountability	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Equip Intervention Assistance Teams with protocols and tools to establish systems of intervention within the Multi-Tiered Systems of Support (MTSS) framework. Strategic Plan: 1.5.3 Strategy's Expected Result/Impact: Intervention Team Drive; Campus Visits; Sign-In Sheets Staff Responsible for Monitoring: D Hoppie	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide professional development opportunities for Intervention Teachers and General Education teachers to expand and deepen their understanding of explicit instructional strategies for remediation of foundational skills for students in need of Tier 3 support such as risk factors for dyslexia. Strategic Plan: 1.5.3 Strategy's Expected Result/Impact: Professional Learning Events/Opportunities, Sign-In Sheets Staff Responsible for Monitoring: D Hoppie Funding Sources: Professional services, materials, and misc costs associate with Dyslexia/Intervention Team - State Compensatory Funds	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize Skyward MTSS platform to seamlessly record classroom observations, student concerns, intervention plans, and to monitor the effectiveness of interventions provided to meet the individual needs of students. Strategic Plan: 1.5.3 Strategy's Expected Result/Impact: Skyward Reports; MTSS Reports Staff Responsible for Monitoring: D Hoppie	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Ensure that the G/T identification procedure remains free from bias. Strategy's Expected Result/Impact: Demographic reports Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide and promote participation in staff development for teachers in grades 6-11 with access to the Advanced Placement (AP) Institute and other PreAP/AP professional learning opportunities. Strategy's Expected Result/Impact: Training calendar, sign in sheets, workshop opportunities Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. Strategy's Expected Result/Impact: Demographic reports, program enrollment, and number of assessments administered Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Expand participation in the Texas Performance Standards Project in grades K-12. Strategy's Expected Result/Impact: Increased participation in the district's GT showcase across all grade levels. Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Expand and improve the implementation of AVID across campuses by providing opportunities for non-Advancement Via Individual Determination (AVID) and active AVID campuses to attend professional development to learn about AVID and grow their AVID programs. Strategy's Expected Result/Impact: Professional development catalogue, sign-in sheets Staff Responsible for Monitoring: M Collins, K McCarley	Formative		
	Jan	Apr	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Expand and improve the implementation of AVID across campuses. Strategy's Expected Result/Impact: Professional development catalogue, sign-in sheets Staff Responsible for Monitoring: M Collins, K McCarley	Formative		
	Jan	Apr	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Promote a district wide AVID culture that supports the use of organizational tools, note-taking, inquiry, and WICOR (writing, inquiry, collaboration, organization, and reading) for continuous student improvement. Strategy's Expected Result/Impact: Increased enrollment of AVID scholars in PAC/AP courses Staff Responsible for Monitoring: M Collins, K McCarley	Formative		
	Jan	Apr	June

Strategy 16 Details	Formative Reviews		
Strategy 16: Expand Content-Based Language Instruction (CBLI) training to include additional teachers across the district. Strategy's Expected Result/Impact: Professional development catalogue, sign-in sheets, surveys Staff Responsible for Monitoring: R Merchan	Formative		
	Jan	Apr	June
Strategy 17 Details	Formative Reviews		
Strategy 17: Provide extended year learning opportunities during the summer for students who fall short of grade level promotion standards, who require HB 1416 tutoring, who need opportunities to recover credit for courses taken during the school year, or who want to take advantage of learning extension to accelerate their learning. Strategy's Expected Result/Impact: Increased mastery of grade-level curriculum to enable student to meet promotion standards, earn course credit, and meet HB 4545 requirements. Staff Responsible for Monitoring: L Lesniewski, T Powell, D Hoppie, R Benner Funding Sources: Payroll for summer school staff - State Compensatory Funds, Payroll for summer school staff - 282 - ESSER III	Formative		
	Jan	Apr	June
Strategy 18 Details	Formative Reviews		
Strategy 18: Follow TEA recommendations (provide "at bats") through the use of TFAR and Cambium assessment systems to familiarize students with upcoming online state assessment environment and new assessment item types. Strategy's Expected Result/Impact: Student on-line performance will improve and scores will increase Staff Responsible for Monitoring: D Hoppie	Formative		
	Jan	Apr	June
Strategy 19 Details	Formative Reviews		
Strategy 19: Implement the Priority for Service (PFS) Action Plan for Migrant Students to provide additional academic, social and basic needs support for our migrant students identified as Priority for Service. Strategy's Expected Result/Impact: 100% of PFSstudents will have access to instructional opportunities and services, PFS students will meet or exceed the state acadedemic achievement standards for Reading and Mathematics Staff Responsible for Monitoring: G Gallegos, N Retta Results Driven Accountability	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: By June 2024, we will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including post secondary credit prior to entering college.

Strategic Plan: 2.3

Evaluation Data Sources: CCMR data, SAT/TSIA data, Certification data, Dual credit earned, Associates Degrees earned, scholarships, AP scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish a CCMR student leadership program. Strategic Plan: 2.1.4 Strategy's Expected Result/Impact: Increased student awareness around college enrollment and sustainability Staff Responsible for Monitoring: K McCarley Equity Plan	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop recommendation for appropriate selection of college readiness assessments and a timeline for administration of these assessments to maximize opportunities for students (ACT, SAT, TSIA) Strategic Plan: 2.1.7 Strategy's Expected Result/Impact: Improved College Readiness Assessment scores Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage students to prepare for and register and take the PSAT, SAT, ACT and other college entrance exams in their junior year and senior year. Provide training on importance of and procedures related to college entrance exams. Strategy's Expected Result/Impact: Participation in campus and district preparation events and social media campaigns Staff Responsible for Monitoring: T Le	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development opportunities to implement the instructional strategies that support students mastery of the attributes in Pasadena ISD's Portrait of a graduate (Strategic Plan 1.3.5, 2.3.1) Strategy's Expected Result/Impact: Students will leave with the skills necessary to persist and complete post high school college and certification work. Staff Responsible for Monitoring: T Powell/M McCalla Results Driven Accountability - Equity Plan	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Establish college and career promotion campaigns on each campus in grades K - 12, including promotion of CTE pathways. Strategy's Expected Result/Impact: Social media campaigns, campus calendars Staff Responsible for Monitoring: K McCarley/Tanya Hagar	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Review current services provided through virtual learning environments for strengths and gaps and create an action plan to ensure students in grades 7-12 have access to quality online learning courses and teachers. Strategy's Expected Result/Impact: Additional instructional flexibility will allow students options to complete course work and allow for additional courses beyond what is available during the traditional school day. Staff Responsible for Monitoring: T Powell/M McCalla	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: During the 2023-2024 school year, we will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures.

Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Certification rates and Internships

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand career advisory committees based on regional employability forecasts using partners from local labor market organizations. Strategic Plan: 4.3.2, 4.3.4, 2.2.3 Strategy's Expected Result/Impact: CTE course content will better reflect industry standards and current employee needs. Counselors will have the information needed to guide students towards areas with the greatest employment opportunities. Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for career exploration and associated paths K-12 and integrate a variety of methods for students to explore career interests.. Strategic Plan: 2.1.1, 2.3.4 Strategy's Expected Result/Impact: Students will have a better understanding of career choices and have priorities for their future. Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide early and centralized coordinated recruitment for high school programs so that parents and students are aware of all programs. Strategic Plan: 2.1.2, 2.1.5, 4.3.5 Strategy's Expected Result/Impact: Increase district enrollment due to specialized instructional opportunities. Staff Responsible for Monitoring: K McCarley	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Administer diagnostic/interest tests (Kuder Navigator) that gives students, counselors, parents, and teachers information about the students' abilities/talents and how these are applicable to career opportunities. [P16] Strategy's Expected Result/Impact: Records of test administration, flyers, mail-outs to parents, Kuder report dissemination. Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide opportunities for CTE students to participate in leadership events in an effort to assist with career readiness. Strategy's Expected Result/Impact: Greater exposure to career opportunities for students. Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Prepare students for post-secondary career opportunities by equipping classrooms with industry-standard equipment, curriculum, supplies, and training necessary for attaining certifications. Strategy's Expected Result/Impact: Records of student certifications earned, student and teacher survey results, business partner survey results Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Equip teachers and administrators with necessary equipment, curriculum, supplies, and training that will allow them to provide rigorous and relevant learning opportunities for students. Strategy's Expected Result/Impact: Curriculum documents, lesson plans, field trips, internship opportunities, student and teacher survey results, business partner survey results Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By January 2024, 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Staffing reports, training reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Investigate and design incentive programs to attract and support employees throughout their career life cycle. Strategy's Expected Result/Impact: Retain teachers Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Explore the expansion or updating of key and desirable benefit packages that support employee well-being. Strategy's Expected Result/Impact: Retention of employees Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide competitive salaries to make Pasadena ISD a long-term district of choice for employees. Strategy's Expected Result/Impact: Increase employee retention rates Staff Responsible for Monitoring: B McCain Funding Sources: Veteran and new staff salaries, stipends, and retention bonuses - 282 - ESSER III	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees.

Evaluation Data Sources: Training reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Research and design an employee assistance program to support physical and social-emotional health and wellness. Strategy's Expected Result/Impact: Employee retention Staff Responsible for Monitoring: B McCain Equity Plan	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop the social-emotional support capacity of campus and department leaders to enhance positive relationships and employee morale for all through professional training and coaching. Strategy's Expected Result/Impact: Retention of teachers and positive student/teacher relationships Staff Responsible for Monitoring: B McCain Equity Plan	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Offer a personalized professional development on-demand platform for differentiated learning opportunities for all employees. Strategy's Expected Result/Impact: Learning needs of all employees will be met leading to increased employee retention. Staff Responsible for Monitoring: B McCain Equity Plan	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Expand and explore methods of developing teacher sources within our organization and community. Strategy's Expected Result/Impact: Increase teacher pool for interviewing and hiring Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Infuse culturally responsive practices throughout the district to ensure equity, diversity, and inclusion for all employees. Strategy's Expected Result/Impact: Increase employee retention rates Staff Responsible for Monitoring: B McCain Equity Plan	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Enhance leadership growth and development opportunities to provide a quality pool of future leadership candidates grounded in the culture and mission of the district. Strategy's Expected Result/Impact: Leaders will be prepared for advancement and be able to smoothly transition to new positions. Staff Responsible for Monitoring: J Saavedra, J Richardson, R Parmer, A Harrell	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide opportunities for teachers to receive specialized professional development in licensures and certifications for CTE programs. Strategy's Expected Result/Impact: Training agendas, handouts, sign-in sheets Staff Responsible for Monitoring: T Hagar	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Expand professional development, mentoring, and coaching services for induction year teachers. Strategy's Expected Result/Impact: Sign-in sheets, visitation logs, KickUp and SIBME records Staff Responsible for Monitoring: T Goodwin	Formative		
	Jan	Apr	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Dedicate time and effort to assist principals in their professional growth and engage in compelling professional learning opportunities to strengthen their instructional leadership as the lead learner on campus. Strategy's Expected Result/Impact: Increased student achievement on campuses as principals sharpen their skills to provide targeted instructional leadership. Staff Responsible for Monitoring: J Saavedra, J Richardson, R Parmer, A Harrell	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Lead strategic change to continuously elevate the performance of schools and sustain high-quality educational programs and opportunities across the district. Strategy's Expected Result/Impact: Increased student achievement on campuses as principals sharpen their skills to provide targeted instructional leadership. Staff Responsible for Monitoring: J Saavedra, J Richardson, R Parmer, A Harrell	Formative		
	Jan	Apr	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide principals with leadership tools, training and support based upon their specific leadership goals, foster an atmosphere of collaboration among their campus teams and through their feeder campus patterns, and provide constructive and positive feedback through regularly scheduled check-ins and executive coaching sessions with principals. Inspiring team members will increase productivity and morale, increase student achievement, and reduce the number of problems and concerns across campuses and the district. Strategy's Expected Result/Impact: Inspiring team members will increase productivity and morale, increase student achievement, and reduce the number of problems and concerns across campuses and the district. Staff Responsible for Monitoring: J Saavedra, J Richardson, R Parmer, A Harrell	Formative		
	Jan	Apr	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Train principals in effective practices for leveraging campus coaches to maximize the amount of time dedicated to 1:1 Impact Coaching Cycles with classroom teachers. Strategy's Expected Result/Impact: Increase the amount of time campus coaches and campus content specialists spend in 1:1 Impact Cycles Staff Responsible for Monitoring: S Harrell	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Staffing reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Create highly focused multi-platform approaches that promote the District as a career life cycle opportunity. Strategy's Expected Result/Impact: Increased recruitment and retention of highly-qualified employees Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create, extend, and leverage promotional materials to highlight the PISD employee experience. Strategy's Expected Result/Impact: Increased recruitment and retention of highly-qualified employees Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a branding campaign for the human resources department to attract new employees. Strategy's Expected Result/Impact: Increased recruitment and retention of highly-qualified employees Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 4: Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

Evaluation Data Sources: Staff surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Design systems of feedback solicitation at benchmark years and at exit or retirement to improve employee experiences throughout careers. Strategy's Expected Result/Impact: Gain stakeholder feedback to make adjustments to create a more positive employee experience Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement early hiring processes to secure highly qualified candidates. Strategy's Expected Result/Impact: Increase the number of highly-qualified teachers and mitigate staffing challenges due to the national teacher shortage Staff Responsible for Monitoring: B McCain	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: By July 2024, we will engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Sign-in sheets, parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a parent portal for quick access to training and community resources. Strategic Plan: 5.2.2 Strategy's Expected Result/Impact: Increase parent participation in training and access to resources Staff Responsible for Monitoring: G Gallegos	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create and implement a culturally responsive training for district personnel regarding the benefits of building equitable partnership with families to support student learning. Strategic Plan: 4.1.2 Strategy's Expected Result/Impact: Establish more effective partnerships with families. Staff Responsible for Monitoring: G Gallegos	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide effective two-way communication methods for families to maintain engagement in student learning. Strategic Plan: 4.1.3 Strategy's Expected Result/Impact: Increased communication between district personnel and families. Staff Responsible for Monitoring: G Gallegos	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide family engagement activities and opportunities for parents to consult and plan programs for student success regarding academic, social and emotional needs. Strategic Plan: 4.1.1, 4.1.5, 4.1.4, 4.2.2, 4.3.3 Strategy's Expected Result/Impact: More purposeful support will be provided for the academic, social and emotional needs of students within the home. Staff Responsible for Monitoring: G Gallegos Funding Sources: Training, stipends, services - 211 - Title 1 A - Economically Disadvantaged Study, Substitutes for training - 263 - Title III A - Bilingual Education, Language, Professional services, materials - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Develop a marketing campaign so that by July 2024 we will have a 10% increase in parent engagement. Strategic Plan: 4.1

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop an innovative marketing plan to promote Pasadena ISD schools as a preferred choice by area families to increase enrollment. Strategic Plan: 4.2.1 Strategy's Expected Result/Impact: Increased enrollment. Staff Responsible for Monitoring: T McCarley	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for campus social media managers to increase family engagement and inform parents of campus events and career opportunities in a timely manner. Strategic Plan: 4.2.2 Strategy's Expected Result/Impact: Greater presence in the community and stronger communication with parents and community members. Staff Responsible for Monitoring: T McCarley	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: By June 2024, we will increase safety and security measures at all levels to train, prepare, respond and recover from all potential threats, natural and man-made. Strategic Plan 5.4

Evaluation Data Sources: Drills, Simulations, Audits, Committee Meeting Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop systems to facilitate rapid response time and increase visibility of administrators and law enforcement personnel. Strategic Plan: 5.4.1 Strategy's Expected Result/Impact: Mitigate potential hazards by notifying district level administrators of incidents before they escalate. Increased visibility of district personnel is a deterrent. Staff Responsible for Monitoring: D Duckett, S Russell	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide updated life-saving training skills and emergency response protocols for all staff, including substitutes, regularly to increase preparedness and response. Strategic Plan: 5.4.2 Strategy's Expected Result/Impact: Increase proficiency in staff to respond to health emergencies during a crisis. Staff Responsible for Monitoring: A Weisedel	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Expand campus and inter-agency community partner emergency response drills to include students and staff at all campuses to ensure proactive planning and mitigate damage. Strategic Plan: 5.4.3 Strategy's Expected Result/Impact: Improved response to and recovery from potential life threatening incidents. Better collaborative approach to incident management between the district and community partners. Staff Responsible for Monitoring: D Duckett, S Russell	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Augment the physical security of campuses to provide greater safety for students and employees. Strategic Plan: 5.4.4 Strategy's Expected Result/Impact: Increased feelings of safe and secure environments which enhance learning. Staff Responsible for Monitoring: D Duckett, K Fornof	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Update FFH (Local) board policy regarding dating violence and reporting, parent communication, and victim guidelines and consistently train for implementation with fidelity. Strategy's Expected Result/Impact: Updated board policy to ensure compliance with state mandates Staff Responsible for Monitoring: B Benner, K McCarley	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement and support curriculum for grade-level appropriate instruction regarding child abuse, family violence, dating violence, and sex trafficking that include likely warning signs that a child may be at risk for sex trafficking to be adopted in the 2023-2024 school year. Strategy's Expected Result/Impact: Proposed curriculum revisions Staff Responsible for Monitoring: B Benner, K McCarley	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: During the 2023-2024 school year, we will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Sign-in sheets, discipline data, attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student engagement in current PBIS focused programming including restorative practices, Safe and Civil schools, Conscious Discipline, AVID, Habits of Success and other respectful practices. Strategic Plan: 1.3.7, 1.3.6 Strategy's Expected Result/Impact: Develop greater skills for self-regulation and work habits to maximize learning during instructional time. Staff Responsible for Monitoring: G Gallegos Funding Sources: Crisis specialists and miscellaneous expenses - 211 - Title 1 A - Economically Disadvantaged Study, Safe and Civil CHAMP Training - 255 - Title II A - Improving Teacher & Principal Q, Salary and Benefits, training, CIS services, materials - 289 - Title IV- Student Support & Academic Enrichm	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote with PR campaign and implement an incentivized professional development system to ensure teacher learning and growth in strategies as it relates to the Whole Child Team. Strategic Plan: 1.3.4, 5.1.3, 5.2.1 Strategy's Expected Result/Impact: Equip teachers with skills to meet the social-emotional needs of students with whom they work. Staff Responsible for Monitoring: G Gallegos	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a Whole Child team to develop programs and approaches for developing positive behaviors in children. Strategic Plan: 1.3.2, 1.3.3, 5.1.1 Strategy's Expected Result/Impact: Provide collective leadership to guide the expansion of SEL work in the district. Staff Responsible for Monitoring: G Gallegos	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Explore, design and implement a comprehensive system of evidence based services for highly at-risk students including teen parents and students with a pattern of substance abuse. Strategic Plan: 5.1.3., 5.3.2, 5.3.1 Strategy's Expected Result/Impact: This support will lead to decrease in substance abuse and provide wrap around services for teen parents leading them to complete high school and pursue career opportunities. Staff Responsible for Monitoring: G Gallegos	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement systems to decrease student disciplinary recidivism at Disciplinary Alternative Education Programs, Juvenile Justice System, and Recovery Centers. Strategic Plan: 5.3.3 Strategy's Expected Result/Impact: Students will more quickly return to their home campus and Tier I instruction improving their likelihood to complete high school and be college and career ready. Staff Responsible for Monitoring: M Lebleu, J Richardson, G Gallegos	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Educate administrators and teachers at each campus about implementation plans, the role of the school counselor, and the data supported student achievement results that will occur as a result of fully implementing a comprehensive guidance and counseling program. Strategy's Expected Result/Impact: Minutes, Agendas Staff Responsible for Monitoring: K McCarley	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Evaluate duties currently assigned to counselors and reassign those that do not fall within the scope of the guidance and counseling program. Strategy's Expected Result/Impact: Campus visits and counselor self-reporting Staff Responsible for Monitoring: K. McCarley	Formative		
	Jan	Apr	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Each Pasadena ISD campus will implement an evidence-based Tier 1 program to meet the social-emotional needs of the whole child. Strategy's Expected Result/Impact: Campus observations and self-reporting Staff Responsible for Monitoring: K McCarley	Formative		
	Jan	Apr	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Use evidence of leader effectiveness to determine needed improvement in practice to foster a positive educational environment to support students' diverse cultural and learning needs through 1:1 Executive coaching and group mentoring. In addition, ensure the district engages in socially responsive and restorative practices to maintain safety and an environment conducive to learning. Strategy's Expected Result/Impact: Increase positive feedback on campus climate and culture surveys to reflect the inclusive learning environment Staff Responsible for Monitoring: J Saavedra, R Parmer, J Richardson, A Harrell	Formative		
	Jan	Apr	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Implement systems for data analysis and review of disciplinary assignments to ISS, OSS, and DAEP for students receiving special education services to decrease the total disciplinary removal rate. Strategy's Expected Result/Impact: By decreasing time out of the classroom for discipline, students will receive increased academic engagement. Staff Responsible for Monitoring: M. LeBleu	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: By June 2024, coordinated school health/whole child plans, based upon the whole school, whole community, whole child model, show growth in the support of their support the district wellness policy including activities to increase student, staff and parental awareness of the connection between healthy behaviors and academic achievement.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide annual staff development for instructional and administrative staff to ensure consistent implementation of district wide and campus based coordinated school health/whole child initiatives and the implementation of the district wellness policy. Strategy's Expected Result/Impact: Staff development documentation, campus developed plans, compliance report Staff Responsible for Monitoring: A Macneish	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate Campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/whole child goals and objectives and the district wellness policy (including parent education opportunities for coordinated school health/wellness). Strategy's Expected Result/Impact: Staff development documentation, campus developed plans, Alliance for a Healthier Generation's/Healthy Schools Program Staff Responsible for Monitoring: A Macneish	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Annually, evaluate the implementation and effectiveness of coordinated school health/whole child goals and objectives and the district wellness policy. Strategy's Expected Result/Impact: Review the snapshot report from the Alliance for a Healthier Generation's/Healthy Schools Program assessment (based on the School Health index). Staff Responsible for Monitoring: A Macneish	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide staff development and resources to support: 1. Utilizing Fitnessgram Data for instructional planning and goal setting and 2. Developing skills for physical and health literacy Strategy's Expected Result/Impact: Staff development documentation and resources provided Staff Responsible for Monitoring: A Macneish	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Design district calendar and campus master schedules to allow for district wide and campus based coordinated school health/whole child programs and to support the wellness policy goals and objectives (including PE minutes, lunch schedules and recess). Strategy's Expected Result/Impact: Meeting Documentation, Campus Plans developed, master schedules Staff Responsible for Monitoring: A Macneish	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent and employee surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a consistent customer service model and expectations district wide and provide customer service training in all ancillary service departments to convey a better understanding of customer needs and expectations. Strategy's Expected Result/Impact: Increased quality of customer service experience across the district Staff Responsible for Monitoring: T McCarley	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Restructure district and ancillary web pages to be more accessible and friendly to all stakeholders. Strategy's Expected Result/Impact: Provide a more fluid online experience for parents and community members to enable them to more efficiently access information about the district. Staff Responsible for Monitoring: T McCarley	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Increase the safety of transporting students through technology and training.

Evaluation Data Sources: Safety incident records, transportation discipline records

Strategy 1 Details	Formative Reviews		
Strategy 1: Infuse technology to update transportation safety and responsiveness. Strategy's Expected Result/Impact: Transportation will be more efficient and student time on busses will be reduced. Staff Responsible for Monitoring: R Stock	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training to enhance student and employee transportation safety. Strategy's Expected Result/Impact: Minimize the number of safety incidents on district transportation. Staff Responsible for Monitoring: R Stock	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 3: Structure innovative technology solutions to provide service and educational options and opportunities.

Evaluation Data Sources: Student and staff surveys, data on technology work orders

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a new technology inventory management and work order system with supporting resources, training and processes Strategy's Expected Result/Impact: Accurate accounting of device fleet and improved monitoring of device health to ensure responsible, effective use of funding for student, staff and faculty device needs. Staff Responsible for Monitoring: M McCalla Funding Sources: - 199 - General Fund - 78,000 - \$78,000	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Filtering and Cybersecurity software, establish procedures for monitoring cybersecurity and provide ongoing training for students, faculty and staff Strategy's Expected Result/Impact: Decrease vulnerability to various cybersecurity attacks; Improve reaction time and service to cyber-vulnerabilities; Improve students abilities to make smart and safe choices online Staff Responsible for Monitoring: M McCalla	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement the selection and implementation process for technology tools and digital resources that provides a high quality selection of resources for teachers, students, and non-instructional departments. Strategy's Expected Result/Impact: Ensure quality instruction with the right tools in the hands of teachers and students Staff Responsible for Monitoring: M McCalla	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Execute the device replacement cycle plan for employee and student technology pending funding. Strategy's Expected Result/Impact: Employees and students will be equipped with working devices and repair costs will be limited. Staff Responsible for Monitoring: M McCalla	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 4: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Student, parent, and staff surveys, data on facilities and maintenance work orders

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish and maintain PISD facilities by developing a replacement schedule for technology, equipment, and facilities. Strategy's Expected Result/Impact: Reduce repair costs, injuries and increase pride in district Staff Responsible for Monitoring: K Fornof, M McCalla	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate efficient and environmentally friendly facilities and equipment. Strategy's Expected Result/Impact: Reduce pollution and improve the health of employees and students Staff Responsible for Monitoring: K Fornof	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 5: Expand systems to more fully meet the nutritional needs of all students.

Evaluation Data Sources: Menus, meal service records, free-and-reduced lunch applications

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand and implement nontraditional breakfast service at every campus. Strategy's Expected Result/Impact: Provide flexibility options to ensure all students have the opportunity to eat breakfast daily. Staff Responsible for Monitoring: B Pape	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Expand and implement At Risk meal programs to reach more students. Strategy's Expected Result/Impact: Increase access to nutritional meals for more students across the district. Staff Responsible for Monitoring: B Pape	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase access to nutrition education and information for parents and students. Strategy's Expected Result/Impact: Equip parents with important information to support their efforts to provide nutritious food choices for students and family members. Staff Responsible for Monitoring: B Pape	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 6: Design additional business services that provide innovative solutions to meet evolving district needs.

Evaluation Data Sources: Financial records

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and actively pursue viable opportunities to generate additional revenues for PISD. Strategy's Expected Result/Impact: Increase the income stream to fund district initiatives. Staff Responsible for Monitoring: B Pape	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Form an Attendance Committee to develop a Student Attendance Success Plan focusing on improving and sustaining high school student attendance levels. Strategy's Expected Result/Impact: Increase income stream to fund district staffing Staff Responsible for Monitoring: B Pape	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Be a good steward of financial resources that support the mission and vision of PISD. Strategy's Expected Result/Impact: Maximize the impact of taxpayer funds in serving our students and community. Staff Responsible for Monitoring: B Pape	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
1	2	5	Develop and facilitate a Bilingual Target Language Proficiency Test (BTLPT) Training Academy to equip prospective bilingual teachers with strategies for language development and to prepare the for the certification test.
1	2	19	Implement the Priority for Service (PFS) Action Plan for Migrant Students to provide additional academic, social and basic needs support for our migrant students identified as Priority for Service.
2	1	4	Provide professional development opportunities to implement the instructional strategies that support students mastery of the attributes in Pasadena ISD's Portrait of a graduate (Strategic Plan 1.3.5, 2.3.1)

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$39,705,325.00

Total FTEs Funded by SCE: 128

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alanis, Melissa	Tech Campus Support Supervisor	1
Andell, Neifa	Coor Parent	1
Andrade, Maria	Custodian - Facilities and Const	1
Archer, Melissa	Campus Content Specialist - All	1
Ayala, Anna	Paraprofessional - Clerical (CO4	1
Barber, Whitney Lyn	CCS MID - ELA 215 Days	1
Billington, Diamantina Cardona	Specialist Behav Response Team	1
Blacknell, Kimberly Michelle	Behavior Response Team Para	1
Blank, Michelle Rae	Behavior Response Team Para	1
Booker, Bernadette	CCS ELEM - ELA 215 Days	1
Borrego, Guadalupe	Custodian - Facilities and Const	1
Borrego, Marissa Christine	CCS HS - SCIENCE 215 Days	1
Burt, Melodneice C	Campus Content Spec HS - ELA	1
Cantu Cardenas, Maria	Custodian - Facilities and Const	1
Cardenas, Areli	Coor Parent	1
Chattman, Gary Wayne	Campus Content Spec HS - SS	1
Connell, Jaime Lynn	CCS HS - SCIENCE 215 Days	1
Coronado, Sharon Scarlettte	Coor Parent	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cortez, Cynthia	Coordinator - Curriculum and Ins	1
Curry, Andrea Lee	Juvenile Case Manager	1
Daniels, LaCretia	Paraprofessional - Instructional	1
Davis, Tiffany Laine	Specialist 21st CCLC Cycle 10 Fmly Eng	1
Deadwyler, Ashley Dianne	Campus Content Spec HS - SS	1
Deleon-Phillips, Marisol M	Secy Special Programs C04	1
Dewitte, Sarah Gadsby	Campus Content Spec HS - ELA	1
Espinoza, Mireya	Coor Parent	1
Faith, Rachael	Counselor District Support	1
Flores, Adriana	Counselor District Support	1
Franklin, Ashley Louise	Tech Campus Support Supervisor	1
Garcia, Anna	Counselor District Support	1
Garcia, Christina Leigh	Specialist Behav Resp Team	1
Garcia, Cindy Oralia	Specialist Elem Sch Bil/ESL	1
Garcia, Maria	Custodian - Facilities and Const	1
Garza, Marah	Counselor District Support	1
Garza, San	Parent Coordinator	1
Gibson, Kristen Nicole	Innovation & Development Specialist	1
Gonzalez, Abby Van	CCS HS - MATH 215 DAYS	1
Govea, Delfina Guadalupe	Coor Parent	1
Gutierrez, Priscilla Lee	Social Worker	1
Gutierrez, Roselyn M	Coor Parent	1
Guzman Bujanda, Blanca E	Migrant Recruit/Ngs Specialist	1
Guzman, Lynette	Coordinator - Curriculum and Ins	1
Hathhorn, Amanda Leigh	Campus Content Spec INT - MATH	1
Hernandez deRodriguez, Lorena	Custodian - Facilities and Const	1
Hernandez, Guadalupe	Counselor District Support	1
Hernandez, Patricia Lynn	Tech Campus Support Supervisor	1
Herrera, Maria	Custodian - Facilities and Const	1
Ibarra-Silva, Cynthia	Counselor District Support	1
Isaguirre, Korina	Fed Com Ofc/Fmly Eng Liaison	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jacobs, Traci Lynn Schott	Campus Content Spec HS - SS	1
Jano Defez, Carla Leonor	Specialist SLAR & Bil/ESL	1
Jauregui Vela, Emelina	Coor Parent	1
Jett, Jennifer Vance	Campus Content Spec HS - ELA	1
Kaemmer, Michael W	Specialist Behav Resp Team	1
Karow, Shanda Rae	Specialist Behav Response Team	1
Kaufman, Heather	Paraprofessional - Instructional	1
Khalil, Amany Aboubakr	Coor Behavior Response	1
Kronenberger, Amber Renee	Campus Content Spec INT - ELA	1
Kwiatkowski, Gerard	Campus Content Specialist - All	1
Lazo, Alejandra	Coor Parent	1
Leal, Maria Iveth	Coor Parent	1
Lee, Lacey A	Campus Content Spec HS - ELA	1
Lira, Gabriela Lyly	Juvenile Case Manager	1
Lopez, Tanya	Campus Content Spec HS - SS	1
Luciano, Gabriel C	CCS HS - SCIENCE 215 Days	1
Martinez, Aleyda	Coor Parent	1
Mcdougall, Jana Lee	BSS Teacher DW	1
Mcintosh, Amery J	Campus Content Spec HS - MATH	1
Meadows, Lydia Ruth	Campus Content Spec MID - MATH	1
Montoya-Silva, Juanita Marie	Campus Content Spec HS - ELA	1
Moreno, Diana	Coor Parent	1
Mosqueda, Rosa	Custodian - Facilities and Const	1
Murillo, Maria Angeles	Coor Parent	1
Nelson, Stephanie Sarah	Instr Spec MS SS	1
Nunez, Balbina	Coor Parent	1
Nuzzie, Janet Dodd	Specialist Math	1
Obrien, Allison Bernice	Campus Content Spec HS - MATH	1
Ochoa, Elizabeth	Paraprofessional - Instructional	1
Ortega, Abigail	Coor Parent	1
Pace, Lindy Kaye	Campus Content Spec INT - MATH	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Padron, Lina Marcela	Coor Parent	1
Palacios, Ericka Lorena	Coor Parent	1
Palacios, Maria Del Carmen	Specialist Bil/ESL	1
Pena, Soranjel	Counselor District Support	1
Peralta, Elizabeth	Compliance Officer (Fed)	1
Pesina, Francisca Yadira	Coor Parent	1
Phillips, Cindy Kay	Campus Content Spec INT - MATH	1
Pinkston, Cicely D	CCS HS - SCIENCE 215 Days	1
Pompa, Jeanette	Coor Parent	1
Portillo, Delmy	Custodian - Facilities and Const	1
Prado, Lisa Lerma	Coor Parent	1
Puente, Dena Lafleur	Campus Content Spec HS - ELA	1
Quirino, Josue	Warehouse/Operations Supv Tech	1
Ramirez, Leslie Ruth	Campus Content Spec INT - ELA	1
Ramirez, Sandra Hernandez	Behavior Response Team Para	1
Ramos, Leslie	Social Worker - Curriculum and I	1
Rangel, Maria	Custodian - Facilities and Const	1
Reid, Shannon Miranda	Staff Accountant	1
Resendez, Amelia	Custodian - Facilities and Const	1
Retta, Neitzy Annirol	Migrant/Homeless Specialist	1
Reyna, Anna	Custodian - Facilities and Const	1
Rhymer, Emily Marsala	Campus Content Spec HS - ELA	1
Riley, Jacob	Campus Content Spec INT - MATH	1
Rios Cantu, Liliana	Coor Parent	1
Robinson, Rosa	Custodian - Facilities and Const	1
Rodriguez, Rocio	Coor Parent	1
Rojas, Andrea	Counselor District Support	1
Saavedra, Stephanie Wilks	Bilingual/ESL Specialist	1
Salas, Georgina	Custodian - Facilities and Const	1
Sanchez, Leticia	Counselor District Support	1
Sanchez, Yvonne	Paraprofessional - Clerical (CO4	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sauceda, Stephanie	Coor Parent	1
Scott, Demetrius	Specialist - Curriculum and Inst	1
Segura, Priscilla	CCS MID - ELA 215 Days	1
Shelton, Jason William	Campus Content Spec HS - SS	1
Shelton, Melody Renee	Campus Content Spec HS - SS	1
Swan, Cortney Elizabeth	CCS MID - MATH 215 Days	1
Tenorio, Ruth	Campus Content Specialist - All	1
Thomas, Sandra Jasmine	Specialist Behav Resp Team	1
Torres, Christina Marie	Project Dir 21st CCLC Cycle 10	1
Torres, Teresa	Custodian - Facilities and Const	1
Tremont, Jill Kathleen	Campus Content Spec HS - MATH	1
Tristan, Marielly	Campus Content Specialist - All	1
Turrubiates, Carolina Lizzette	Coor Parent	1
Vargas, Maximina	Custodian - Facilities and Const	1
Wellborn, Ashley Louise Poloha	Campus Content Spec HS - SCIEN	1
Zapata, Christina Reyna	CCS HS - SCIENCE 215 Days	1
Zavala, Gloria	Counselor District Support	1

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1		78,000	\$78,000.00
Sub-Total					\$78,000.00
Budgeted Fund Source Amount					\$544,576,254.00
+/- Difference					\$544,498,254.00
211 - Title 1 A - Economically Disadvantaged Study					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary and benefits, Stipends, Materials, etc.		\$0.00
4	1	4	Training, stipends, services		\$0.00
5	2	1	Crisis specialists and miscellaneous expenses		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$23,027,676.00
+/- Difference					\$23,027,676.00
212 - Title C - Education of Migratory Children					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary and benefits for staff serving migrant students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$67,885.00
+/- Difference					\$67,885.00
224 - IDEA-B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,815,573.00
+/- Difference					\$8,815,573.00

225 - IDEA-B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$130,102.00
+/- Difference					\$130,102.00
263 - Title III A - Bilingual Education, Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary and benefits, supplies, contracted services, tutoring		\$0.00
4	1	4	Substitutes for training		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,579,188.00
+/- Difference					\$1,579,188.00
State Compensatory Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary and benefits for C&I staff		\$0.00
1	2	7	Professional services, materials, and misc costs associate with Dyslexia/ Intervention Team		\$0.00
1	2	17	Payroll for summer school staff		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$39,705,325.00
+/- Difference					\$39,705,325.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies		\$0.00
5	2	1	Safe and Civil CHAMP Training		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,520,188.00
+/- Difference					\$2,520,188.00
265 - 21st CCLC Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

265 - 21st CCLC Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000,000.00
+/- Difference					\$2,000,000.00
Extended Day/Tutorial					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500,820.00
+/- Difference					\$500,820.00
289 - Title IV- Student Support & Academic Enrichm					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary and benefits, training		\$0.00
4	1	4	Professional services, materials		\$0.00
5	2	1	Salary and Benefits, training, CIS services, materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,772,162.00
+/- Difference					\$1,772,162.00
206- Texas Hurricane Homeless Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$129,360.00
+/- Difference					\$129,360.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	17	Payroll for summer school staff		\$0.00
3	1	3	Veteran and new staff salaries, stipends, and retention bonuses		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,478,917.00
+/- Difference					\$55,478,917.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$680,303,450.00
Grand Total Spent					\$78,000.00
+/- Difference					\$680,225,450.00

Addendums

APPENDIX - 2023-2024

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. Bullying Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2024
2. Coordinated Health Program - Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy - Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy - Utilize student fitness assessment data for instructional planning and goal-setting - Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: - September 12, 2023 - November 14, 2023 - February 13, 2024 - April 9, 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
objectives (including PE minutes, lunch schedules and recess) • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators				
3. DAEP Requirements • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2024
4. District’s Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 2023
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2024
6. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
7. Migrant Plan (Title I, Part C) • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parent Advisory Council (PAC) • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2024
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2024
9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school	TEC 11.252(4) TEC 11.252(3)(G)	Executive Director of Curriculum and Instruction Director of Counseling and College Readiness	PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2024
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2024
12. Student Welfare: Crisis Intervention Programs & Training	Health and Safety Code, Ch. 161,	Associate Superintendent of Special Programs	PISD will follow Board Policy DMA, FFB and FNF. Educator	SHAC Meeting Dates: ● September 12, 2023 ● November 14, 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
- District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: - Early mental health intervention - Mental health promotion and positive youth development - Substance abuse prevention - Substance abuse intervention - Suicide prevention and suicide prevention parent/ guardian notification procedures - Training for teachers, school counselors, principals and all other appropriate personnel.	Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i)	Associate Superintendent of Human Resources Director of Counseling and College Readiness	compliance training rosters in Eduphoria.	- February 13, 2024 - April 9, 2024 Compliance Trainings completed within first six-weeks of school
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) - Methods for addressing - Suicide prevention including parent/guardian notification procedure - Conflict resolution programs - Violence prevention and intervention programs - Unwanted physical or verbal aggression - Sexual harassment - Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program. Educator compliance training rosters in Eduphoria.	May 2024 Compliance Trainings completed within first six-weeks of school
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2)	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports	May 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 37.0021 TAC 89.1053		(GenEd and SPED) and Special Education Restraint Reports. PISD will monitor all restraints and ensure staff involved received CPI training within 30 days. All restraint documentation for Special Education will be stored in Frontline ESPED and will be reported through the appropriate PEIMS code.	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Chief Technology Officer	PISD will follow the Campus Technology Access Plan.	May 2024
16. Dating Violence - Statement that dating violence will not be tolerated. - Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator - Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
17. Algebra 2 is not a graduation requirement TEC 28.025 requires campuses to notify parents that Algebra 2 is not a graduation requirement prior to enrollment each spring semester	SB 232 (86th) TEC 28.025	Executive Director, Curriculum & Instruction Director, Compliance Monitoring HS Principals	https://drive.google.com/drive/folders/15cccqEVrY55RTBvr6K7ILAB32cgNjsa?usp=share_link	October 2023
18. ASVAB assessment must be offered annually to 10th-12th graders	SB 1843 (2017)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1-5Pogd_EFZBa1rgtbuUPtpN2aIMmKDFf?usp=share_link	October 2023
19. Accelerated Testers must take SAT or ACT for HS campus accountability Accelerated Testers are those who take any EOC taken prior to entering 9th grade	TEA guidance - February 2022	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/file/d/1qtJDAp5wgZ8nFCzpzMAwzYDZIMfMZytn/view?usp=share_link	October 2023
20. College Preparatory Courses	HB 2223 TEC 28.014 (85th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/1GxluA68b4ACeInPKa_nkDmZsHTui1MSWu?usp=share_link	January 2024

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
21. CPR is a graduation requirement Students must participate in CPR instruction at least once between 7th and 12th grade	TEC 28.0023	Executive Director, Curriculum & Instruction Coordinator, Physical Education and Health HS Principals	https://drive.google.com/drive/folders/1y9ToBMLMmh0AQfDDEIaRLfKA6DwJ0Hm?usp=share_link	October 2023
22. FAFSA is a graduation requirement Students must submit either FAFSA, TASFA, or an opt-out form prior to graduation	HB 3 (2019)	Executive Director, Curriculum & Instruction Director, College Readiness & Counseling Coordinator, Counseling HS Principals HS Counselors College Now Coordinators	https://drive.google.com/drive/folders/1-77BGadgs3W7Jzf4cydmzgxTZHRyssVu?usp=share_link	October 2023
23. Community Safety Education Act - Flashing Lights curriculum is a graduation requirement Students must participate in instruction regarding how to interact with peace officers during traffic stops and other in-person encounters prior to graduation	SB 30 TEA's Flashing Lights webpage	Executive Director, Curriculum & Instruction Instructional Specialist, Social Studies 9-12	https://drive.google.com/drive/folders/1-x0g8qWrevZZCBSeFtgZYDrtwobpgC1G?usp=share_link	October 2023

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
		HS Principals		
24. Stop the Bleed Instruction must be given to staff and offered to students	TEC 38.030	Executive Director, Curriculum & Instruction Chief Nursing Officer Coordinator, Physical Education & Health	https://drive.google.com/drive/folders/1jZzpa34BjDVBpczmlfmbffRSxppgGRkd?usp=share_link	October 2023
25. Texas First Diploma Students and their parents must be given information about the Texas First Diploma program upon initial enrollment in HS	SB 1888 (87th)	Executive Director, Curriculum & Instruction HS Principals	https://drive.google.com/drive/folders/13Xd7BRICrqf3XSGi0OMM-kkTKOGgetKw?usp=share_link	August 2023

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> - For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Pasadena ISD
Region: 4

Priority for Service (PFS) Action Plan

School Year: 2023 - 2024

Filled Out By: Neitzzy Retta
Date: August 1, 2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To identify and ensure the Priority for Service Migrant students have the same opportunity to meet the state content and student performance standards by providing instructional and support services that will ensure student academic success.	Objective(s): • 100% of Priority for Service students will have access to instructional opportunities and services. • Priority for Service Migrant students will meet Reading
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	09/2023-08/2024	NGS Specialist	PFS Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	09/2023-08/2024	Neitzzy Retta, Migrant Coordinator	PFS Action Plan
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	09/2023-08/2024	NGS Specialist & District Special Programs Counselor-A. Gonzalez	District Campus Case Manager Annual Training, Emails, PFS Monthly Reports, CCM Annual Training
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	09/2023-08/2024	NGS Specialist & District Special Programs Counselor-A. Gonzalez	Progress Reports, Report Cards, Phone Logs, Contact Log, Graduation Logs
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	At the end of every Grading Cycle: Elementary and Middle every 9 weeks & Intermediate/High Schools every 6 weeks	NGS Specialist & District Special Programs Counselor-A. Gonzalez	Progress Reports, At Risk Reports, Student Level Reports, Contact/phone log, Graduation Plans
Additional Activities			
Provide services to PFS migrant students.			
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor	PFS NGS Reports Assessments Data, Student Level Reports, Report Cards, Attendance Reports
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor	PFS NGS Reports, Outlook, Emails, Phone Logs, Attendance Reports, Academic Plans
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor	PFS NGS Reports, Student Level Reports, Report Cards, Academic Plans
Additional Activities			
Monitor Student Data - assessments, attendance, grade, credits and school interruption	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez	Emails, Outlooks, Meetings with Campus Tutors, Call Logs,

Additional Activities	Timeline	Person(s) Responsible	Documentation
Provide Tuition Vouchers for credit accrual and acceleration, AP Fees, Summer School, Community School and Extracurricular Classes	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor	Tuition Voucher, Student Academic Plan, Emails, Campus Case Manager referrals
Assign a Migrant Campus Case Manager to each campus	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Campus Administrator	Migrant Campus Case Manager list and Annual Training
Migrant Coordinator will collaborate with community partners, district social workers and faith based church to provide with support services	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor	Outlook Meetings, emails, phone logs, Social Worker Referral Form, Event Flyers
Migrant Coordinator will meet with District Social Workers and District Special Programs Counselor to help meet the needs of PFS Migrant students	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor	Outlook Meetings, Emails, annual training agenda
Collaborate with District Drop Out Prevention Case Worker to assist and prevent potential OSY Out of School Youth students	09/2023-08/2024	Neitzzy Retta-Migrant Coordinator, Ana Gonzalez-Migrant Counselor, Special Programs Drop Out Prevention Case Worker	Outlook Meetings, Emails, annual training agenda

Neitzzy Retta

LEA Signature

08/01/2023

Date Completed

08/03/23

ESC Signature

Date Received

Raw Score Conversion

Raw Score Conversions											
		# items or points	Approaches			Meets			Masters		
			Scale	Raw	%	Scale	Raw	%	Scale	Raw	%
Reading	Grade 3	52	1345	18	35%	1467	28	54%	1596	38	73%
	Grade 4	52	1414	16	31%	1552	27	52%	1663	37	71%
	Grade 5	52	1475	21	40%	1592	31	60%	1700	39	75%
	Grade 3 Sp	52	1318	22	42%	1447	32	62%	1515	37	71%
	Grade 4 Sp	52	1408	25	48%	1488	32	62%	1581	39	75%
	Grade 5 Sp	52	1431	23	44%	1556	33	63%	1662	40	77%
	Grade 6	56	1535	20	36%	1634	30	54%	1749	41	73%
	Grade 7	56	1564	23	41%	1669	33	59%	1771	42	75%
	Grade 8	56	1592	19	34%	1698	30	54%	1803	40	71%
	English I	64	3775	27	42%	4000	36	56%	4606	54	84%
	English II	64	3775	27	42%	4000	36	56%	4734	56	88%
Math	Grade 3	37	1360	14	38%	1471	21	57%	1600	28	76%
	Grade 4	40	1462	16	40%	1557	23	58%	1690	31	78%
	Grade 5	42	1515	15	36%	1634	24	57%	1776	33	79%
	Grade 3 Sp	37	1360	14	38%	1471	21	57%	1600	28	76%
	Grade 4 Sp	40	1462	16	40%	1557	23	58%	1690	31	78%
	Grade 5 Sp	42	1515	15	36%	1634	24	57%	1776	33	79%
	Grade 6	43	1616	15	35%	1745	24	56%	1889	33	77%
	Grade 7	46	1703	19	41%	1793	26	57%	1965	37	80%
	Grade 8	48	1754	17	35%	1859	26	54%	2009	37	77%
	Algebra I	59	3550	20	34%	4000	32	54%	4345	41	69%
Science	Grade 5	39	3550	18	46%	4000	25	64%	4380	30	77%
	Grade 5 Sp	39	3550	18	46%	1000	25	64%	4380	30	77%
	Grade 8	46	3550	17	37%	4000	25	54%	4619	35	76%
	Biology	53	3550	14	26%	4000	25	47%	4531	38	72%
Social Studies	Grade 8	49	3550	21	43%	4000	30	61%	4352	36	73%
	U.S. History	78	3550	22	28%	4000	36	46%	4424	50	64%

State to District Comparisons
STAAR First Administrations

State to District Comparison STAAR Percent <i>Meets</i> Grade Level			
	State	PISD	Gap
Reading	Gr 3	51	46 ● -5
	Gr 4	47	38 ● -9
	Gr 5	56	43 ● -13
	Gr 6	51	42 ● -9
	Gr 7	52	45 ● -7
	Gr 8	56	45 ● -11
	ELA I	64	61 ● -3
	ELA II	64	60 ● -4
	Gr 3 Sp	51	34 ● -17
Math	Gr 3	44	36 ● -8
	Gr 4	47	41 ● -6
	Gr 5	50	35 ● -15
	Gr 6	38	20 ● -18
	Gr 7	35	30 ● -5
	Gr 8	44	40 ● -4
	Alg 1	51	65 ● 14
	Gr 3 Sp	44	33 ● -11
Sci	Gr 5	34	23 ● -11
	Gr 8	45	35 ● -10
	Bio	62	62 ● 0
SS	Gr 8	31	23 ● -8
	US	74	72 ● -2

State to District Comparison STAAR Percent <i>Masters</i> Grade Level			
	State	PISD	Gap
Reading	Gr 3	20	15 ● -5
	Gr 4	21	14 ● -7
	Gr 5	28	17 ● -11
	Gr 6	22	14 ● -8
	Gr 7	26	18 ● -8
	Gr 8	27	17 ● -10
	ELA I	17	13 ● -4
	ELA II	10	5 ● -5
	Gr 3 Sp	20	20 ● 0
Math	Gr 3	19	11 ● -8
	Gr 4	22	14 ● -8
	Gr 5	21	10 ● -11
	Gr 6	15	3 ● -12
	Gr 7	10	7 ● -3
	Gr 8	16	13 ● -3
	Alg 1	28	37 ● 9
	Gr 3 Sp	19	9 ● -10
Sci	Gr 5	15	8 ● -7
	Gr 8	16	8 ● -8
	Bio	24	20 ● -4
SS	Gr 8	15	9 ● -6
	US	40	36 ● -4

State to District Comparison STAAR Percent <i>Approaches</i> Grade Level			
	State	PISD	Gap
Reading	Gr 3	77	76 ● -1
	Gr 4	78	74 ● -4
	Gr 5	81	74 ● -7
	Gr 6	76	70 ● -6
	Gr 7	76	74 ● -2
	Gr 8	82	76 ● -6
	ELA I	79	76 ● -3
	ELA II	81	79 ● -2
	Gr 3 Sp	77	68 ● -9
Math	Gr 3	73	68 ● -5
	Gr 4	70	69 ● -1
	Gr 5	80	71 ● -9
	Gr 6	74	65 ● -9
	Gr 7	61	57 ● -4
	Gr 8	74	72 ● -2
	Alg 1	84	90 ● 6
	Gr 3 Sp	73	72 ● -1
Sci	Gr 5	64	57 ● -7
	Gr 8	72	66 ● -6
	Bio	92	92 ● 0
SS	Gr 8	60	55 ● -5
	US	96	96 ● 0

District Longitudinal Comparison STAAR First Administrations Percent <i>Meets</i> Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
Reading	Grade 3	35	39	25	45	46	● 1
	Grade 4	39	39	23	47	38	● -9
	Grade 5	43	44	29	45	43	● -2
	Grade 6	29	29	21	31	42	● 11
	Grade 7	39	40	34	44	45	● 1
	Grade 8	40	45	37	52	45	● -7
	ELA I	47	56	48	51	61	● 10
	ELA II	50	53	55	60	60	● 0
	Grade 3 Sp	43	45	27	28	34	● 6
Math	Grade 3	36	38	15	31	36	● 5
	Grade 4	41	38	18	32	41	● 9
	Grade 5	46	45	24	32	35	● 3
	Grade 6	20	24	15	20	20	● 0
	Grade 7	31	35	16	21	30	● 9
	Grade 8	54	56	34	37	40	● 3
	Algebra 1	57	83	57	67	65	● -2
	Grade 3 Sp	41	42	19	31	33	● 2
Science	Grade 5	34	42	14	27	23	● -4
	Grade 8	45	42	29	40	35	● -5
	Biology	64	67	55	66	62	● -4
SS	Grade 8	32	32	17	24	23	● -1
	US History	73	76	65	71	72	● 1

District Longitudinal Comparison STAAR First Administrations Percent <i>Masters</i> Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
Reading	Grade 3	19	22	10	24	15	● -9
	Grade 4	18	17	8	21	14	● -7
	Grade 5	18	21	17	26	17	● -9
	Grade 6	13	12	8	13	14	● 1
	Grade 7	22	22	16	26	18	● -8
	Grade 8	20	20	14	31	17	● -14
	ELA I	7	9	9	9	13	● 4
	ELA II	5	7	9	7	5	● -2
	Grade 3 Sp	21	24	17	15	20	● 5
Math	Grade 3	15	17	5	12	11	● -1
	Grade 4	19	17	8	15	14	● -1
	Grade 5	19	24	9	12	10	● -2
	Grade 6	3	5	3	3	3	● 0
	Grade 7	10	8	5	7	7	● 0
	Grade 8	15	14	7	9	13	● 4
	Algebra 1	31	54	30	43	37	● -6
	Grade 3 Sp	16	15	7	13	9	● -4
Science	Grade 5	10	18	4	10	8	● -2
	Grade 8	22	16	11	15	8	● -7
	Biology	23	23	20	22	20	● -2
SS	Grade 8	17	16	5	12	9	● -3
	US History	39	44	36	41	36	● -5

District Longitudinal Comparison STAAR First Administrations Percent <i>Approaches</i> Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
Reading	Grade 3	76	77	58	76	76	● 0
	Grade 4	70	76	51	75	74	● -1
	Grade 5	72	73	60	73	74	● 1
	Grade 6	63	64	51	62	70	● 8
	Grade 7	68	72	60	74	74	● 0
	Grade 8	74	73	67	80	76	● -4
	ELA I	66	71	65	67	76	● 9
	ELA II	68	71	69	74	79	● 5
	Grade 3 Sp	79	80	56	62	68	● 6
Math	Grade 3	75	76	48	64	68	● 4
	Grade 4	76	73	46	65	69	● 4
	Grade 5	81	79	56	67	71	● 4
	Grade 6	66	72	53	63	65	● 2
	Grade 7	69	73	46	52	57	● 5
	Grade 8	83	83	64	72	72	● 0
	Algebra 1	88	95	88	90	90	● 0
	Grade 3 Sp	80	79	52	69	72	● 3
Science	Grade 5	74	72	47	60	57	● -3
	Grade 8	72	76	58	72	66	● -6
	Biology	89	91	82	89	92	● 3
SS	Grade 8	64	66	49	58	55	● -3
	US History	94	99	97	92	96	● 4

2023 STAAR - Elementary @ Meets

Percent of Students at Meets Grade Level

Elementary	Gr 3		Gr 4		Gr 3 Sp	
	Rdg	Math	Rdg	Math	Rdg	Math
State	51	44	47	47	51	44
District	46	36	38	41	34	33
Atkinson	46	27	46	54	--	0
Bailey	44	30	34	37	47	36
Burnett	36	33	33	36	23	31
Fisher	58	27	30	28	47	47
Frazier	56	50	39	41	--	--
Freeman	31	21	24	51	9	22
Gardens	38	21	25	38	44	23
Garfield	31	23	44	31	23	21
Genoa	32	17	40	38	38	45
Golden Acres	32	38	33	39	7	21
Jensen	58	51	39	35	54	50
Jessup	27	28	39	33	32	31
Kruse	52	46	36	44	0	0
L F Smith	40	36	34	37	33	--
L Bush	70	49	57	56	48	59
Mae Smythe	31	20	25	42	32	31
Matthys	36	19	43	45	34	39
McMasters	71	94	34	54	47	38
Meador	37	35	46	42	0	22
Moore	55	42	72	46	41	59
Morales	44	24	36	48	44	34
Parks	30	16	35	32	30	35
Pearl Hall	48	33	36	34	31	29
Pomeroy	39	26	48	52	47	31
Red Bluff	52	33	38	54	80	20
Richey	50	46	28	30	29	21
S Belt	59	63	49	51	--	--
S Houston	41	16	33	27	29	43
S Shaver	62	55	42	44	38	56
Sparks	40	35	34	55	--	--
Stuchbery	50	40	36	39	50	63
Teague	51	47	36	36	37	16
T Hancock	25	20	28	19	0	14
Turner	53	36	43	47	--	--
Williams	26	22	49	48	34	22
Young	30	14	22	24	24	12

2023 STAAR - Elementary @ Approaches

Percent of Students at Approaches Grade Level

	Gr 3		Gr 4		Gr 3 Sp	
	Rdg	Math	Rdg	Math	Rdg	Math
State	77	73	78	70	77	73
District	76	68	74	69	68	72
Atkinson	70	54	79	71	0	20
Bailey	71	50	63	65	78	83
Burnett	67	57	71	60	54	77
Fisher	84	75	67	61	74	80
Frazier	86	83	72	73	--	--
Freeman	79	52	52	62	61	70
Gardens	73	60	72	72	67	58
Garfield	54	52	79	63	66	69
Genoa	65	52	76	72	76	90
Golden Acres	71	65	71	64	50	57
Jensen	80	77	70	64	86	82
Jessup	62	58	71	51	56	74
Kruse	88	73	79	67	50	42
L F Smith	67	71	70	68	67	--
L Bush	91	86	86	83	74	83
Mae Smythe	72	56	64	71	66	68
Matthys	70	55	77	80	68	89
McMasters	97	100	74	80	53	75
Meador	73	57	81	70	11	44
Moore	79	80	94	77	94	76
Morales	85	71	77	77	84	75
Parks	58	50	77	63	65	85
Pearl Hall	82	62	82	62	67	67
Pomeroy	80	68	82	84	78	67
Red Bluff	81	75	74	82	100	100
Richey	79	71	61	61	69	67
S Belt	88	89	84	78	--	--
S Houston	91	53	69	59	80	89
S Shaver	86	82	81	66	66	81
Sparks	78	68	81	71	--	--
Stuchbery	81	73	75	68	79	96
Teague	79	78	72	66	68	53
T Hancock	50	41	68	39	18	52
Turner	82	70	87	73	--	--
Williams	56	38	77	68	69	53
Young	70	55	52	57	58	47

2023 STAAR - Secondary @ Meets

Percent of Students at Meets Grade Level

Middle	Grade 5			Grade 6		PAP
	Rdg	Math	Sci	Rdg	Math	Math
State	56	50	34	51	38	--
District	43	35	23	42	20	tbd
B Shaw MS	37	37	23	37	9	87
C Lomax MS	49	41	30	58	20	99
De Zavala MS	33	25	11	25	4	82
E Milstead MS	44	36	21	32	14	91
F Roberts MS	51	40	25	46	24	100
Keller MS	37	30	20	38	14	98
M Kendrick MS	42	37	23	41	23	100
Melillo MS	59	49	35	59	50	100
Morris MS	44	40	27	48	32	100
N Sullivan MS	42	17	20	44	21	94
R Schneider MS	40	31	19	32	9	95

Intermediate	Grade 7		Grade 8				EOC
	Rdg	Math	Rdg	Math	Sci	SS	Alg1
State	52	35	56	44	45	31	--
District	45	30	45	40	35	23	96
Beverly Hills Int	51	23	50	53	34	23	98
Bondy Int	54	23	55	51	41	28	99
Jackson Int	41	15	36	41	32	27	93
Miller Int	50	12	51	53	41	29	100
Park View Int	35	17	40	42	34	34	94
Queens Int	41	12	34	36	41	16	95
San Jacinto Int	44	--	54	25	36	16	94
S Houston Int	38	18	36	25	25	18	68
Southmore Int	38	12	46	34	29	15	97
Tegeler 7/8	48	23	19	31	14	8	--
Thompson Int	52	27	50	41	38	23	95

High School	EOC (First Administrations)				
	Alg	Bio	ELA1	ELA2	US
State	51	62	64	64	74
District	65	62	61	60	72
CTHS	69	78	78	76	80
DHS	63	65	66	62	73
PHS	59	62	55	54	68
PMHS	72	64	73	70	80
SRHS	59	54	50	53	71
SHHS	30	58	48	50	65
Tegeler 9-12	87	80	48	48	33

2023 STAAR - Secondary @ Approaches

Percent of Students at Approaches Grade Level

	Grade 5			Grade 6		PAP
	Rdg	Math	Sci	Rdg	Math	Math
State	81	80	64	76	74	38
District	74	71	57	70	65	20
B Shaw MS	71	76	58	70	56	9
C Lomax MS	74	73	70	78	69	20
De Zavala MS	65	62	40	56	46	4
E Milstead MS	73	68	52	60	54	14
F Roberts MS	78	77	58	76	73	24
Keller MS	72	67	45	68	58	14
M Kendrick MS	73	66	56	70	69	23
Melillo MS	86	84	71	86	83	50
Morris MS	80	78	66	74	76	32
N Sullivan MS	73	60	57	71	71	21
R Schneider MS	71	68	52	62	58	9

	Grade 7		Grade 8				EOC
	Rdg	Math	Rdg	Math	Sci	SS	Alg1
State	76	61	82	74	72	60	
District	74	57	76	72	66	55	99
Beverly Hills Int	77	60	82	84	71	58	100
Bondy Int	79	55	84	79	72	61	99
Jackson Int	67	49	64	68	62	54	98
Miller Int	74	45	79	83	68	60	100
Park View Int	66	46	66	74	70	61	98
Queens Int	74	40	70	67	71	46	100
San Jacinto Int	75	--	82	62	66	55	100
S Houston Int	67	43	68	56	59	45	100
Southmore Int	68	37	78	66	56	53	100
Tegeler 7/8	80	60	62	69	46	41	--
Thompson Int	82	53	82	77	70	58	99

	EOC (First Administrations)				
	Alg	Bio	ELA1	ELA2	US
State	84	92	79	81	96
District	90	92	76	79	96
CTHS	95	98	91	91	96
DHS	92	93	83	82	95
PHS	88	92	72	74	96
PMHS	92	94	84	86	98
SRHS	88	88	67	72	95
SHHS	76	90	65	70	95
TCC	98	98	83	83	90

PERFORMANCE - Grade 3 Reading

Regular STAAR (English)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	77		51	20
District	76		46	15
Gap	-1	--	-5	-5
Atkinson	70	16	46	7
Bailey	71	17	44	17
Burnett	67	25	36	16
Fisher	84	5	58	12
Frazier	86	7	56	22
Freeman	79	29	31	3
Gardens	73	23	38	10
Garfield	54	29	31	19
Genoa	65	27	32	6
Golden Acres	71	27	32	9
Jensen	80	5	58	30
Jessup	62	34	27	5
Kruse	88	10	52	10
L F Smith	67	20	40	14
L Bush	91	2	70	27
Mae Smythe	72	29	31	10
Matthys	70	25	36	11
McMasters	97	1	71	24
Meador	73	24	37	13
Moore	79	8	55	24
Morales	85	17	44	5
Parks	58	32	30	8
Pearl Hall	82	15	48	5
Pomeroy	80	22	39	6
Red Bluff	81	10	52	16
Richey	79	13	50	21
S Belt	88	4	59	24
S Houston	91	19	41	3
S Shaver	86	3	62	28
Sparks	78	20	40	6
Stuchbery	81	13	50	22
Teague	79	12	51	16
T Hancock	50	36	25	12
Turner	82	9	53	20
Williams	56	35	26	6
Young	70	32	30	7

Percent at Meets Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	42	43		37	50	51	1
District	35	39		25	45	46	1
Gap	-7	-4		-12	-5	-5	0
Atkinson	38	55		26	54	46	-8
Bailey	48	33		20	46	44	-2
Burnett	27	33		25	36	36	0
Fisher	32	46		24	41	58	17
Frazier	53	59		31	48	56	8
Freeman	28	35		21	43	31	-12
Gardens	26	36		18	46	38	-8
Garfield	42	27		21	33	31	-2
Genoa	26	32		10	35	32	-3
Golden Acres	41	48		33	45	32	-13
Jensen	21	37		20	59	58	-1
Jessup	18	23		12	43	27	-16
Kruse	40	38		19	33	52	19
L F Smith	36	31		25	42	40	-2
L Bush	48	45		37	51	70	19
Mae Smythe	21	26		16	30	31	1
Matthys	24	28		17	33	36	3
McMasters	29	29		18	40	71	31
Meador	55	48		26	53	37	-16
Moore	37	38		31	56	55	-1
Morales	36	49		22	41	44	3
Parks	33	14		17	38	30	-8
Pearl Hall	38	31		11	47	48	1
Pomeroy	31	42		44	53	39	-14
Red Bluff	30	55		29	59	52	-7
Richey	31	19		23	33	50	17
S Belt	54	50		35	60	59	-1
S Houston	15	23		8	29	41	12
S Shaver	33	53		25	47	62	15
Sparks	32	32		17	59	40	-19
Stuchbery	37	41		23	48	50	2
Teague	30	35		31	52	51	-1
T Hancock	28	34		42	36	25	-11
Turner	44	54		39	56	53	-3
Williams	36	39		37	42	26	-16
Young	31	33		16	36	30	-6

PERFORMANCE - Grade 3 Reading

Regular STAAR (English)

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	24	27	19	30	20	-10
District	19	22	10	24	15	-9
Gap	-5	-5	-9	-6	-5	1
Atkinson	18	34	9	37	7	-30
Bailey	26	23	11	32	17	-15
Burnett	14	16	8	17	16	-1
Fisher	19	21	19	22	12	-10
Frazier	34	43	14	26	22	-4
Freeman	19	24	9	20	3	-17
Gardens	15	19	13	22	10	-12
Garfield	24	20	9	18	19	1
Genoa	11	16	3	15	6	-9
Golden Acres	16	23	15	22	9	-13
Jensen	10	24	3	32	30	-2
Jessup	11	20	4	25	5	-20
Kruse	15	21	5	16	10	-6
L F Smith	17	16	11	20	14	-6
L Bush	30	28	16	23	27	4
Mae Smythe	11	15	3	14	10	-4
Matthys	15	9	2	21	11	-10
McMasters	13	21	7	5	24	19
Meador	35	29	8	25	13	-12
Moore	25	23	10	29	24	-5
Morales	21	31	3	24	5	-19
Parks	15	7	6	17	8	-9
Pearl Hall	16	17	2	21	5	-16
Pomeroy	12	30	19	23	6	-17
Red Bluff	16	32	12	28	16	-12
Richey	9	6	9	19	21	2
S Belt	28	25	17	39	24	-15
S Houston	8	10	4	20	3	-17
S Shaver	19	36	8	26	28	2
Sparks	14	11	4	35	6	-29
Stuchbery	18	21	8	27	22	-5
Teague	18	23	15	25	16	-9
T Hancock	13	20	18	21	12	-9
Turner	22	28	15	33	20	-13
Williams	19	20	5	15	6	-9
Young	20	22	8	16	7	-9

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	76	75	66	75	77	2
District	76	77	58	76	76	0
Gap	0	2	-8	1	-1	0
Atkinson	82	87	61	81	70	-11
Bailey	83	72	47	71	71	0
Burnett	70	76	42	67	67	0
Fisher	77	78	55	66	84	18
Frazier	92	91	64	75	86	11
Freeman	70	74	57	74	79	5
Gardens	69	74	44	78	73	-5
Garfield	72	76	61	62	54	-8
Genoa	68	69	35	77	65	-12
Golden Acres	80	91	64	79	71	-8
Jensen	64	81	58	77	80	3
Jessup	58	69	52	68	62	-6
Kruse	78	76	56	65	88	23
L F Smith	76	69	58	69	67	-2
L Bush	83	80	66	77	91	14
Mae Smythe	70	71	52	67	72	5
Matthys	67	75	52	67	70	3
McMasters	69	85	56	73	97	24
Meador	87	88	73	79	73	-6
Moore	76	86	65	88	79	-9
Morales	79	71	58	88	85	-3
Parks	75	50	45	67	58	-9
Pearl Hall	82	73	52	88	82	-6
Pomeroy	77	74	71	81	80	-1
Red Bluff	75	93	84	89	81	-8
Richey	78	69	49	67	79	12
S Belt	82	86	64	88	88	0
S Houston	43	65	43	57	91	34
S Shaver	75	84	53	81	86	5
Sparks	83	68	61	82	78	-4
Stuchbery	78	78	58	81	81	0
Teague	79	83	66	85	79	-6
T Hancock	72	75	64	74	50	-24
Turner	79	79	78	86	82	-4
Williams	71	75	66	65	56	-9
Young	72	71	39	70	70	0

PERFORMANCE - Spanish Grade 3 Reading

STAAR (Spanish)

Percent at each Performance Level					
2023	#t	App	Rank on Meets	Meets	Masters
State	--	77		51	20
District	867	68		34	20
Gap	--	▶ -9	--	▶ -17	▶ 0
Atkinson	5	0	29	0	0
Bailey	32	78	5	47	25
Burnett	13	54	25	23	8
Fisher	43	74	5	47	28
Frazier	--	--	--	--	--
Freeman	23	61	27	9	4
Gardens	27	67	9	44	22
Garfield	35	66	25	23	11
Genoa	29	76	12	38	21
Golden Acres	14	50	28	7	0
Jensen	28	86	2	54	36
Jessup	34	56	18	32	21
Kruse	12	50	29	0	0
L F Smith	6	67	17	33	0
L Bush	27	74	4	48	44
Mae Smythe	59	66	18	32	24
Matthys	38	68	15	34	16
McMasters	17	53	5	47	35
Meador	9	11	29	0	0
Moore	17	94	11	41	29
Morales	32	84	9	44	28
Parks	20	65	21	30	20
Pearl Hall	42	67	20	31	19
Pomeroy	36	78	5	47	28
Red Bluff	5	100	1	80	40
Richey	52	69	22	29	17
S Belt	--	--	--	--	--
S Houston	35	80	22	29	9
S Shaver	32	66	12	38	16
Sparks	--	--	--	--	--
Stuchbery	24	79	3	50	42
Teague	19	68	14	37	21
T Hancock	11	18	29	0	0
Turner	--	--	--	--	--
Williams	32	69	15	34	25
Young	59	58	24	24	7

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	39	39	24	25	51	26
District	43	45	27	28	34	6
Gap	▶ 4	▶ 6	▶ 3	▶ 3	▶ ##	▶ -14
Atkinson	56	--	14	0	0	0
Bailey	47	35	20	26	47	21
Burnett	--	50	6	17	23	6
Fisher	35	40	29	27	47	20
Frazier	77	31	38	--	--	--
Freeman	41	47	26	23	9	-14
Gardens	41	52	24	34	44	10
Garfield	52	47	24	25	23	-2
Genoa	54	53	31	29	38	9
Golden Acres	33	31	0	7	7	0
Jensen	56	60	41	57	54	-3
Jessup	43	50	24	29	32	3
Kruse	37	--	25	11	0	-11
L F Smith	--	--	13	0	33	33
L Bush	75	62	39	17	48	31
Mae Smythe	32	41	21	28	32	4
Matthys	46	39	30	26	34	8
McMasters	52	41	10	17	47	30
Meador	--	--	--	50	0	-50
Moore	18	42	38	40	41	1
Morales	38	52	20	40	44	4
Parks	54	84	42	50	30	-20
Pearl Hall	60	43	33	38	31	-7
Pomeroy	20	43	33	27	47	20
Red Bluff	22	73	31	33	80	47
Richey	38	40	19	31	29	-2
S Belt	--	--	--	--	--	--
S Houston	35	45	16	30	29	-1
S Shaver	43	46	33	16	38	22
Sparks	42	50	38	31	--	--
Stuchbery	--	--	12	54	50	-4
Teague	52	63	30	22	37	15
T Hancock	29	20	20	30	0	-30
Turner	--	--	--	--	--	--
Williams	17	33	20	15	34	19
Young	48	26	31	16	24	8

PERFORMANCE - Spanish Grade 3 Reading

STAAR (Spanish)

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	19	21	15	14	20	6
District	21	24	17	15	20	5
Gap	2	3	1	1	0	1
Atkinson	22	--	14	0	0	0
Bailey	22	24	14	19	25	6
Burnett	--	25	0	13	8	-5
Fisher	24	19	13	5	28	23
Frazier	23	31	31	--	--	--
Freeman	18	29	13	12	4	-8
Gardens	23	20	8	22	22	0
Garfield	28	25	16	11	11	0
Genoa	37	30	21	14	21	7
Golden Acres	12	15	0	0	0	0
Jensen	18	40	31	29	36	7
Jessup	23	30	12	21	21	0
Kruse	11	--	17	0	0	0
L F Smith	--	--	13	0	0	0
L Bush	36	38	24	10	44	34
Mae Smythe	19	22	16	13	24	11
Matthys	18	14	12	15	16	1
McMasters	24	28	0	9	35	26
Meador	--	--	--	25	0	-25
Moore	0	26	23	7	29	22
Morales	19	33	17	23	28	5
Parks	25	40	35	17	20	3
Pearl Hall	29	31	20	22	19	-3
Pomeroy	11	20	21	15	28	13
Red Bluff	17	13	23	20	40	20
Richey	19	24	11	18	17	-1
S Belt	--	--	--	--	--	--
S Houston	17	20	13	12	9	-3
S Shaver	14	22	16	11	16	5
Sparks	5	33	31	0	--	--
Stuchbery	--	--	6	50	42	-8
Teague	36	50	26	9	21	12
T Hancock	5	20	13	20	0	-20
Turner	--	--	--	--	--	--
Williams	9	13	10	12	25	13
Young	22	8	30	9	7	-2

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	73	69	52	56	77	21
District	79	80	56	62	68	6
Gap	6	11	4	6	-9	-3
Atkinson	100	--	43	20	0	-20
Bailey	90	76	40	74	78	4
Burnett	--	75	50	54	54	0
Fisher	75	81	63	62	74	12
Frazier	100	85	77	--	--	--
Freeman	77	74	57	54	61	7
Gardens	75	80	59	75	67	-8
Garfield	88	81	56	52	66	14
Genoa	80	89	59	76	76	0
Golden Acres	91	69	0	21	50	29
Jensen	84	100	78	89	86	-3
Jessup	78	76	60	65	56	-9
Kruse	71	--	58	50	50	0
L F Smith	--	--	25	14	67	53
L Bush	93	90	68	72	74	2
Mae Smythe	73	71	46	56	66	10
Matthys	86	88	60	69	68	-1
McMasters	86	83	30	61	53	-8
Meador	--	--	--	83	11	-72
Moore	45	74	54	60	94	34
Morales	74	74	57	83	84	1
Parks	86	96	54	83	65	-18
Pearl Hall	83	88	60	69	67	-2
Pomeroy	52	80	60	58	78	20
Red Bluff	72	100	69	60	100	40
Richey	75	74	53	60	69	9
S Belt	--	--	--	--	--	--
S Houston	79	80	39	64	80	16
S Shaver	86	73	63	58	66	8
Sparks	74	83	69	69	--	--
Stuchbery	--	--	24	75	79	4
Teague	88	96	85	61	68	7
T Hancock	76	40	47	60	18	-42
Turner	--	--	--	--	--	--
Williams	43	74	43	47	69	22
Young	78	74	51	43	58	15

PERFORMANCE - Grade 3 Math

Regular STAAR (English)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	73		44	19
District	68		36	11
Gap	-5	--	-8	-8
Atkinson	54	22	27	2
Bailey	50	20	30	6
Burnett	57	17	33	7
Fisher	75	22	27	4
Frazier	83	5	50	15
Freeman	52	28	21	7
Gardens	60	28	21	2
Garfield	52	26	23	7
Genoa	52	33	17	2
Golden Acres	65	12	38	18
Jensen	77	4	51	23
Jessup	58	21	28	11
Kruse	73	8	46	10
L F Smith	71	13	36	8
L Bush	86	6	49	17
Mae Smythe	56	30	20	1
Matthys	55	32	19	9
McMasters	100	1	94	33
Meador	57	15	35	8
Moore	80	10	42	5
Morales	71	25	24	7
Parks	50	34	16	4
Pearl Hall	62	17	33	7
Pomeroy	68	24	26	6
Red Bluff	75	17	33	6
Richey	71	8	46	21
S Belt	89	2	63	22
S Houston	53	34	16	0
S Shaver	82	3	55	28
Sparks	68	15	35	10
Stuchbery	73	11	40	18
Teague	78	7	47	17
T Hancock	41	30	20	2
Turner	70	13	36	11
Williams	38	27	22	4
Young	55	36	14	0

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	46	47	29	41	44	3
District	36	38	15	31	36	5
Gap	-10	-9	-14	-10	-8	2
Atkinson	36	43	16	37	27	-10
Bailey	26	13	6	27	30	3
Burnett	27	32	13	13	33	20
Fisher	44	48	16	21	27	6
Frazier	65	53	30	49	50	1
Freeman	26	30	6	15	21	6
Gardens	27	42	8	22	21	-1
Garfield	41	30	6	10	23	13
Genoa	18	33	9	28	17	-11
Golden Acres	36	35	25	28	38	10
Jensen	32	39	15	34	51	17
Jessup	26	25	0	36	28	-8
Kruse	34	40	11	23	46	23
L F Smith	50	40	22	29	36	7
L Bush	49	47	21	31	49	18
Mae Smythe	25	30	7	20	20	0
Matthys	20	34	4	15	19	4
McMasters	25	37	7	39	94	55
Meador	51	47	12	40	35	-5
Moore	47	47	21	43	42	-1
Morales	39	47	2	21	24	3
Parks	34	16	11	27	16	-11
Pearl Hall	30	28	7	28	33	5
Pomeroy	42	55	22	31	26	-5
Red Bluff	42	57	41	53	33	-20
Richey	29	10	11	10	46	36
S Belt	50	45	24	60	63	3
S Houston	11	16	4	11	16	5
S Shaver	36	55	18	62	55	-7
Sparks	27	28	17	41	35	-6
Stuchbery	38	39	16	29	40	11
Teague	30	46	26	34	47	13
T Hancock	35	37	6	19	20	1
Turner	43	44	20	40	36	-4
Williams	28	43	16	17	22	5
Young	34	27	8	14	14	0

PERFORMANCE - Grade 3 Math

Regular STAAR (English)

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	23	24	14	20	19	-1
District	15	17	5	12	11	-1
Gap	-8	-7	-9	-8	-8	0
Atkinson	16	21	6	16	2	-14
Bailey	12	7	0	9	6	-3
Burnett	10	20	2	5	7	2
Fisher	16	22	8	9	4	-5
Frazier	35	21	18	25	15	-10
Freeman	9	9	2	0	7	7
Gardens	9	17	5	3	2	-1
Garfield	23	5	0	0	7	7
Genoa	7	16	1	4	2	-2
Golden Acres	23	14	11	10	18	8
Jensen	11	18	3	9	23	14
Jessup	9	11	0	14	11	-3
Kruse	14	18	1	3	10	7
L F Smith	17	15	7	12	8	-4
L Bush	23	20	6	11	17	6
Mae Smythe	10	11	1	7	1	-6
Matthys	5	13	0	0	9	9
McMasters	5	17	0	15	33	18
Meador	28	22	3	13	8	-5
Moore	9	21	8	22	5	-17
Morales	23	11	0	6	7	1
Parks	16	4	0	8	4	-4
Pearl Hall	12	12	0	5	7	2
Pomeroy	7	24	6	8	6	-2
Red Bluff	15	36	19	27	6	-21
Richey	9	4	3	0	21	21
S Belt	24	21	9	29	22	-7
S Houston	2	4	0	9	0	-9
S Shaver	15	36	6	25	28	3
Sparks	8	4	4	24	10	-14
Stuchbery	13	22	5	14	18	4
Teague	11	15	7	15	17	2
T Hancock	17	13	0	6	2	-4
Turner	17	24	6	16	11	-5
Williams	11	18	5	6	4	-2
Young	20	9	2	6	0	-6

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	77	78	61	70	73	3
District	75	76	48	64	68	4
Gap	-2	-2	-13	-6	-5	1
Atkinson	76	76	52	61	54	-7
Bailey	62	54	29	45	50	5
Burnett	76	75	31	60	57	-3
Fisher	82	90	41	47	75	28
Frazier	96	88	56	75	83	8
Freeman	60	78	25	50	52	2
Gardens	72	83	34	59	60	1
Garfield	77	65	40	39	52	13
Genoa	62	67	28	56	52	-4
Golden Acres	82	77	61	61	65	4
Jensen	75	73	40	66	77	11
Jessup	70	63	29	55	58	3
Kruse	71	80	45	52	73	21
L F Smith	88	75	57	58	71	13
L Bush	85	85	65	69	86	17
Mae Smythe	71	70	30	50	56	6
Matthys	62	72	43	67	55	-12
McMasters	76	81	45	78	100	22
Meador	87	82	60	76	57	-19
Moore	75	79	69	74	80	6
Morales	70	87	32	65	71	6
Parks	66	46	35	62	50	-12
Pearl Hall	70	68	48	56	62	6
Pomeroy	79	81	64	65	68	3
Red Bluff	80	95	79	86	75	-11
Richey	71	58	49	67	71	4
S Belt	84	83	62	83	89	6
S Houston	40	62	27	46	53	7
S Shaver	73	79	53	91	82	-9
Sparks	73	65	70	74	68	-6
Stuchbery	72	76	45	74	73	-1
Teague	71	84	54	71	78	7
T Hancock	70	75	33	45	41	-4
Turner	79	84	64	73	70	-3
Williams	68	70	55	50	38	-12
Young	79	73	29	50	55	5

PERFORMANCE - Spanish Grade 3 Math

STAAR (Spanish)

Percent at each Performance Level					
2023	#t	App	Rank on Meets	Meets	Masters
State	--	73		44	19
District	919	72		33	9
Gap	--	▶ -1	--	▶ -11	▶ -10
Atkinson	5	20	30	0	0
Bailey	47	83	11	36	13
Burnett	13	77	14	31	8
Fisher	51	80	6	47	4
Frazier	--	--		--	--
Freeman	23	70	20	22	4
Gardens	26	58	19	23	4
Garfield	39	69	23	21	5
Genoa	29	90	7	45	10
Golden Acres	14	57	23	21	0
Jensen	28	82	5	50	18
Jessup	35	74	14	31	11
Kruse	12	42	30	0	0
L F Smith	2	--		--	--
L Bush	46	83	2	59	24
Mae Smythe	59	68	14	31	7
Matthys	38	89	9	39	11
McMasters	16	75	10	38	13
Meador	9	44	20	22	0
Moore	17	76	2	59	18
Morales	32	75	13	34	3
Parks	20	85	12	35	15
Pearl Hall	42	67	18	29	12
Pomeroy	36	67	14	31	6
Red Bluff	5	100	26	20	0
Richey	52	67	23	21	4
S Belt	--	--		--	--
S Houston	35	89	8	43	11
S Shaver	32	81	4	56	16
Sparks	--	--		--	--
Stuchbery	24	96	1	63	46
Teague	19	53	27	16	0
T Hancock	21	52	28	14	0
Turner	--	--		--	--
Williams	32	53	20	22	6
Young	60	47	29	12	3

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	34	31	14	42	44	● 2
District	41	42	19	31	33	● 2
Gap	▶ 7	▶ 11	▶	▶ -11	▶ -11	▶ -16
Atkinson	25	--	14	20	0	● -20
Bailey	47	44	14	47	36	● -11
Burnett	--	33	6	15	31	● 16
Fisher	68	70	18	30	47	● 17
Frazier	69	69	46	--	--	--
Freeman	26	41	22	31	22	● -9
Gardens	30	25	14	34	23	● -11
Garfield	66	40	20	28	21	● -7
Genoa	39	72	34	55	45	● -10
Golden Acres	55	33	0	0	21	● 21
Jensen	50	48	44	39	50	● 11
Jessup	43	42	6	24	31	● 7
Kruse	28	--	25	28	0	● -28
L F Smith	--	--	0	--	--	--
L Bush	61	63	36	52	59	● 7
Mae Smythe	31	36	16	36	31	● -5
Matthys	49	39	21	38	39	● 1
McMasters	55	52	0	36	38	● 2
Meador	--	--	--	25	22	● -3
Moore	17	53	15	25	59	● 34
Morales	31	52	10	30	34	● 4
Parks	64	68	38	33	35	● 2
Pearl Hall	64	45	18	38	29	● -9
Pomeroy	21	33	21	24	31	● 7
Red Bluff	11	53	23	40	20	● -20
Richey	19	25	9	21	21	● 0
S Belt	--	--	--	--	--	--
S Houston	37	36	18	12	43	● 31
S Shaver	31	46	25	21	56	● 35
Sparks	11	0	23	31	--	--
Stuchbery	--	--	0	71	63	● -8
Teague	52	44	7	13	16	● 3
T Hancock	14	0	13	27	14	● -13
Turner	--	--	--	--	--	--
Williams	17	33	10	24	22	● -2
Young	38	31	16	11	12	● 1

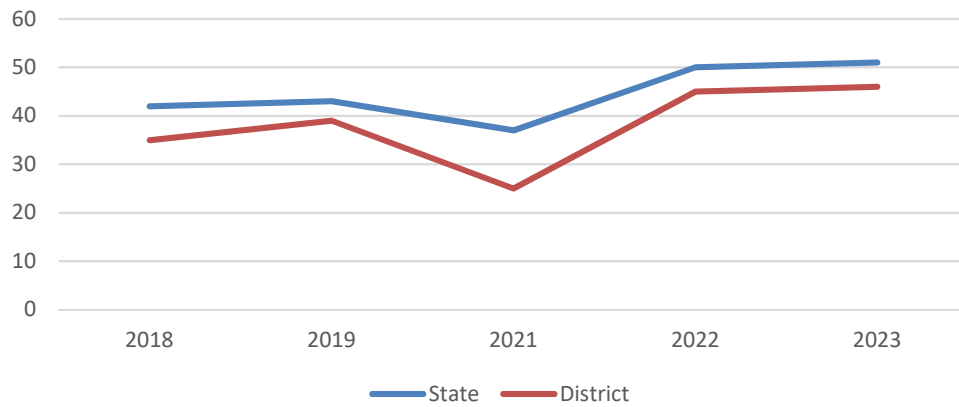
PERFORMANCE - Spanish Grade 3 Math

STAAR (Spanish) First Administrations

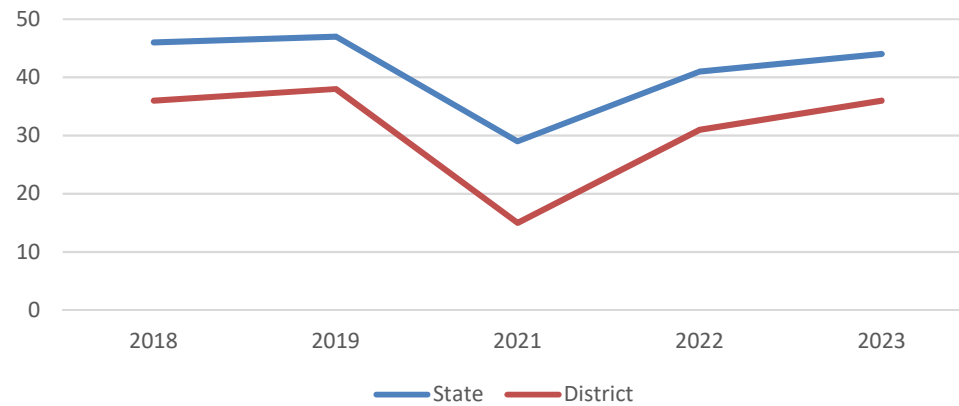
Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	15	12	5	21	19	-2
District	16	15	7	13	9	-4
Gap	1 3		2 -8		# -10	
Atkinson	13	--	0	0	0	0
Bailey	28	20	6	26	13	-13
Burnett	--	17	6	5	8	3
Fisher	23	24	2	9	4	-5
Frazier	23	23	23	--	--	--
Freeman	5	9	9	12	4	-8
Gardens	11	9	3	13	4	-9
Garfield	26	9	6	12	5	-7
Genoa	26	21	17	24	10	-14
Golden Acres	18	10	0	0	0	0
Jensen	14	26	13	14	18	4
Jessup	15	22	2	9	11	2
Kruse	6	--	8	11	0	-11
L F Smith	--	--	0	--	--	--
L Bush	35	37	14	23	24	1
Mae Smythe	11	5	3	13	7	-6
Matthys	18	7	2	8	11	3
McMasters	28	14	0	5	13	8
Meador	--	--	--	8	0	-8
Moore	0	21	8	6	18	12
Morales	10	22	3	13	3	-10
Parks	32	40	4	17	15	-2
Pearl Hall	29	14	4	16	12	-4
Pomeroy	4	18	12	7	6	-1
Red Bluff	0	33	15	20	0	-20
Richey	10	13	0	13	4	-9
S Belt	--	--	--	--	--	--
S Houston	10	14	11	0	11	11
S Shaver	5	14	8	21	16	-5
Sparks	0	0	23	8	--	--
Stuchbery	--	--	0	58	46	-12
Teague	36	16	7	4	0	-4
T Hancock	0	0	4	13	0	-13
Turner	--	--	--	--	--	--
Williams	4	4	5	6	6	0
Young	15	10	7	5	3	-2

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	70	66	42	70	73	3
District	80	79	52	69	72	3
Gap	10 13		10 -1		-1 -11	
Atkinson	75	--	14	40	20	-20
Bailey	86	76	46	77	83	6
Burnett	--	67	38	45	77	32
Fisher	90	96	67	65	80	15
Frazier	100	85	77	--	--	--
Freeman	64	71	57	73	70	-3
Gardens	70	77	43	69	58	-11
Garfield	95	86	54	78	69	-9
Genoa	72	98	69	88	90	2
Golden Acres	85	65	0	29	57	28
Jensen	82	87	81	100	82	-18
Jessup	85	84	34	62	74	12
Kruse	75	--	67	56	42	-14
L F Smith	--	--	43	--	--	--
L Bush	93	91	69	85	83	-2
Mae Smythe	76	76	43	67	68	1
Matthys	91	86	53	77	89	12
McMasters	97	72	20	73	75	2
Meador	--	--	--	100	44	-56
Moore	58	68	38	63	76	13
Morales	79	81	53	87	75	-12
Parks	93	96	62	75	85	10
Pearl Hall	93	88	49	67	67	0
Pomeroy	59	75	50	72	67	-5
Red Bluff	72	100	77	67	100	33
Richey	67	62	49	55	67	12
S Belt	--	--	--	--	--	--
S Houston	76	68	42	61	89	28
S Shaver	81	84	68	74	81	7
Sparks	79	71	69	46	--	--
Stuchbery	--	--	0	92	96	4
Teague	92	92	41	70	53	-17
T Hancock	86	60	50	53	52	-1
Turner	--	--	--	--	--	--
Williams	52	74	48	59	53	-6
Young	68	71	49	45	47	2

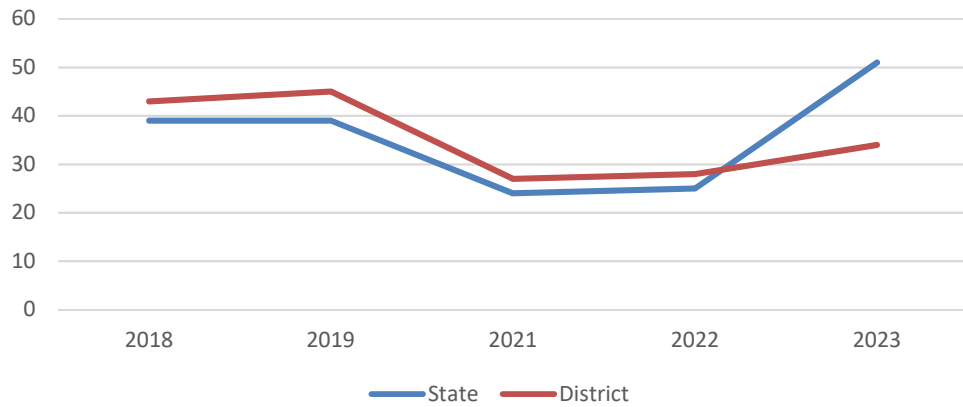
Percent at Meets Grade Level
Grade 3 Reading - State and District



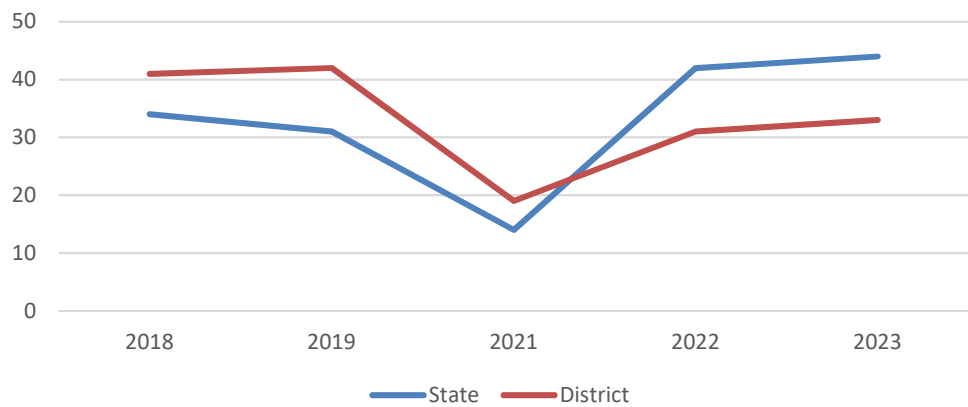
Percent at Meets Grade Level
Grade 3 Math - State and District



Percent at Meets Grade Level
Grade 3 Spanish Reading - State and District



Percent at Meets Grade Level
Grade 3 Spanish Math - State and District



PERFORMANCE - Grade 4 Reading

Regular STAAR (English)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	78		47	21
District	74		38	14
Gap	-4	--	-9	-7
Atkinson	79	6	46	21
Bailey	63	23	34	17
Burnett	71	27	33	16
Fisher	67	30	30	10
Frazier	72	13	39	12
Freeman	52	35	24	5
Gardens	72	33	25	5
Garfield	79	8	44	20
Genoa	76	12	40	13
Golden Acres	71	27	33	12
Jensen	70	13	39	11
Jessup	71	13	39	14
Kruse	79	17	36	17
L F Smith	70	23	34	10
L Bush	86	2	57	33
Mae Smythe	64	33	25	8
Matthys	77	9	43	16
McMasters	74	23	34	9
Meador	81	6	46	19
Moore	94	1	72	34
Morales	77	17	36	9
Parks	77	22	35	3
Pearl Hall	82	17	36	13
Pomeroy	82	5	48	17
Red Bluff	74	16	38	7
Richey	61	31	28	8
S Belt	84	3	49	21
S Houston	69	27	33	8
S Shaver	81	11	42	21
Sparks	81	23	34	11
Stuchbery	75	17	36	8
Teague	72	17	36	11
T Hancock	68	31	28	13
Turner	87	9	43	18
Williams	77	3	49	13
Young	52	36	22	7

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	45	43	35	52	47	-5
District	39	39	23	47	38	-9
Gap	-6	-4	-12	-5	-9	-4
Atkinson	52	49	24	55	46	-9
Bailey	49	52	28	45	34	-11
Burnett	33	38	20	44	33	-11
Fisher	37	31	21	35	30	-5
Frazier	50	58	26	56	39	-17
Freeman	33	34	22	43	24	-19
Gardens	30	34	18	49	25	-24
Garfield	41	38	37	59	44	-15
Genoa	31	40	20	44	40	-4
Golden Acres	49	32	13	54	33	-21
Jensen	42	39	32	56	39	-17
Jessup	19	28	21	33	39	6
Kruse	33	35	18	47	36	-11
L F Smith	41	37	25	38	34	-4
L Bush	60	50	34	63	57	-6
Mae Smythe	36	31	21	30	25	-5
Matthys	34	30	18	29	43	14
McMasters	36	35	25	36	34	-2
Meador	55	56	37	72	46	-26
Moore	50	51	31	61	72	11
Morales	38	34	13	42	36	-6
Parks	30	37	17	41	35	-6
Pearl Hall	37	38	9	43	36	-7
Pomeroy	32	44	24	57	48	-9
Red Bluff	43	52	21	52	38	-14
Richey	23	31	20	38	28	-10
S Belt	57	48	40	65	49	-16
S Houston	22	22	3	42	33	-9
S Shaver	45	33	22	39	42	3
Sparks	35	31	19	60	34	-26
Stuchbery	46	43	27	39	36	-3
Teague	46	41	16	54	36	-18
T Hancock	19	28	20	61	28	-33
Turner	53	55	31	63	43	-20
Williams	37	35	25	46	49	3
Young	37	35	15	30	22	-8

PERFORMANCE - Grade 4 Reading

Regular STAAR (English)

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	24	21	17	28	21	-7
District	18	17	8	21	14	-7
Gap	-6 -4		-9 -7		-7 0	
Atkinson	25	26	11	32	21	-11
Bailey	30	29	11	34	17	-17
Burnett	13	16	3	14	16	2
Fisher	18	11	5	14	10	-4
Frazier	20	19	9	22	12	-10
Freeman	13	11	1	16	5	-11
Gardens	10	14	1	21	5	-16
Garfield	22	19	14	29	20	-9
Genoa	17	15	6	16	13	-3
Golden Acres	17	10	3	29	12	-17
Jensen	17	16	11	33	11	-22
Jessup	5	6	5	11	14	3
Kruse	17	18	5	20	17	-3
L F Smith	21	12	3	21	10	-11
L Bush	34	29	14	32	33	1
Mae Smythe	10	9	4	16	8	-8
Matthys	14	10	4	6	16	10
McMasters	15	18	13	15	9	-6
Meador	28	28	16	33	19	-14
Moore	23	26	13	30	34	4
Morales	18	12	4	12	9	-3
Parks	13	9	6	20	3	-17
Pearl Hall	14	14	7	11	13	2
Pomeroy	14	16	10	30	17	-13
Red Bluff	18	18	7	22	7	-15
Richey	9	15	3	15	8	-7
S Belt	33	28	16	29	21	-8
S Houston	9	10	0	11	8	-3
S Shaver	21	7	10	19	21	2
Sparks	18	15	3	22	11	-11
Stuchbery	20	13	10	12	8	-4
Teague	22	21	5	27	11	-16
T Hancock	12	12	7	26	13	-13
Turner	27	24	11	26	18	-8
Williams	17	18	11	26	13	-13
Young	10	20	6	14	7	-7

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	72	74	62	76	78	2
District	70	76	51	75	74	-1
Gap	-2 2		-11 -1		-4 -3	
Atkinson	90	88	60	83	79	-4
Bailey	72	79	60	74	63	-11
Burnett	74	78	52	69	71	2
Fisher	65	72	40	60	67	7
Frazier	83	88	57	86	72	-14
Freeman	64	73	45	76	52	-24
Gardens	71	76	48	75	72	-3
Garfield	72	60	58	80	79	-1
Genoa	55	79	52	72	76	4
Golden Acres	69	72	38	71	71	0
Jensen	67	87	55	92	70	-22
Jessup	63	69	49	65	71	6
Kruse	57	72	59	68	79	11
L F Smith	74	73	59	71	70	-1
L Bush	82	83	68	88	86	-2
Mae Smythe	70	73	52	62	64	2
Matthys	66	76	46	61	77	16
McMasters	67	72	55	78	74	-4
Meador	84	87	75	87	81	-6
Moore	75	87	59	91	94	3
Morales	76	80	48	82	77	-5
Parks	52	81	42	72	77	5
Pearl Hall	66	76	29	67	82	15
Pomeroy	60	82	58	74	82	8
Red Bluff	75	77	51	84	74	-10
Richey	63	69	47	65	61	-4
S Belt	80	76	71	88	84	-4
S Houston	56	56	27	75	69	-6
S Shaver	68	75	46	73	81	8
Sparks	64	70	62	88	81	-7
Stuchbery	77	76	52	59	75	16
Teague	84	77	45	84	72	-12
T Hancock	58	69	48	87	68	-19
Turner	86	89	55	90	87	-3
Williams	55	70	51	71	77	6
Young	71	72	30	59	52	-7

PERFORMANCE - Grade 4 Math

Regular STAAR (English)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	70		47	22
District	69		41	14
Gap	-1	--	-6	-8
Atkinson	71	3	54	29
Bailey	65	23	37	22
Burnett	60	25	36	7
Fisher	61	33	28	12
Frazier	73	18	41	13
Freeman	62	7	51	10
Gardens	72	21	38	23
Garfield	63	31	31	6
Genoa	72	21	38	16
Golden Acres	64	19	39	8
Jensen	64	27	35	5
Jessup	51	29	33	6
Kruse	67	14	44	13
L F Smith	68	23	37	14
L Bush	83	1	56	23
Mae Smythe	71	16	42	13
Matthys	80	13	45	12
McMasters	80	3	54	15
Meador	70	16	42	19
Moore	77	12	46	25
Morales	77	9	48	20
Parks	63	30	32	7
Pearl Hall	62	28	34	9
Pomeroy	84	6	52	12
Red Bluff	82	3	54	22
Richey	61	32	30	9
S Belt	78	7	51	23
S Houston	59	34	27	6
S Shaver	66	14	44	23
Sparks	71	2	55	22
Stuchbery	68	19	39	6
Teague	66	25	36	13
T Hancock	39	36	19	5
Turner	73	11	47	22
Williams	68	9	48	11
Young	57	35	24	8

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	47	46	34	41	47	6
District	41	38	18	32	41	9
Gap	-6	-8	-16	-9	-6	3
Atkinson	66	59	15	43	54	11
Bailey	53	48	28	29	37	8
Burnett	34	33	24	23	36	13
Fisher	41	31	9	21	28	7
Frazier	64	70	21	60	41	-19
Freeman	31	23	8	27	51	24
Gardens	29	24	19	24	38	14
Garfield	24	20	15	26	31	5
Genoa	29	26	15	30	38	8
Golden Acres	37	37	9	46	39	-7
Jensen	44	51	26	49	35	-14
Jessup	38	29	11	15	33	18
Kruse	46	24	22	35	44	9
L F Smith	54	33	16	41	37	-4
L Bush	43	37	13	36	56	20
Mae Smythe	37	32	26	28	42	14
Matthys	47	45	23	28	45	17
McMasters	49	36	22	26	54	28
Meador	66	66	26	59	42	-17
Moore	54	51	20	34	46	12
Morales	47	44	19	27	48	21
Parks	34	40	9	24	32	8
Pearl Hall	43	42	12	20	34	14
Pomeroy	28	52	26	40	52	12
Red Bluff	38	46	18	51	54	3
Richey	35	25	12	15	30	15
S Belt	65	50	40	46	51	5
S Houston	26	29	5	24	27	3
S Shaver	41	34	21	29	44	15
Sparks	35	29	23	47	55	8
Stuchbery	39	27	18	12	39	27
Teague	40	31	18	28	36	8
T Hancock	19	15	11	31	19	-12
Turner	59	46	23	44	47	3
Williams	25	33	20	32	48	16
Young	38	40	4	25	24	-1

PERFORMANCE - Grade 4 Math

Regular STAAR (English)

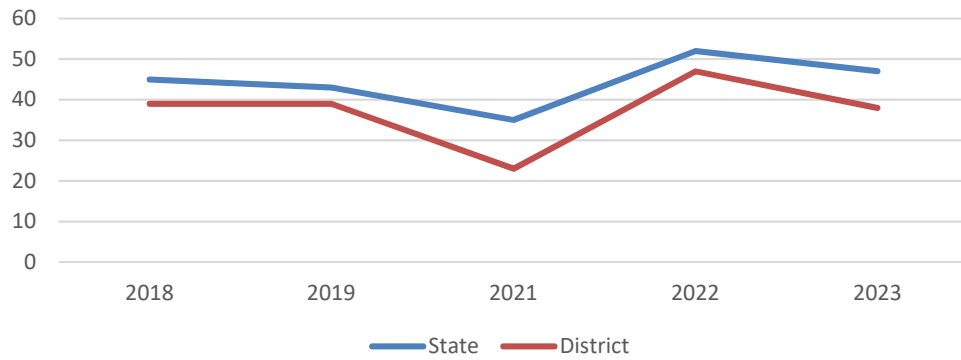
Percent at Masters Grade Level

	2018	2019	2021	2022	2023	Change 22:23
State	26	27	21	22	22	0
District	19	17	8	15	14	-1
Gap	-7	-10	-13	-7	-8	-1
Atkinson	33	35	8	24	29	5
Bailey	29	22	14	17	22	5
Burnett	14	18	9	9	7	-2
Fisher	18	7	6	10	12	2
Frazier	25	31	7	26	13	-13
Freeman	13	8	3	5	10	5
Gardens	12	5	10	12	23	11
Garfield	11	10	9	11	6	-5
Genoa	6	12	5	14	16	2
Golden Acres	17	16	5	27	8	-19
Jensen	25	21	10	20	5	-15
Jessup	9	7	4	3	6	3
Kruse	19	8	9	16	13	-3
L F Smith	26	7	7	19	14	-5
L Bush	22	19	5	24	23	-1
Mae Smythe	19	18	8	10	13	3
Matthys	24	22	13	12	12	0
McMasters	23	10	8	9	15	6
Meador	40	31	15	30	19	-11
Moore	29	24	11	18	25	7
Morales	21	21	8	9	20	11
Parks	18	18	4	13	7	-6
Pearl Hall	25	26	5	10	9	-1
Pomeroy	13	24	11	21	12	-9
Red Bluff	17	18	10	16	22	6
Richey	14	8	2	6	9	3
S Belt	36	32	24	23	23	0
S Houston	7	10	1	8	6	-2
S Shaver	18	13	8	14	23	9
Sparks	15	12	15	17	22	5
Stuchbery	18	11	10	4	6	2
Teague	16	16	7	13	13	0
T Hancock	11	10	6	13	5	-8
Turner	26	29	10	21	22	1
Williams	7	15	13	12	11	-1
Young	15	21	1	11	8	-3

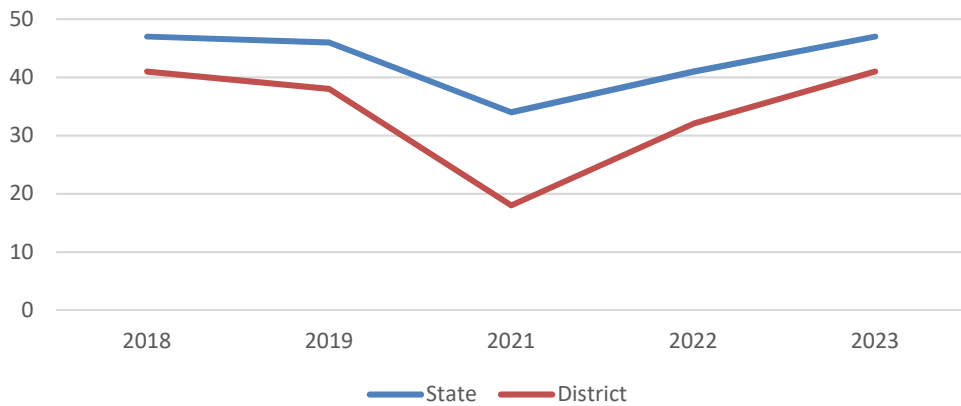
Percent at Approaches Grade Level

	2018	2019	2021	2022	2023	Change 22:23
State	78	74	58	68	70	2
District	76	73	46	65	69	4
Gap	-2	-1	-12	-3	-1	2
Atkinson	87	87	44	76	71	-5
Bailey	80	73	59	54	65	11
Burnett	68	71	48	50	60	10
Fisher	77	77	34	49	61	12
Frazier	93	96	53	89	73	-16
Freeman	72	65	31	52	62	10
Gardens	74	66	50	61	72	11
Garfield	62	58	42	67	63	-4
Genoa	60	62	45	68	72	4
Golden Acres	77	76	38	69	64	-5
Jensen	74	83	50	77	64	-13
Jessup	80	72	39	47	51	4
Kruse	78	63	56	63	67	4
L F Smith	88	75	55	71	68	-3
L Bush	83	73	45	69	83	14
Mae Smythe	80	76	44	66	71	5
Matthys	77	75	51	59	80	21
McMasters	78	81	42	65	80	15
Meador	85	86	56	84	70	-14
Moore	82	81	56	76	77	1
Morales	77	84	52	75	77	2
Parks	56	66	33	51	63	12
Pearl Hall	79	70	32	60	62	2
Pomeroy	76	86	57	71	84	13
Red Bluff	89	82	46	88	82	-6
Richey	71	71	39	50	61	11
S Belt	89	82	75	81	78	-3
S Houston	65	71	36	56	59	3
S Shaver	88	79	56	62	66	4
Sparks	65	61	63	81	71	-10
Stuchbery	70	67	47	44	68	24
Teague	78	64	38	61	66	5
T Hancock	58	51	42	67	39	-28
Turner	88	75	53	79	73	-6
Williams	57	64	43	61	68	7
Young	81	72	23	57	57	0

Percent at Meets Grade Level
Grade 4 Reading - State and District



Percent at Meets Grade Level
Grade 4 Math - State and District



PERFORMANCE - Grade 5 Reading First Administration

Regular STAAR (English) First Administrations

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	81		56	28
District	74		43	17
Gap	-7	--	-13	-11
B Shaw	71	9	37	13
C Lomax	74	3	49	24
De Zavala	65	11	33	11
E Milstead	73	4	44	18
F Roberts	78	2	51	15
Keller	72	9	37	11
M Kendrick	73	6	42	19
Melillo	86	1	59	26
Morris	80	4	44	16
N Sullivan	73	6	42	15
R Schneider	71	8	40	18

Percent at Meets Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	51	51		45	56	56	0
District	43	44		29	45	43	-2
Gap	-8	-7		-16	-11	-13	2
B Shaw	33	35		26	38	37	-1
C Lomax	57	59		42	54	49	-5
De Zavala	36	31		27	30	33	3
E Milstead	38	44		23	38	44	6
F Roberts	50	46		32	48	51	3
Keller	43	41		23	46	37	-9
M Kendrick	45	45		32	47	42	-5
Melillo	58	64		31	61	59	-2
Morris	46	49		36	51	44	-7
N Sullivan	29	36		25	48	42	-6
R Schneider	37	30		21	38	40	2

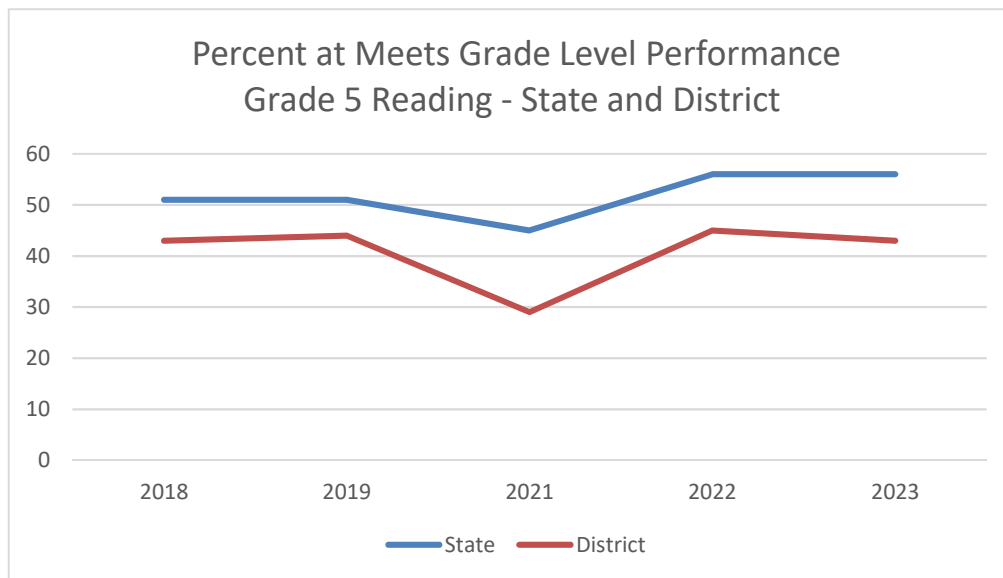
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1475	21	40%
Meets	1592	31	60%
Masters	1700	39	75%

Percent at Masters Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	25	29		30	36	28	-8
District	18	21		17	26	17	-9
Gap	-7	-8		-13	-10	-11	-1
B Shaw	12	16		14	16	13	-3
C Lomax	29	31		29	33	24	-9
De Zavala	14	12		14	13	11	-2
E Milstead	16	20		13	21	18	-3
F Roberts	25	23		21	29	15	-14
Keller	18	18		12	23	11	-12
M Kendrick	19	21		21	25	19	-6
Melillo	23	33		16	43	26	-17
Morris	20	22		21	29	16	-13
N Sullivan	8	17		12	30	15	-15
R Schneider	15	15		10	21	18	-3

PERFORMANCE - Grade 5 Reading

Regular STAAR (English) First Administrations

Percent at Approaches Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
State	78	77	72	80	81	1	●
District	72	73	60	73	74	1	●
Gap	▶ -6	▶ -4	▶ -12	▶ -7	▶ -7	▶ 0	
B Shaw	63	65	60	71	71	0	●
C Lomax	84	84	70	77	74	-3	●
De Zavala	63	61	58	64	65	1	●
E Milstead	68	74	52	65	73	8	●
F Roberts	80	74	59	81	78	-3	●
Keller	71	72	58	72	72	0	●
M Kendrick	78	73	58	72	73	1	●
Melillo	83	83	70	89	86	-3	●
Morris	76	82	71	78	80	2	●
N Sullivan	62	66	58	75	73	-2	●
R Schneider	67	66	50	65	71	6	●



PERFORMANCE - Grade 5 Math First Administration

Regular STAAR (English) First Administrations

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	80		50	21
District	71		35	10
Gap	-9	-	-15	-11
B Shaw	76	5	37	9
C Lomax	73	2	41	12
De Zavala	62	10	25	5
E Milstead	68	7	36	13
F Roberts	77	3	40	16
Keller	67	9	30	8
M Kendrick	66	5	37	12
Melillo	84	1	49	18
Morris	78	3	40	10
N Sullivan	60	11	17	1
R Schneider	68	8	31	6

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	57	56	43	46	50	4
District	46	45	24	32	35	3
Gap	-11	-11	-19	-14	-15	-1
B Shaw	36	34	21	26	37	11
C Lomax	56	61	36	35	41	6
De Zavala	39	35	20	19	25	6
E Milstead	51	47	21	26	36	10
F Roberts	50	51	32	41	40	-1
Keller	55	49	17	24	30	6
M Kendrick	38	32	25	42	37	-5
Melillo	59	61	26	54	49	-5
Morris	55	63	31	44	40	-4
N Sullivan	37	38	17	19	17	-2
R Schneider	34	28	13	20	31	11

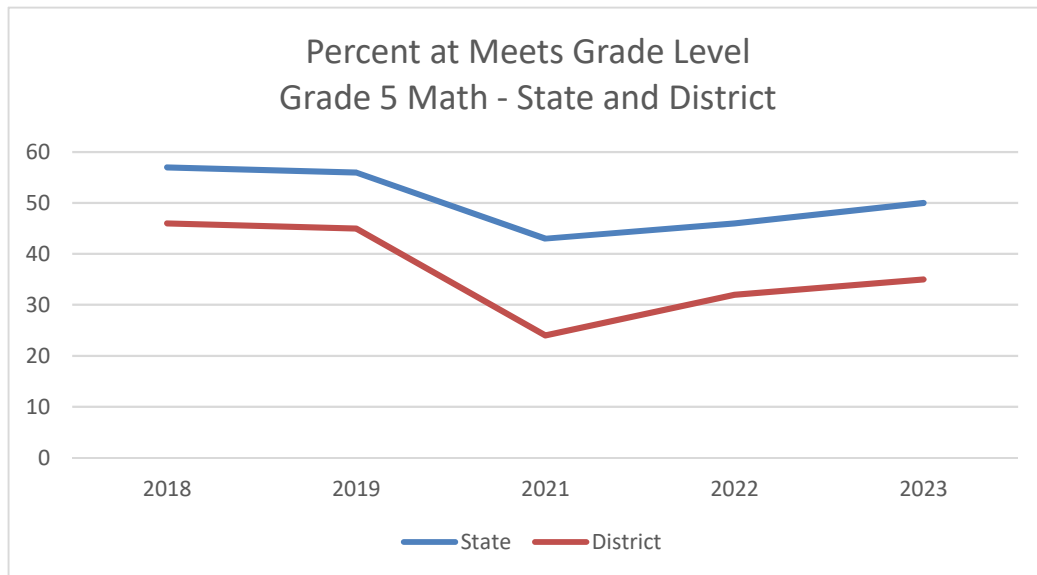
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1515	15	36%
Meets	1634	24	57%
Masters	1776	33	79%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	30	36	24	23	21	-2
District	19	24	9	12	10	-2
Gap	-11	-12	-15	-11	-11	0
B Shaw	10	15	8	10	9	-1
C Lomax	24	36	15	16	12	-4
De Zavala	19	18	5	3	5	2
E Milstead	24	25	9	11	13	2
F Roberts	23	26	14	14	16	2
Keller	24	27	6	7	8	1
M Kendrick	11	14	11	17	12	-5
Melillo	26	35	7	23	18	-5
Morris	25	36	13	22	10	-12
N Sullivan	14	18	5	3	1	-2
R Schneider	13	13	5	5	6	1

PERFORMANCE - Grade 5 Math

Regular STAAR (English) First Administrations

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	84	83	69	75	80	● 5
District	81	79	56	67	71	● 4
Gap	▶ -3	▶ -4	▶ -13	▶ -8	▶ -9	▶ -1
B Shaw	77	75	59	67	76	● 9
C Lomax	87	86	70	70	73	● 3
De Zavala	74	71	57	63	62	● -1
E Milstead	79	79	47	53	68	● 15
F Roberts	87	88	63	75	77	● 2
Keller	87	85	55	68	67	● -1
M Kendrick	79	68	56	70	66	● -4
Melillo	87	87	53	80	84	● 4
Morris	82	91	66	78	78	● 0
N Sullivan	72	72	47	63	60	● -3
R Schneider	73	65	43	54	68	● 14



PERFORMANCE - Grade 5 Science

Regular STAAR (English) First Administrations

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	64		34	15
District	57		23	8
Gap	-7	--	-11	-7
B Shaw	58	5	23	6
C Lomax	70	2	30	13
De Zavala	40	11	11	1
E Milstead	52	7	21	6
F Roberts	58	4	25	9
Keller	45	8	20	8
M Kendrick	56	5	23	9
Melillo	71	1	35	13
Morris	66	3	27	10
N Sullivan	57	8	20	5
R Schneider	52	10	19	3

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	40	48	30	37	34	-3
District	34	42	14	27	23	-4
Gap	-6	-6	-16	-10	-11	-1
B Shaw	25	25	8	25	23	-2
C Lomax	51	72	28	41	30	-11
De Zavala	24	26	5	12	11	-1
E Milstead	37	39	10	12	21	9
F Roberts	35	45	19	29	25	-4
Keller	30	44	9	24	20	-4
M Kendrick	37	40	13	25	23	-2
Melillo	41	53	12	42	35	-7
Morris	34	48	23	37	27	-10
N Sullivan	31	43	20	33	20	-13
R Schneider	28	35	7	24	19	-5

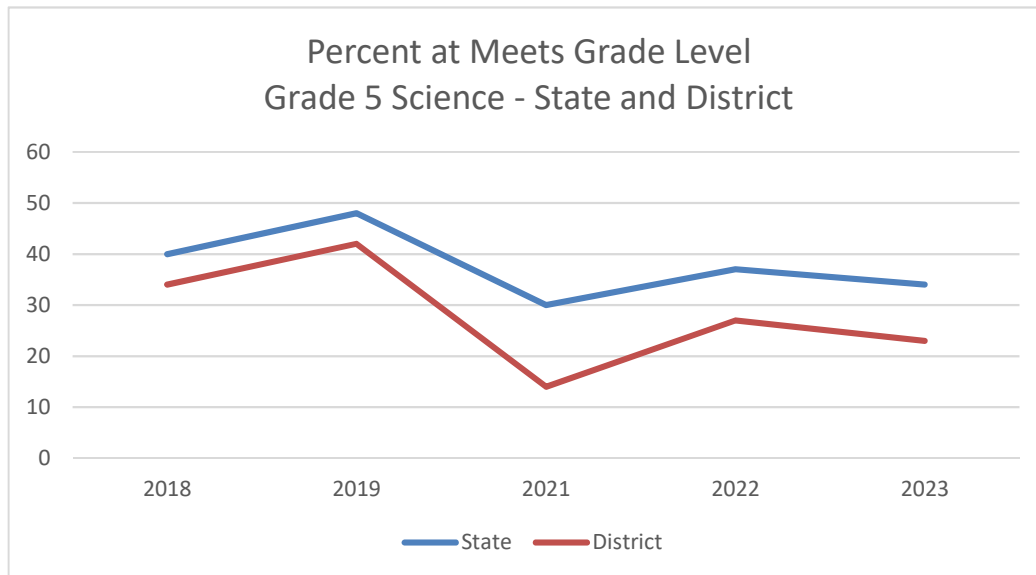
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3550	18	46%
Meets	4000	25	64%
Masters	4380	30	77%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	16	23	12	17	15	-2
District	10	18	4	10	8	-2
Gap	-6	-5	-8	-7	-7	0
B Shaw	5	6	0	7	6	-1
C Lomax	18	42	9	15	13	-2
De Zavala	8	7	0	4	1	-3
E Milstead	11	14	3	5	6	1
F Roberts	13	22	6	9	9	0
Keller	8	14	0	7	8	1
M Kendrick	11	15	4	9	9	0
Melillo	13	22	4	20	13	-7
Morris	10	21	9	15	10	-5
N Sullivan	7	20	3	9	5	-4
R Schneider	11	16	2	8	3	-5

PERFORMANCE - Grade 5 Science

Regular STAAR (English) First Administrations

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	75	74		61	66	64	-2
District	74	72		47	60	57	-3
Gap	-1	-2		-14	-6	-7	-1
B Shaw	67	58		37	61	58	-3
C Lomax	87	89		69	71	70	-1
De Zavala	61	59		39	42	40	-2
E Milstead	74	70		35	39	52	13
F Roberts	76	74		49	65	58	-7
Keller	75	76		45	60	45	-15
M Kendrick	77	70		42	52	56	4
Melillo	78	81		50	74	71	-3
Morris	77	82		59	68	66	-2
N Sullivan	72	70		54	69	57	-12
R Schneider	72	67		36	56	52	-4



PERFORMANCE - Grade 6 Reading

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	76		51	22
District	70		42	14
Gap	-6	--	-9	-8
B Shaw	70	8	37	10
C Lomax	78	2	58	23
De Zavala	56	11	25	5
E Milstead	60	9	32	10
F Roberts	76	4	46	12
Keller	68	7	38	8
M Kendrick	70	6	41	13
Melillo	86	1	59	25
Morris	74	3	48	21
N Sullivan	71	5	44	12
R Schneider	62	9	32	10

Percent at Meets Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	36	35		31	42	51	9
District	29	29		21	31	42	11
Gap	-7	-6		-10	-11	-9	2
B Shaw	24	19		12	24	37	13
C Lomax	41	39		35	38	58	20
De Zavala	15	24		18	23	25	2
E Milstead	31	25		16	21	32	11
F Roberts	37	42		28	32	46	14
Keller	27	29		18	22	38	16
M Kendrick	30	27		19	26	41	15
Melillo	44	38		31	41	59	18
Morris	29	30		27	41	48	7
N Sullivan	20	24		18	41	44	3
R Schneider	22	24		13	27	32	5

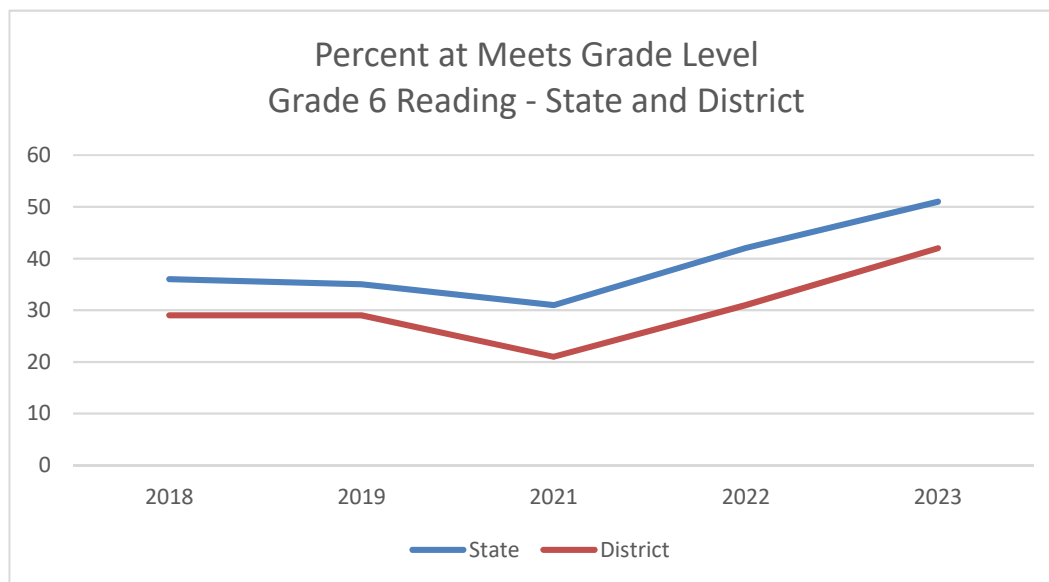
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1535	20	36%
Meets	1634	30	54%
Masters	1749	41	73%

Percent at Masters Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	18	17		14	22	22	0
District	13	12		8	13	14	1
Gap	-5	-5		-6	-9	-8	1
B Shaw	10	8		5	8	10	2
C Lomax	20	16		13	18	23	5
De Zavala	7	7		6	9	5	-4
E Milstead	14	11		5	8	10	2
F Roberts	15	21		12	16	12	-4
Keller	14	14		7	7	8	1
M Kendrick	12	9		9	12	13	1
Melillo	21	17		13	15	25	10
Morris	12	11		9	20	21	1
N Sullivan	7	6		7	18	12	-6
R Schneider	9	7		3	11	10	-1

PERFORMANCE - Grade 6 Reading

Regular STAAR

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	66	66	61	69	76	7
District	63	64	51	62	70	8
Gap	-3	-2	-10	-7	-6	1
B Shaw	61	57	43	54	70	16
C Lomax	74	76	64	71	78	7
De Zavala	51	55	46	51	56	5
E Milstead	64	60	42	48	60	12
F Roberts	69	72	60	62	76	14
Keller	59	63	44	64	68	4
M Kendrick	65	67	46	56	70	14
Melillo	76	76	68	73	86	13
Morris	62	67	57	75	74	-1
N Sullivan	54	55	46	71	71	0
R Schneider	61	57	44	56	62	6



PERFORMANCE - Grade 6 Math

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	74		38	15
District	65		20	3
Gap	-9	--	-18	-12
B Shaw	56	9	9	1
C Lomax	69	6	20	1
De Zavala	46	11	4	0
E Milstead	54	7	14	2
F Roberts	73	3	24	5
Keller	58	7	14	1
M Kendrick	69	4	23	4
Melillo	83	1	50	14
Morris	76	2	32	5
N Sullivan	71	5	21	5
R Schneider	58	9	9	0

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	43	45	34	37	38	1
District	20	24	15	20	20	0
Gap	-23	-21	-19	-17	-18	-1
B Shaw	18	9	8	8	9	1
C Lomax	32	36	15	15	20	5
De Zavala	9	8	6	8	4	-4
E Milstead	25	29	15	14	14	0
F Roberts	27	37	26	25	24	-1
Keller	19	25	5	10	14	4
M Kendrick	15	16	14	18	23	5
Melillo	33	42	32	35	50	15
Morris	15	24	21	34	32	-2
N Sullivan	11	21	18	30	21	-9
R Schneider	21	20	6	15	9	-6

Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1616	15	35%
Meets	1745	24	56%
Masters	1889	33	77%

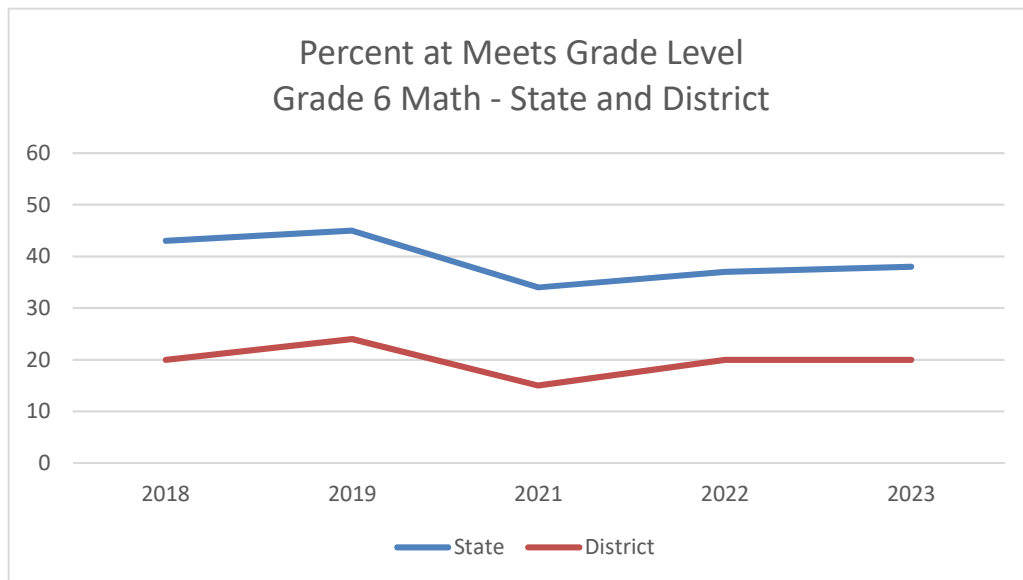
Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	17	20	14	15	15	0
District	3	5	3	3	3	0
Gap	-14	-15	-11	-12	-12	0
B Shaw	2	2	0	0	1	1
C Lomax	4	7	1	0	1	1
De Zavala	1	1	0	1	0	-1
E Milstead	6	6	3	2	2	0
F Roberts	3	8	8	4	5	1
Keller	2	4	0	0	1	1
M Kendrick	1	1	2	3	4	1
Melillo	9	14	10	11	14	3
Morris	3	4	2	5	5	0
N Sullivan	1	3	2	4	5	1
R Schneider	2	3	0	2	0	-2

6th Grade PAP takes the Grade 7 Math test

PERFORMANCE - Grade 6 Math

Regular STAAR

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	76	79	66	72	74	2
District	66	72	53	63	65	2
Gap	-10	-7	-13	-9	-9	0
B Shaw	68	58	48	52	56	4
C Lomax	76	82	63	66	69	3
De Zavala	48	58	37	47	46	-1
E Milstead	68	72	54	59	54	-5
F Roberts	76	85	68	68	73	5
Keller	67	71	37	53	58	5
M Kendrick	66	73	52	61	69	8
Melillo	81	82	69	75	83	8
Morris	67	73	63	76	76	0
N Sullivan	58	69	54	72	71	-1
R Schneider	63	68	42	55	58	3



PERFORMANCE - Middle School PAP Math

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
District PAP	tbd		tbd	tbd
B Shaw	87	10	56	9
C Lomax	99	3	94	46
De Zavala	82	11	54	14
E Milstead	91	8	74	16
F Roberts	100	2	96	56
Keller	98	9	70	23
M Kendrick	100	7	85	30
Melillo	100	5	91	58
Morris	100	1	98	46
N Sullivan	94	3	94	18
R Schneider	95	6	90	29

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
District PAP	74	71	47	62	tbd	
B Shaw	67	44	28	30	56	● 26
C Lomax	89	85	60	70	94	● 24
De Zavala	37	55	27	42	54	● 12
E Milstead	77	72	48	55	74	● 19
F Roberts	75	95	87	100	96	● -4
Keller	79	64	41	46	70	● 24
M Kendrick	74	78	48	62	85	● 23
Melillo	82	86	56	74	91	● 17
Morris	79	74	64	89	98	● 9
N Sullivan	44	68	45	81	94	● 13
R Schneider	100	85	22	88	90	● 2

Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1703	19	41%
Meets	1793	26	57%
Masters	1965	37	80%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
District PAP	35	23	17	28	tbd	
B Shaw	30	7	9	9	9	● 0
C Lomax	50	33	22	33	46	● 13
De Zavala	5	7	8	9	14	● 5
E Milstead	33	26	11	20	16	● -4
F Roberts	32	45	43	74	56	● -18
Keller	33	9	10	15	23	● 8
M Kendrick	30	18	20	24	30	● 6
Melillo	48	38	24	34	58	● 24
Morris	46	30	29	50	46	● -4
N Sullivan	13	13	0	45	18	● -27
R Schneider	26	19	7	38	29	● -9

6th Grade PAP takes the Grade 7 Math test

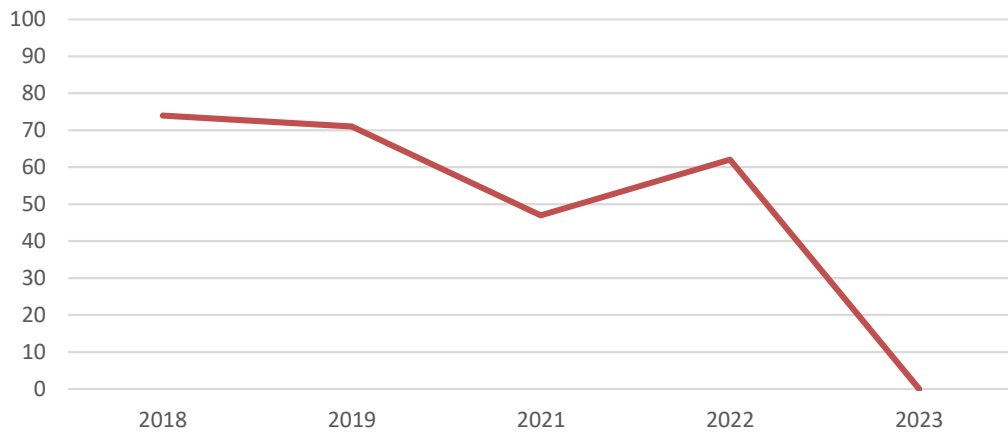
PERFORMANCE - PAP Math

Regular STAAR

Percent at Approaches Grade Level

	2018	2019	2021	2022	2023	Change 22:23
District PAP	98	97	83	91	tbd	
B Shaw	98	92	61	73	87	14
C Lomax	100	97	93	94	99	5
De Zavala	86	92	78	82	82	0
E Milstead	99	99	78	87	91	4
F Roberts	97	100	98	100	100	0
Keller	97	98	81	91	98	7
M Kendrick	99	99	87	98	100	2
Melillo	100	100	93	94	100	6
Morris	99	96	99	100	100	0
N Sullivan	96	100	86	100	94	-6
R Schneider	100	100	81	100	95	-5

Percent at Meets Grade Level PAP Math - District



PERFORMANCE - Grade 7 Reading

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	76		52	26
District	74		45	18
Gap	-2	--	-7	-8
Beverly Hills	77	3	51	22
Bondy	79	1	54	24
Jackson	67	7	41	16
Miller	74	4	50	23
Park View	66	11	35	11
Queens	74	7	41	16
San Jacinto	75	6	44	16
S. Houston	67	9	38	12
Southmore	68	9	38	12
Tegeler	80	5	48	6
Thompson	82	2	52	21

Percent at Meets Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
State	45	47	44	54	52	●	-2
District	39	40	34	44	45	●	1
Gap	-6	-7	-10	-10	-7	▲	3
Beverly Hills	44	40	33	53	51	●	-2
Bondy	53	52	40	54	54	●	0
Jackson	29	31	27	37	41	●	4
Miller	41	45	41	47	50	●	3
Park View	42	35	35	37	35	●	-2
Queens	33	32	34	46	41	●	-5
San Jacinto	31	40	37	37	44	●	7
S. Houston	40	37	28	34	38	●	4
Southmore	30	36	29	37	38	●	1
Tegeler	--	12	19	37	48	●	11
Thompson	44	48	33	55	52	●	-3

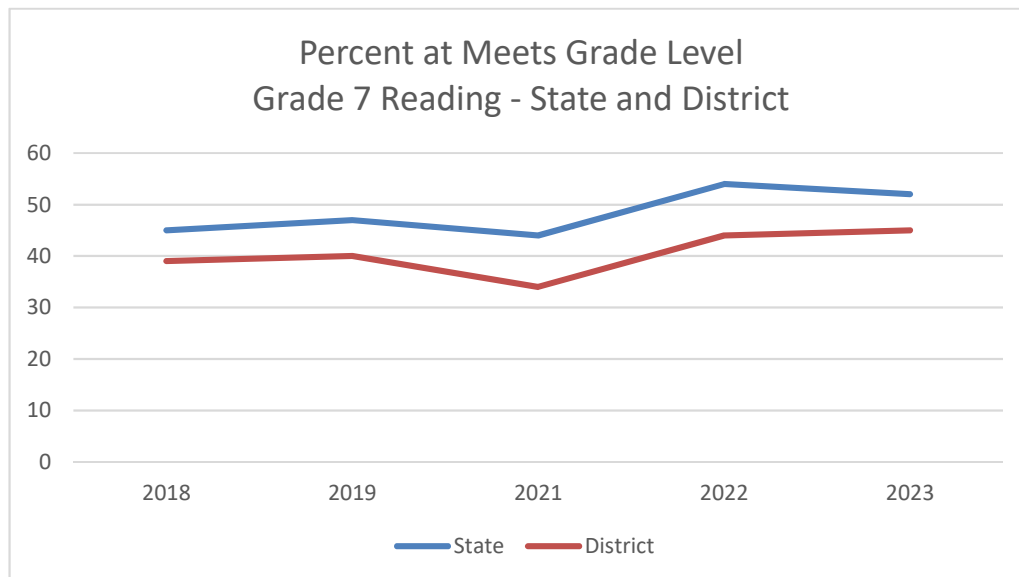
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1564	23	41%
Meets	1669	33	59%
Masters	1771	42	75%

Percent at Masters Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
State	27	28	25	36	26	●	-10
District	22	22	16	26	18	●	-8
Gap	-5	-6	-9	-10	-8	▲	2
Beverly Hills	25	27	16	33	22	●	-11
Bondy	31	29	19	32	24	●	-8
Jackson	18	17	13	18	16	●	-2
Miller	26	25	20	30	23	●	-7
Park View	20	18	16	21	11	●	-10
Queens	19	17	18	25	16	●	-9
San Jacinto	14	20	15	21	16	●	-5
S. Houston	23	17	11	18	12	●	-6
Southmore	15	20	13	18	12	●	-6
Tegeler	--	2	10	17	6	●	-11
Thompson	26	26	18	33	21	●	-12

PERFORMANCE - Grade 7 Reading

Regular STAAR

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	72	74	68	78	76	● -2
District	68	72	60	74	74	● 0
Gap	▶ -4	▶ -2	▶ -8	▶ -4	▶ -2	▶ 2
Beverly Hills	74	68	58	80	77	● -3
Bondy	79	79	60	79	79	● 0
Jackson	57	63	55	65	67	● 2
Miller	65	78	68	75	74	● -1
Park View	67	65	58	73	66	● -7
Queens	64	68	61	76	74	● -2
San Jacinto	61	74	66	69	75	● 6
S. Houston	70	72	59	67	67	● 0
Southmore	59	65	58	71	68	● -3
Tegeler	49	44	45	78	80	● 2
Thompson	75	81	63	85	82	● -3



PERFORMANCE - Grade 7 Math

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State All*	61		35	10
District All*	57		30	7
Gap	-4	--	-5	-3
Beverly Hills	60	2	23	2
Bondy	55	2	23	4
Jackson	49	7	15	0
Miller	45	8	12	1
Park View	46	6	17	1
Queens	40	8	12	1
San Jacinto	--		--	--
S. Houston	43	5	18	1
Southmore	37	8	12	0
Tegeler	60	2	23	2
Thompson	53	1	27	3

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State All*	38	41	25	29	35	6
District All*	31	35	16	21	30	9
Gap	-7	-6	-9	-8	-5	3
Beverly Hills	29	25	7	18	23	5
Bondy	32	33	12	19	23	4
Jackson	18	21	4	8	15	7
Miller	23	31	15	19	12	-7
Park View	22	20	4	5	17	12
Queens	11	22	6	15	12	-3
San Jacinto	11	23	7	3	--	
S. Houston	19	27	5	9	18	9
Southmore	16	22	5	9	12	3
Tegeler	--	10	3	20	23	3
Thompson	21	30	15	18	27	9

Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1703	19	41%
Meets	1793	26	57%
Masters	1965	37	80%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State All*	17	16	11	12	10	-2
District All*	10	8	5	7	7	0
Gap	-7	-8	-6	-5	-3	2
Beverly Hills	6	7	2	4	2	-2
Bondy	9	4	2	3	4	1
Jackson	2	4	0	0	0	0
Miller	5	7	4	6	1	-5
Park View	6	2	0	0	1	1
Queens	2	2	1	3	1	-2
San Jacinto	2	3	1	1	--	
S. Houston	3	5	1	2	1	-1
Southmore	3	2	0	1	0	-1
Tegeler	--	2	0	7	2	-5
Thompson	4	6	4	1	3	2

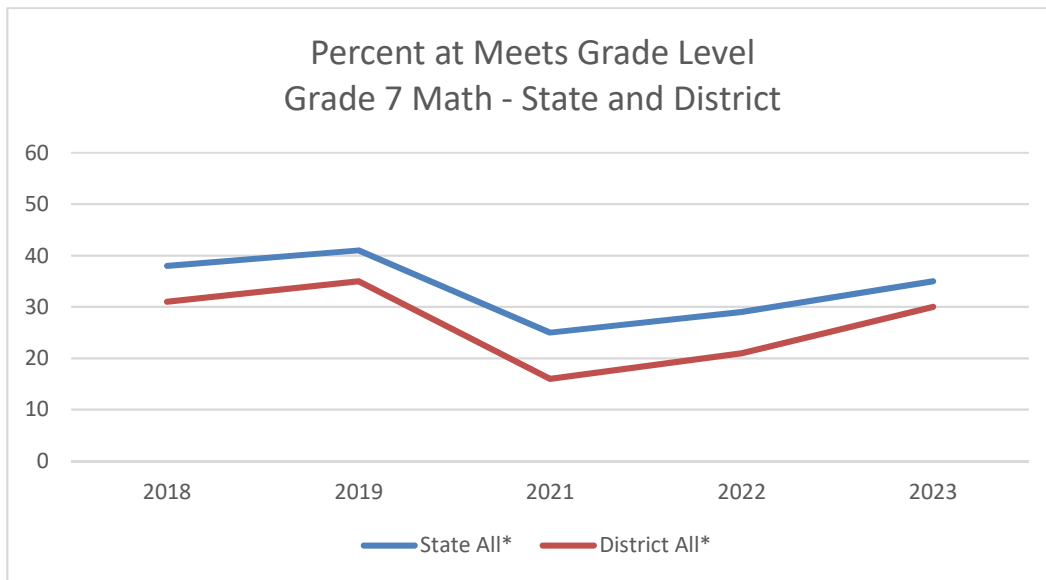
*Includes Grade 6 PAC

PERFORMANCE - Grade 7 Math

Regular STAAR

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State All*	71	73		54	59	61	2
District All*	69	73		46	52	57	5
Gap	-2	0		-8	-7	-4	3
Beverly Hills	68	67		38	58	60	2
Bondy	76	73		42	56	55	-1
Jackson	57	62		32	39	49	10
Miller	68	68		47	54	45	-9
Park View	60	62		31	35	46	11
Queens	56	64		32	41	40	-1
San Jacinto	56	62		36	26	--	
S. Houston	59	67		35	34	43	9
Southmore	59	68		28	40	37	-3
Tegeler	36	63		16	57	60	3
Thompson	62	73		47	51	53	2

*Includes Grade 6 PAC



PERFORMANCE - Grade 8 Reading First Administration

Regular STAAR First Administrations

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	82		56	27
District	76		45	17
Gap	-6	--	-11	-10
Beverly Hills	82	4	50	21
Bondy	84	1	55	23
Jackson	64	8	36	15
Miller	79	3	51	19
Park View	66	7	40	16
Queens	70	10	34	8
San Jacinto	82	2	54	20
S. Houston	68	8	36	11
Southmore	78	6	46	14
Tegeler	62	11	19	7
Thompson	82	4	50	17

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	46	53	45	56	56	0
District	40	45	37	52	45	-7
Gap	-6	-8	-8	-4	-11	-7
Beverly Hills	43	46	33	59	50	-9
Bondy	50	56	48	61	55	-6
Jackson	26	39	31	44	36	-8
Miller	39	46	44	60	51	-9
Park View	37	42	33	44	40	-4
Queens	39	45	35	49	34	-15
San Jacinto	39	35	43	55	54	-1
S. Houston	38	44	36	43	36	-7
Southmore	35	37	33	49	46	-3
Tegeler	--	26	17	34	19	-15
Thompson	49	54	33	52	50	-2

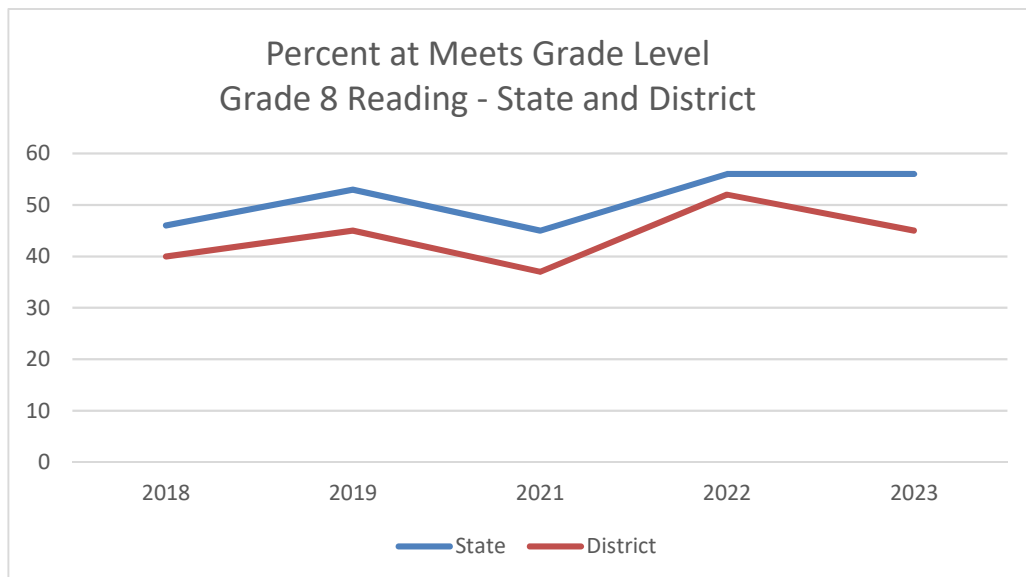
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1592	19	34%
Meets	1698	30	54%
Masters	1803	40	71%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	25	27	21	36	27	-9
District	20	20	14	31	17	-14
Gap	-5	-7	-7	-5	-10	-5
Beverly Hills	20	20	14	35	21	-14
Bondy	24	28	17	41	23	-18
Jackson	13	15	12	27	15	-12
Miller	21	24	19	35	19	-16
Park View	17	18	15	25	16	-9
Queens	17	20	10	27	8	-19
San Jacinto	22	11	18	30	20	-10
S. Houston	18	19	13	25	11	-14
Southmore	14	17	10	28	14	-14
Tegeler	--	4	3	13	7	-6
Thompson	26	24	12	32	17	-15

PERFORMANCE - Grade 8 Reading

Regular STAAR First Administrations

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	76	77		72	82	82	0
District	74	73		67	80	76	-4
Gap	▶ -2	▶ -4		▶ -5	▶ -2	▶ -6	-4
Beverly Hills	81	74		63	85	82	-3
Bondy	83	81		78	88	84	-4
Jackson	65	65		62	75	64	-11
Miller	75	74		72	80	79	-1
Park View	71	72		62	71	66	-5
Queens	71	73		69	81	70	-11
San Jacinto	70	68		71	83	82	-1
S. Houston	70	72		68	76	68	-8
Southmore	63	67		64	78	78	0
Tegeler	--	68		54	74	62	-12
Thompson	80	81		64	84	82	-2



PERFORMANCE - Grade 8 Math First Administration

Regular STAAR First Administrations

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	74		44	16
District	72		40	13
Gap	-2	--	-4	-3
Beverly Hills	84	1	53	18
Bondy	79	3	51	19
Jackson	68	5	41	9
Miller	83	1	53	22
Park View	74	4	42	10
Queens	67	7	36	10
San Jacinto	62	10	25	4
S. Houston	56	10	25	8
Southmore	66	8	34	9
Tegeler	69	9	31	8
Thompson	77	5	41	13

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	49	55	35	38	44	6
District	54	56	34	37	40	3
Gap	5	1	-1	-1	-4	-3
Beverly Hills	57	61	37	47	53	6
Bondy	63	66	48	50	51	1
Jackson	49	54	33	42	41	-1
Miller	67	69	52	51	53	2
Park View	42	59	28	36	42	6
Queens	38	38	20	28	36	8
San Jacinto	41	24	35	28	25	-3
S. Houston	63	67	21	14	25	11
Southmore	54	56	27	35	34	-1
Tegeler	--	12	4	9	31	22
Thompson	52	56	30	38	41	3

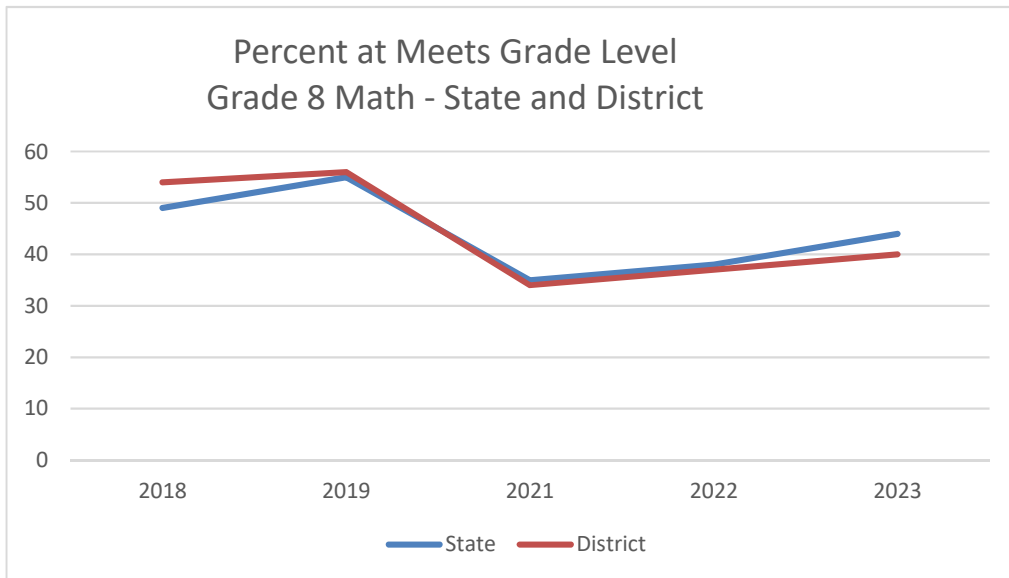
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	1754	17	35%
Meets	1859	26	54%
Masters	2009	37	77%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	15	16	10	13	16	3
District	15	14	7	9	13	4
Gap	0	-2	-3	-4	-3	1
Beverly Hills	15	18	10	13	18	5
Bondy	20	17	12	13	19	6
Jackson	9	11	9	11	9	-2
Miller	25	23	14	20	22	2
Park View	7	12	3	6	10	4
Queens	6	4	3	3	10	7
San Jacinto	7	5	6	2	4	2
S. Houston	19	15	3	3	8	5
Southmore	21	17	3	8	9	1
Tegeler	--	0	0	0	8	8
Thompson	18	17	7	10	13	3

PERFORMANCE - Grade 8 Math

Regular STAAR First Administrations

Percent at Approaches Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
State	78	81	60	69	74	5	●
District	83	83	64	72	72	0	●
Gap	5	2	4	3	-2	1	▲
Beverly Hills	88	87	61	80	84	4	●
Bondy	86	91	78	81	79	-2	●
Jackson	82	83	65	72	68	-4	●
Miller	89	88	76	79	83	4	●
Park View	80	84	65	73	74	1	●
Queens	77	73	58	67	67	0	●
San Jacinto	78	62	61	69	62	-7	●
S. Houston	88	91	58	52	56	4	●
Southmore	78	83	59	70	66	-4	●
Tegeler	--	46	35	54	69	15	●
Thompson	84	85	62	79	77	-2	●



PERFORMANCE - Grade 8 Science

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	72		45	16
District	66		35	8
Gap	-6	--	-10	-8
Beverly Hills	71	6	34	9
Bondy	72	1	41	10
Jackson	62	8	32	7
Miller	68	1	41	10
Park View	70	6	34	6
Queens	71	1	41	8
San Jacinto	66	5	36	5
S. Houston	59	10	25	5
Southmore	56	9	29	6
Tegeler	46	11	14	0
Thompson	70	4	38	9

Percent at Meets Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	50	49		42	43	45	2
District	45	42		29	40	35	-5
Gap	-5	-7		-13	-3	-10	-7
Beverly Hills	46	48		23	45	34	-11
Bondy	49	46		39	48	41	-7
Jackson	37	35		28	42	32	-10
Miller	52	55		40	39	41	2
Park View	40	38		31	40	34	-6
Queens	38	34		22	42	41	-1
San Jacinto	40	25		33	35	36	1
S. Houston	50	43		27	35	25	-10
Southmore	42	37		22	28	29	1
Tegeler	--	12		4	9	14	5
Thompson	47	51		30	46	38	-8

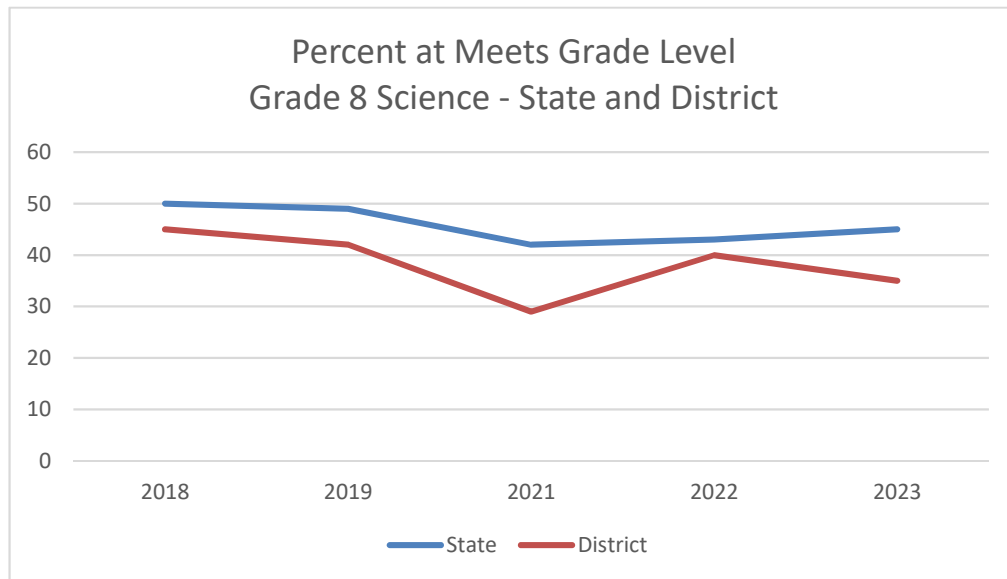
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3550	17	37%
Meets	4000	25	54%
Masters	4619	35	76%

Percent at Masters Grade Level							
	2018	2019		2021	2021	2023	Change 22:23
State	27	24		23	22	16	-6
District	22	16		11	15	8	-7
Gap	-5	-8		-12	-7	-8	-1
Beverly Hills	22	20		9	14	9	-5
Bondy	24	15		17	20	10	-10
Jackson	22	13		10	16	7	-9
Miller	26	28		18	20	10	-10
Park View	17	12		9	12	6	-6
Queens	16	9		5	19	8	-11
San Jacinto	19	7		13	12	5	-7
S. Houston	27	20		10	10	5	-5
Southmore	24	14		7	10	6	-4
Tegeler	--	1		1	0	0	0
Thompson	23	19		13	20	9	-11

PERFORMANCE - Grade 8 Science

Regular STAAR

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	74	79	67	73	72	● -1
District	72	76	58	72	66	● -6
Gap	▶ -2	▶ -3	▶ -9	▶ -1	▶ -6	▶ -5
Beverly Hills	78	80	50	78	71	● -7
Bondy	78	81	70	80	72	● -8
Jackson	64	71	60	73	62	● -11
Miller	77	82	64	67	68	● 1
Park View	71	73	58	71	70	● -1
Queens	68	75	55	71	71	● 0
San Jacinto	64	62	62	74	66	● -8
S. Houston	76	80	59	64	59	● -5
Southmore	68	74	54	68	56	● -12
Tegeler	30	55	34	54	46	● -8
Thompson	74	83	57	79	70	● -9



PERFORMANCE - Grade 8 Social Studies

Regular STAAR

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	60		31	15
District	55		23	9
Gap	-5	--	-8	-6
Beverly Hills	58	5	23	9
Bondy	61	3	28	11
Jackson	54	4	27	10
Miller	60	2	29	14
Park View	61	1	34	16
Queens	46	8	16	5
San Jacinto	55	8	16	6
S. Houston	45	7	18	5
Southmore	53	10	15	3
Tegeler	41	11	8	2
Thompson	58	5	23	7

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	34	35	27	29	31	2
District	32	32	17	24	23	-1
Gap	-2	-3		-5	-8	-3
Beverly Hills	28	39	11	23	23	0
Bondy	35	35	23	36	28	-8
Jackson	21	22	13	21	27	6
Miller	40	44	28	30	29	-1
Park View	23	38	23	29	34	5
Queens	14	16	7	14	16	2
San Jacinto	28	15	17	23	16	-7
S. Houston	54	44	28	29	18	-11
Southmore	41	26	10	16	15	-1
Tegeler	--	7	1	4	8	4
Thompson	27	38	16	21	23	2

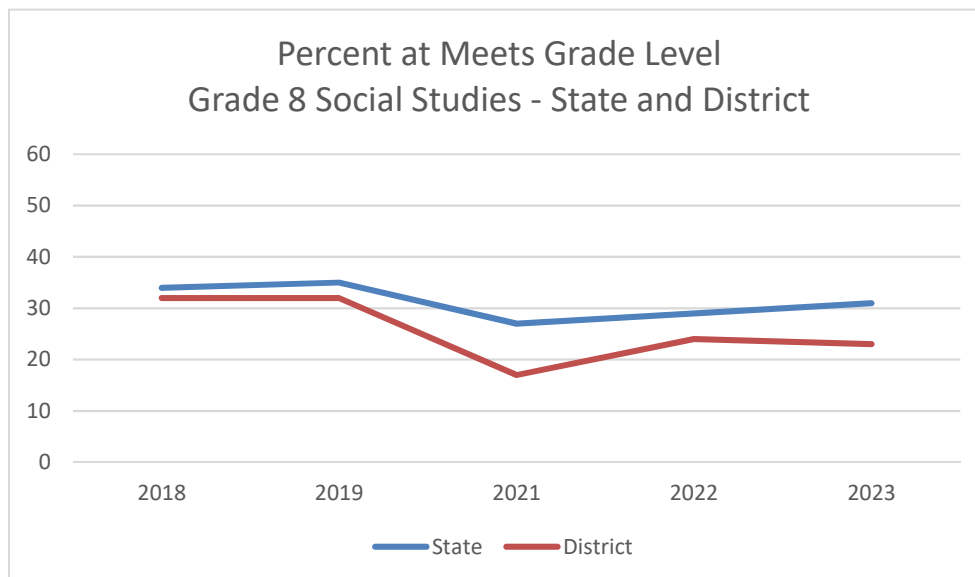
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3550	21	43%
Meets	4000	30	61%
Masters	4352	36	73%

Percent at Masters Grade Level						
	2018	2019	2021	2021	2023	Change 22:23
State	20	20	13	17	15	-2
District	17	16	5	12	9	-3
Gap	-3	-4		-5	-6	-1
Beverly Hills	16	20	3	11	9	-2
Bondy	20	14	6	18	11	-7
Jackson	9	13	2	9	10	1
Miller	21	25	11	17	14	-3
Park View	9	19	8	13	16	3
Queens	5	6	0	8	5	-3
San Jacinto	19	7	5	10	6	-4
S. Houston	31	24	9	12	5	-7
Southmore	25	12	3	6	3	-3
Tegeler	--	3	0	0	2	2
Thompson	11	22	6	14	7	-7

PERFORMANCE - Grade 8 Social Studies

Regular STAAR

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	64	67	56	59	60	● 1
District	64	66	49	58	55	● -3
Gap	0	-1	-1	-1	-5	-4
Beverly Hills	65	70	39	58	58	● 0
Bondy	71	74	61	73	61	● -12
Jackson	48	55	40	55	54	● -1
Miller	70	75	63	61	60	● -1
Park View	55	68	56	67	61	● -6
Queens	48	52	33	47	46	● -1
San Jacinto	51	48	50	60	55	● -5
S. Houston	83	81	64	65	45	● -20
Southmore	68	59	39	44	53	● 9
Tegeler	37	55	31	33	41	● 8
Thompson	68	72	45	51	58	● 7



PERFORMANCE - Grade 8 Algebra I

Regular STAAR (English) First Administrations

Percent at each Performance Level

2023	App	Rank on Meets	Meets	Masters
District Gr 8	99		96	81
Beverly Hills	100	3	98	86
Bondy	99	2	99	96
Jackson	98	9	93	81
Miller	100	1	100	77
Park View	98	7	94	80
Queens	100	5	95	84
San Jacinto	100	7	94	66
S. Houston	100	10	68	53
Southmore	100	4	97	79
Thompson	99	5	95	83

Percent at Meets Grade Level

	2018	2019	2021	2022	2023	Change 22:23
District Gr 8	97	95	86	96	96	0
Beverly Hills	96	99	97	99	98	-1
Bondy	100	96	97	100	99	-1
Jackson	100	97	81	99	93	-6
Miller	97	99	89	97	100	3
Park View	92	97	77	91	94	3
Queens	97	91	79	98	95	-3
San Jacinto	95	81	84	89	94	5
S. Houston	100	95	70	86	68	-18
Southmore	98	100	78	96	97	1
Thompson	94	99	81	95	95	0

Performance Level

Scale Score

Raw Score

Percent Score

Without Embedded Supports

Approaches	3550	20	34%
Meets	4000	32	54%
Masters	4345	41	69%

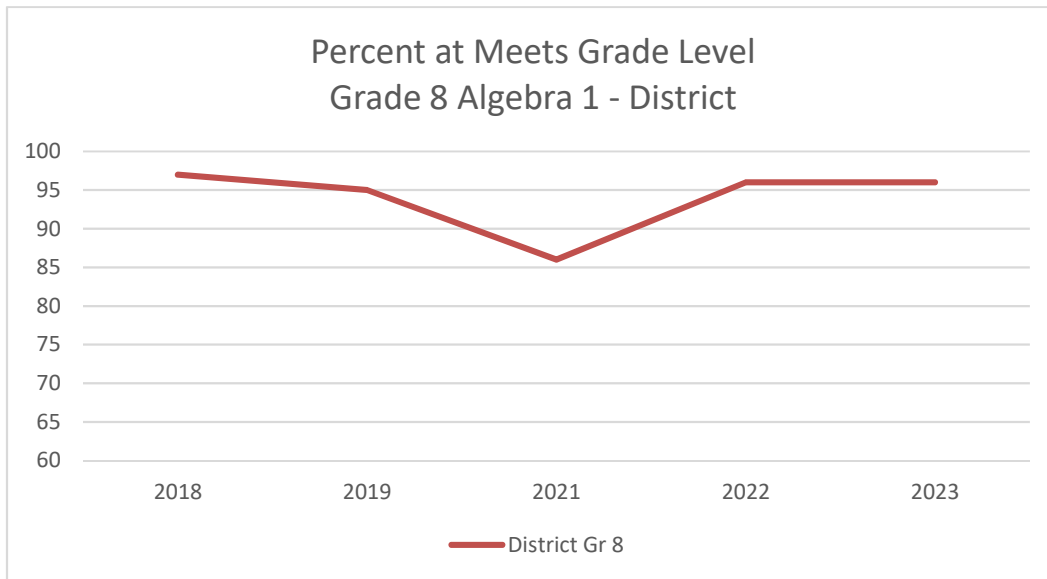
Percent at Masters Grade Level

	2018	2019	2021	2022	2023	Change 22:23
District Gr 8	80	81	62	84	81	-3
Beverly Hills	88	88	88	88	88	0
Bondy	89	86	77	97	96	-1
Jackson	97	94	60	92	81	-11
Miller	82	90	63	85	77	-8
Park View	54	86	49	71	80	9
Queens	75	63	46	85	84	-1
San Jacinto	77	51	56	71	66	-5
S. Houston	89	79	43	75	53	-22
Southmore	93	84	55	76	79	3
Thompson	62	84	55	83	83	0

PERFORMANCE - Grade 8 Algebra I

Regular STAAR (English) First Administrations

Percent at Approaches Grade Level							
	2018	2019	2021	2022	2023	Change 22:23	
District Gr 8	100	99	99	100	99	●	-1
Beverly Hills	100	100	100	100	100	●	0
Bondy	100	99	100	100	99	●	-1
Jackson	100	100	98	100	98	●	-2
Miller	100	99	100	100	100	●	0
Park View	100	100	97	98	98	●	0
Queens	100	99	100	100	100	●	0
San Jacinto	100	96	100	99	100	●	1
S. Houston	100	100	100	97	100	●	3
Southmore	100	100	95	100	100	●	0
Thompson	100	100	96	100	99	●	-1



Spring First Administration Performance - ELA I EOC

Regular STAAR (Retester Data is Not Included)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	79		64	17
District	76		61	13
<i>Gap</i>	--	--	--	--
CTHS	91	1	78	16
DHS	83	3	66	12
PHS	72	4	55	11
PMHS	84	2	73	23
SRHS	67	5	50	7
SHHS	65	6	48	7
TCC	83	6	48	4

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	54	60	55	56	64	8
District	47	56	48	51	61	10
<i>Gap</i>	▶ -7	▶ -4	▶ -7	▶ -5	▶ -3	--
CTHS	61	70	60	66	78	12
DHS	50	59	48	54	66	12
PHS	43	46	37	42	55	13
PMHS	56	65	64	67	73	6
SRHS	39	52	42	45	50	5
SHHS	40	47	38	39	48	9
TCC	19	33	18	31	48	17

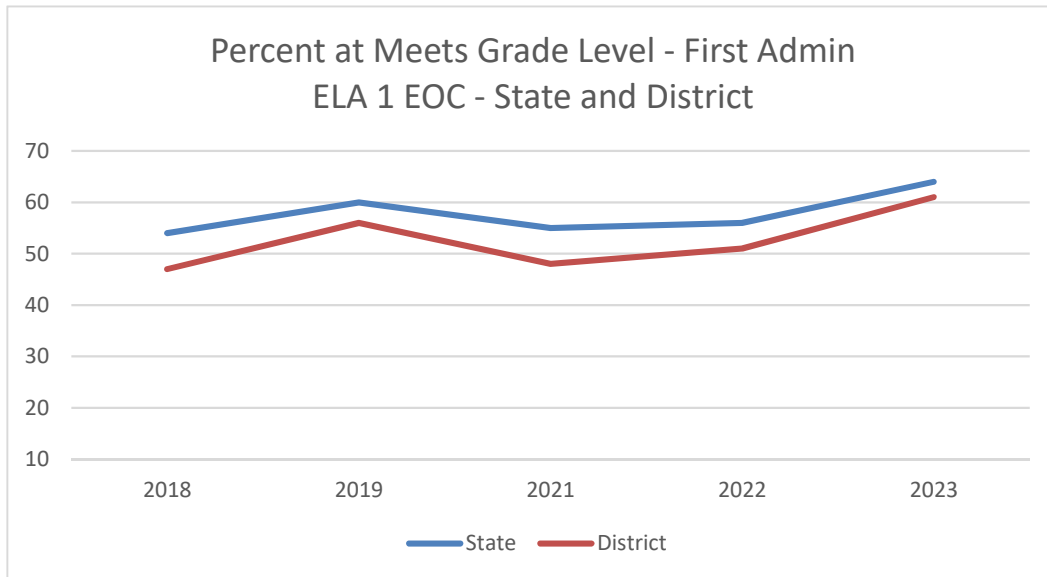
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3775	27	42%
Meets	4000	36	56%
Masters	4606	54	84%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	9	15	14	13	17	4
District	7	9	9	9	13	4
<i>Gap</i>	▶ -2	▶ -6	▶ -5	▶ -4	▶ -4	--
CTHS	8	10	10	10	16	6
DHS	9	11	8	8	12	4
PHS	5	4	5	5	11	6
PMHS	9	14	16	18	23	5
SRHS	5	6	8	6	7	1
SHHS	4	7	5	6	7	1
TCC	0	0	0	1	4	3

Spring First Administration Performance - ELA I EOC

Regular STAAR (Retester Data is Not Included)

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	71	74		71	71	79	● 8
District	66	71		65	67	76	● 9
Gap	▶ -5	▶ -3		▶ -6	▶ -4	▶ -3	--
CTHS	80	85		80	84	91	● 7
DHS	68	76		65	72	83	● 11
PHS	64	66		54	56	72	● 16
PMHS	74	78		80	79	84	● 5
SRHS	58	66		62	62	67	● 5
SHHS	59	59		54	55	65	● 10
TCC	55	62		37	64	83	● 19



Spring First Administration Performance - ELA II EOC

Regular STAAR (Retester Data is Not Included)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	81		64	10
District	79		60	5
Gap	--	--	--	--
CTHS	91	1	76	7
DHS	82	3	62	7
PHS	74	4	54	3
PMHS	86	2	70	7
SRHS	72	5	53	5
SHHS	70	6	50	3
TCC	83	7	48	0

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	60	60	61	64	64	0
District	50	53	55	60	60	0
Gap	-10	-7	-6	-4	-4	--
CTHS	67	63	74	71	76	5
DHS	53	58	56	64	62	-2
PHS	49	44	46	53	54	1
PMHS	57	60	68	71	70	-1
SRHS	42	48	47	53	53	0
SHHS	41	46	47	47	50	3
TCC	32	19	38	40	48	8

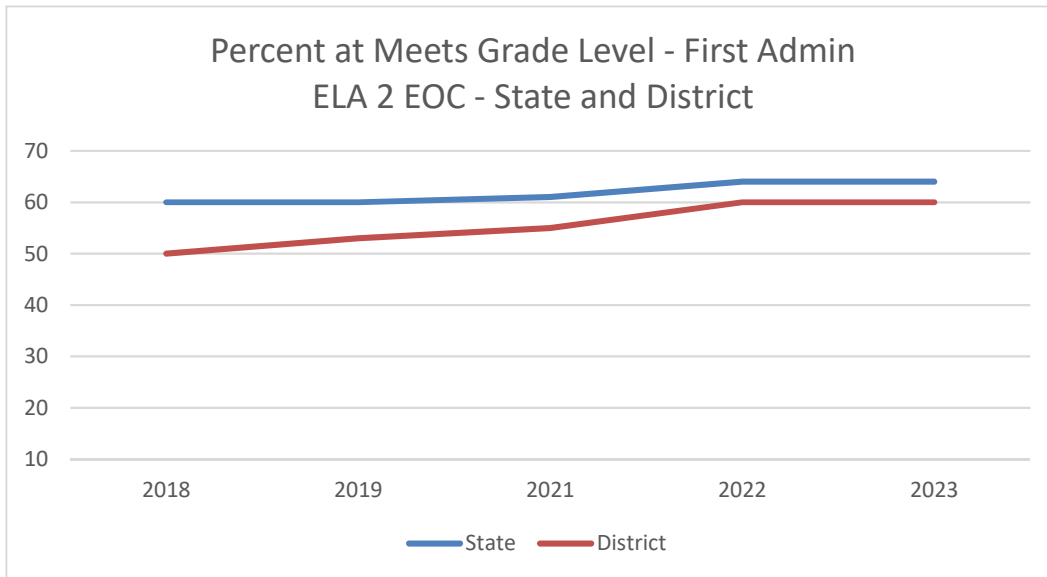
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3775	27	42%
Meets	4000	36	56%
Masters	4734	56	88%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	10	10	12	10	10	0
District	5	7	9	7	5	-2
Gap	-5	-3	-3	-3	-5	--
CTHS	9	8	10	8	7	-1
DHS	7	9	8	8	7	-1
PHS	4	3	4	4	3	-1
PMHS	7	9	17	11	7	-4
SRHS	2	5	5	6	5	-1
SHHS	2	3	6	5	3	-2
TCC	0	0	0	2	0	-2

Spring First Administration Performance - ELA II EOC

Regular STAAR (Retester Data is Not Included)

Percent at Approaches Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	75	76	74	78	81	3
District	68	71	69	74	79	5
Gap	-7	-5	-5	-4	-2	--
CTHS	85	85	87	83	91	8
DHS	71	75	70	79	82	3
PHS	66	67	60	70	74	4
PMHS	74	75	80	84	86	2
SRHS	59	67	62	68	72	4
SHHS	59	64	61	63	70	7
TCC	46	43	56	56	83	27



Spring First Administration Performance - Algebra I EOC

Regular STAAR (Retester Data is Not Included)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State All*	84		51	28
District All*	90		65	37
Gap	--	--	--	--
CTHS	95	3	69	27
DHS	92	4	63	28
PHS	88	5	59	28
PMHS	92	2	72	37
SRHS	88	5	59	23
SHHS	76	7	30	10
TCC	98	1	87	48

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State All*	61	66	42	52	51	-1
District All*	57	83	57	67	65	-2
Gap	-4	17	15	15	14	--
CTHS	49	84	56	68	69	1
DHS	42	80	43	52	63	11
PHS	51	78	40	53	59	6
PMHS	55	85	59	78	72	-6
SRHS	50	73	50	66	59	-7
SHHS	45	75	49	49	30	-19
TCC	64	88	77	85	87	2

Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3550	20	34%
Meets	4000	32	54%
Masters	4345	41	69%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State All*	37	42	24	34	28	-6
District All*	31	54	30	43	37	-6
Gap	-6	12	6	9	9	--
CTHS	20	54	27	37	27	-10
DHS	12	48	15	24	28	4
PHS	28	44	15	32	28	-4
PMHS	25	54	28	51	37	-14
SRHS	24	44	22	37	23	-14
SHHS	15	41	22	22	10	-12
TCC	24	40	37	63	48	-15

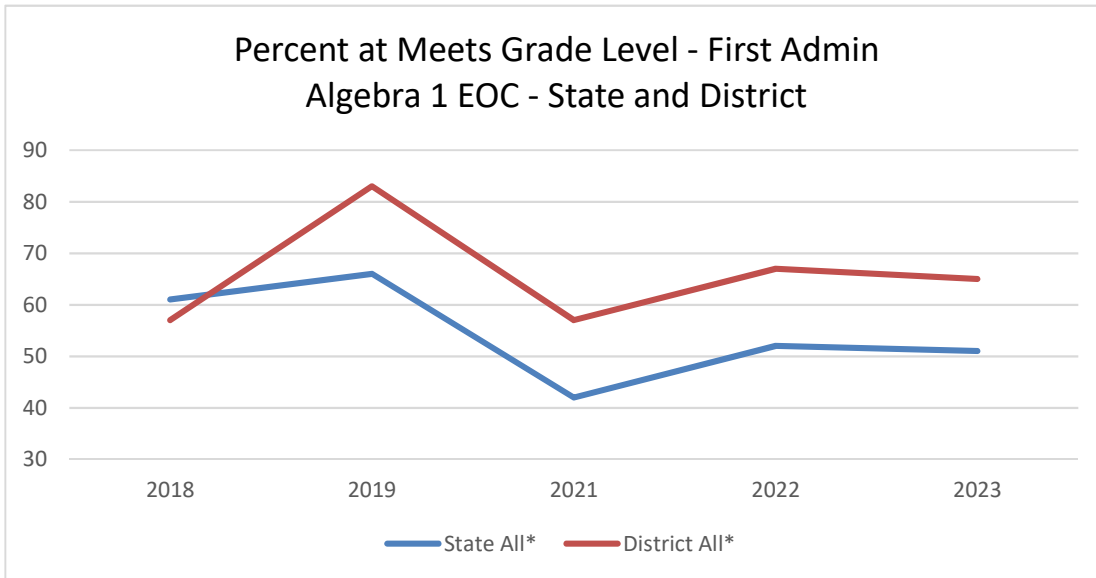
*includes Intermediate EOC

Spring First Administration Performance - Algebra I EOC

Regular STAAR (Retester Data is Not Included)

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State All*	88	88		74	80	84	● 4
District All*	88	95		88	90	90	● 0
Gap	0	7		14	10	6	--
CTHS	92	97		92	96	95	● -1
DHS	87	94		82	86	92	● 6
PHS	84	95		79	87	88	● 1
PMHS	88	96		90	93	92	● -1
SRHS	86	93		83	89	88	● -1
SHHS	82	89		83	81	76	● -5
TCC	90	98		98	99	98	● -1

*includes Intermediate EOC



Spring First Administration Performance - Biology EOC

Regular STAAR (Retester Data is Not Included)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	92		62	24
District	92		62	20
Gap	--	--	--	--
CTHS	98	2	78	30
DHS	93	3	65	22
PHS	92	5	62	19
PMHS	94	4	64	21
SRHS	88	7	54	13
SHHS	90	6	58	18
TCC	98	1	80	11

Percent at Meets Grade Level						
	2018	2019		2021	2022	2023 Change 22:23
State	64	67		56	62	62 0
District	64	67		55	66	62 -4
Gap	0	0		-1	4	0 --
CTHS	76	85		74	82	78 -4
DHS	62	66		56	69	65 -4
PHS	65	67		49	60	62 2
PMHS	70	69		63	69	64 -5
SRHS	61	63		44	61	54 -7
SHHS	62	65		55	65	58 -7
TCC	21	27		26	64	80 16

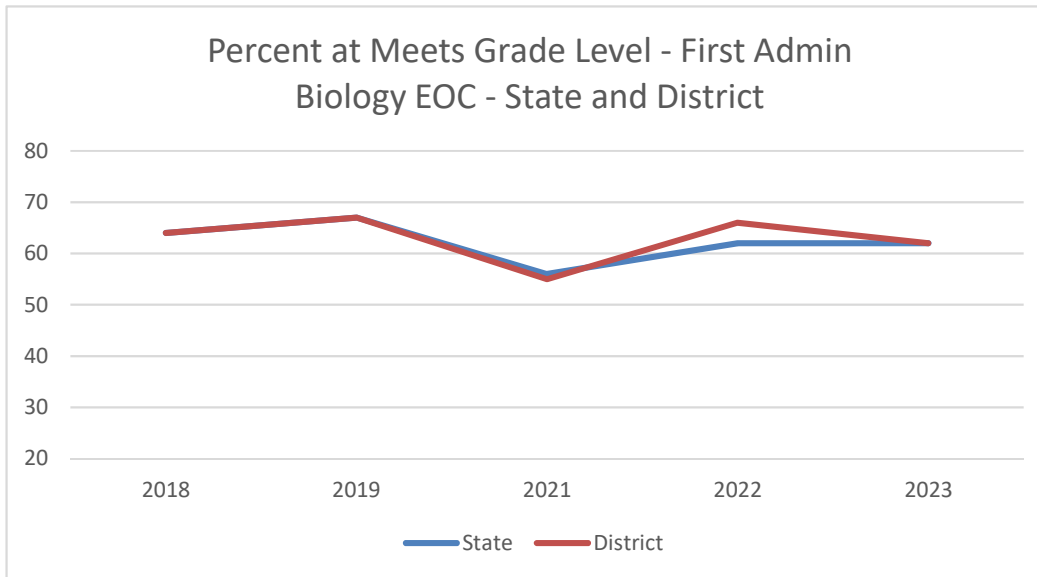
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3550	14	26%
Meets	4000	25	47%
Masters	4531	38	72%

Percent at Masters Grade Level						
	2018	2019		2021	2022	2023 Change 22:23
State	26	27		22	25	24 -1
District	23	23		20	22	20 -2
Gap	-3	-4		-2	-3	-4 --
CTHS	33	35		25	32	30 -2
DHS	24	29		22	24	22 -2
PHS	24	16		12	16	19 3
PMHS	26	21		26	24	21 -3
SRHS	21	20		14	18	13 -5
SHHS	20	23		22	25	18 -7
TCC	0	3		0	7	11 4

Spring First Administration Performance - Biology EOC

Regular STAAR (Retester Data is Not Included)

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	90	91		83	87	92	● 5
District	89	91		82	89	92	● 3
Gap	▲ -1	▲ 0		▲ -1	▲ 2	▲ 0	--
CTHS	95	99		93	97	98	● 1
DHS	90	90		84	91	93	● 2
PHS	91	92		77	85	92	● 7
PMHS	92	93		85	89	94	● 5
SRHS	88	88		76	89	88	● -1
SHHS	88	89		82	89	90	● 1
TCC	71	76		62	96	98	● 2



Spring First Administration Performance - US History EOC

Regular STAAR (Retester Data is Not Included)

Percent at each Performance Level				
2023	App	Rank on Meets	Meets	Masters
State	96		74	40
District	96		72	36
<i>Gap</i>	--	--	--	--
CTHS	96	1	80	46
DHS	95	3	73	35
PHS	96	5	68	30
PMHS	98	1	80	46
SRHS	95	4	71	39
SHHS	95	6	65	26
TCC	90	7	33	16

Percent at Meets Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	74	77	70	74	74	0
District	73	76	65	71	72	1
<i>Gap</i>	-1	-1	-5	-3	-2	--
CTHS	88	83	83	87	80	-7
DHS	76	79	65	71	73	2
PHS	71	73	55	64	68	4
PMHS	82	82	71	81	80	-1
SRHS	65	69	60	68	71	3
SHHS	71	72	57	62	65	3
TCC	34	52	56	51	33	-18

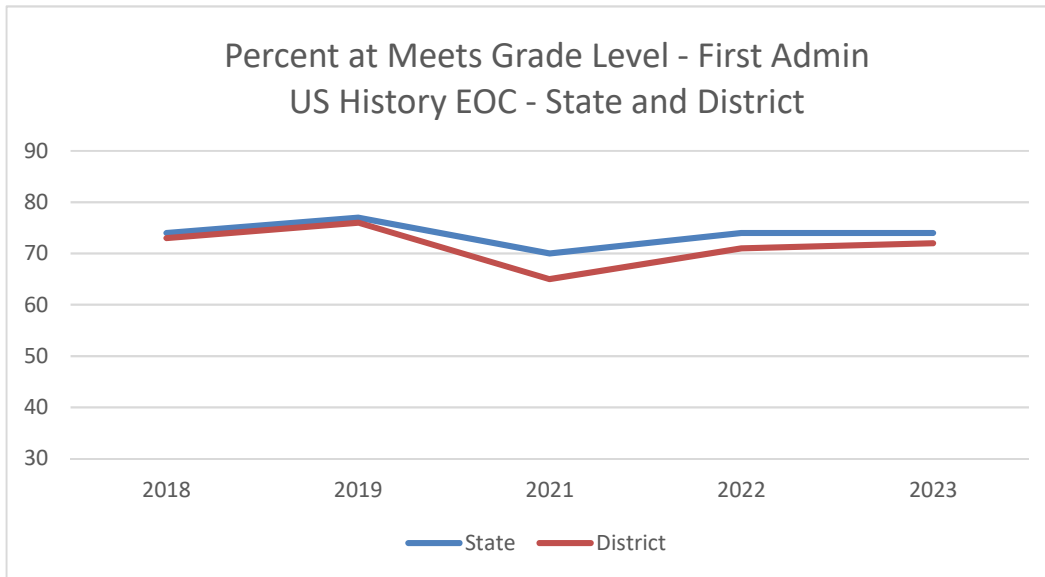
Performance Level	Scale Score	Raw Score	Percent Score
Without Embedded Supports			
Approaches	3550	22	28%
Meets	4000	36	46%
Masters	4424	50	64%

Percent at Masters Grade Level						
	2018	2019	2021	2022	2023	Change 22:23
State	43	48	44	46	40	-6
District	39	44	36	41	36	-5
<i>Gap</i>	-4	-4	-8	-5	-4	--
CTHS	57	53	50	58	46	-12
DHS	43	45	38	41	35	-6
PHS	30	38	27	29	30	1
PMHS	50	58	44	54	46	-8
SRHS	32	38	33	36	39	3
SHHS	32	36	26	34	26	-8
TCC	11	10	19	28	16	-12

Spring First Administration Performance - US History EOC

Regular STAAR (Retester Data is Not Included)

Percent at Approaches Grade Level							
	2018	2019		2021	2022	2023	Change 22:23
State	93	94		88	91	96	5
District	94	95		87	92	96	4
Gap	1	1		-1	1	0	--
CTHS	99	99		97	97	96	-1
DHS	95	93		87	92	95	3
PHS	97	96		84	93	96	3
PMHS	96	97		89	95	98	3
SRHS	89	94		84	90	95	5
SHHS	92	92		84	87	95	8
TCC	91	97		75	91	90	-1



Standards Report: English I
For Pasadena ISD on 9/6/2023

Word Study			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary			
E1.2(B)	Data in "Tools to Know: Reading Process"		
E1.2(A)	NT	70	68
E1.2(C)	NT	83	NT

applied to Core Reading			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Ways to Show: Response Skills			
E1.5(B)	NT	NT	NT
E1.5(C)	NT	53	47
E1.5(D)	47	53	52
E1.5(G)	NT	NT	NT
E1.5(A)	NT	NT	NT
E1.5(E)	NT	NT	NT
E1.5(F)	NT	NT	NT
E1.5(H)	NT	NT	NT
E1.5(I)	NT	NT	NT
E1.5(J)	NT	NT	NT

Core Reading			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools to Know: Reading Process			
E1.2(B)			
E1.4(C)	NT	NT	NT
E1.4(A)	NT	NT	NT
E1.4(B)	NT	NT	NT
E1.4(D)	NT	NT	NT
E1.4(I)	NT	NT	NT
Tools to Know: Comprehension			
E1.4(F)	60	54	53
E1.4(G)	NT	27	52
E1.4(H)	NT	64	62
E1.4(E)	NT	NT	NT
Ways to Show: Thinking about the Meaning			
E1.6(B)	49	NT	NT
E1.6(C)	NT	NT	54
E1.7(D.i)	54	58	60
E1.7(E.i)	NT	NT	NT
E1.8(A)	68	48	64
E1.6(A)	NT	38	48
E1.6(D)	NT	59	NT
E1.7(A)	NT	NT	NT
E1.7(B)	NT	49	35
E1.7(C)	NT	NT	NT
E1.7(D.ii)	61	62	48
E1.7(E.ii)	NT	NT	NT
E1.7(E.iii)	NT	NT	NT
E1.7(F)	NT	NT	NT
Author's Craft: Thinking about the Writing			
E1.8(D)	76	58	53
E1.8(F)	NT	65	50
E1.8(B)	NT	59	59
E1.8(C)	NT	NT	66
E1.8(E)	NT	NT	NT
E1.8(G)	NT	NT	NT

Writing			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools to Know: Writing Process (Revision)			
E1.9(B.i)	69	71	51
E1.9(B.ii)	56	65	49
E1.9(C)	66	69	61
E1.9(A)	NT	NT	NT
Tools to Know: Writing Process (Editing)			
E1.9(D.i)	68	61	53
E1.9(D.ii)	79	NT	73
E1.9(D.iii)	72	NT	73
E1.9(D.iv)	71	63	58
E1.9(D.v)	NT	62	58
E1.9(D.vi)	62	73	76
E1.9(E)	NT	NT	NT

Source Data: English I

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/6/2023

Word Study				Core Reading				Writing			
# of items assessed by Checkpoint				# of items assessed by Checkpoint				# of items assessed by Checkpoint			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary				Tools to Know: Reading Process				Tools to Know: Writing Process (Revision)			
E1.2(B)	Data in "Tools to Know: Reading Process"			E1.2(B)				E1.9(B.i)	4	2	4
E1.2(A)	NT	1	1	E1.4(C)	NT	NT	NT	E1.9(B.ii)	1	2	2
E1.2(C)	NT	1	NT	E1.4(A)	NT	NT	NT	E1.9(C)	4	5	6
				E1.4(B)	NT	NT	NT	E1.9(A)	NT	NT	NT
				E1.4(D)	NT	NT	NT	Tools to Know: Writing Process (Editing)			
				E1.4(I)	NT	NT	NT	E1.9(D.i)	3	1	2
applied to Core Reading				Tools to Know: Comprehension				E1.9(D.ii)	1	NT	1
# of items assessed by Checkpoint				E1.4(F)	21	5	3	E1.9(D.iii)	1	NT	1
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3					E1.9(D.iv)	1	2	1
Ways to Show: Response Skills				E1.4(G)	NT	1	2	E1.9(D.v)	NT	2	4
E1.5(B)	NT	NT	NT	E1.4(H)	NT	4	4	E1.9(D.vi)	3	4	1
E1.5(C)	NT	2	2	E1.4(E)	NT	NT	NT	E1.9(E)	NT	NT	NT
E1.5(D)	1	2	1	Ways to Show: Thinking about the Meaning							
E1.5(G)	NT	NT	NT	E1.6(B)	1	NT	NT				
E1.5(A)	NT	NT	NT	E1.6(C)	NT	NT	1				
E1.5(E)	NT	NT	NT	E1.7(D.i)	2	2	1				
E1.5(F)	NT	NT	NT	E1.7(E.i)	NT	NT	NT				
E1.5(H)	NT	NT	NT	E1.8(A)	3	4	2				
E1.5(I)	NT	NT	NT	E1.6(A)	NT	1	1				
E1.5(J)	NT	NT	NT	E1.6(D)	NT	1	NT				
				E1.7(A)	NT	NT	NT				
				E1.7(B)	NT	2	1				
				E1.7(C)	NT	NT	NT				
				E1.7(D.ii)	1	1	1				
				E1.7(E.ii)	NT	NT	NT				
				E1.7(E.iii)	NT	NT	NT				
				E1.7(F)	NT	NT	NT				
				Author's Craft: Thinking about the Writing							
				E1.8(D)	2	3	2				
				E1.8(F)	NT	1	2				
				E1.8(B)	NT	1	2				
				E1.8(C)	NT	NT	1				
				E1.8(E)	NT	NT	NT				
				E1.8(G)	NT	NT	NT				

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Vocabulary	NT	2	1
Shared Reading	Tools to Know: Reading Process	NT	NT	NT
	Tools to Know: Comprehension	21	10	9
	Ways to Show: Thinking about the Meaning	7	11	7
	Author's Craft: Thinking about the Writing	2	5	7
	Ways to Show: Response Skills	1	4	3
Writing	Tools to Know: Writing Process (Revision)	9	9	12
	Tools to Know: Writing Process (Editing)	9	9	10

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• Spring 2021 STAAR EOC, English I	• Spring 2022 STAAR EOC, English I	• Spring 2023 STAAR EOC, English I

Spring 2023 STAAR EOC, English I	
	All Learning Standards
	E1.2(A) [S]
	E1.2(B) [R]
	E1.4(F) [R]
	E1.4(G) [R]
	E1.4(H) [R]
	E1.5(C) [R]
	E1.5(D) [R]
	E1.6(A) [S]
	E1.6(C) [R]
	E1.7(B) [S]
	E1.7(D.i) [R]
	E1.7(D.iii) [S]
	E1.8(A) [R]
	E1.8(B) [S]
	E1.8(C) [S]
	E1.8(D) [R]
	E1.8(F) [R]
	E1.9(B.i) [R]
	E1.9(B.ii) [R]
	E1.9(C) [R]
	E1.9(D.i) [R]
	E1.9(D.iii) [S]
	E1.9(D.iv) [S]
	E1.9(D.v) [S]
	E1.9(D.vi) [S]
CTHS	81%
Pasadena Memorial High	78%
J. Frank Dobie High	76%
All Students	74%
Pasadena High	72%
Sam Rayburn High	69%
Tegeler Career Center	78%
South Houston High	66%

Spring 2023 STAAR EOC, English I

Number Tested = 3905

Avg Raw Score = 38

Avg Grade = 59%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	E1.8(A) [R]	72		
2	Correct/Incorrect	E1.7(D.i) [R]	64		
3	Correct/Incorrect	E1.8(B) [S]	61		
4	Correct/Incorrect	E1.8(F) [R]	51		
5	Correct/Incorrect	E1.4(G) [R]	50		
6	Correct/Incorrect	E1.5(C) [R]	38		
7	Correct/Incorrect	E1.4(F) [R]	44		
8	Correct/Incorrect	E1.5(D) [R]	58		
9	Correct/Incorrect	E1.2(B) [R]	52		
10	Partial (0-1-2)	E1.6(A) [S]	63		
11	Correct/Incorrect	E1.6(C) [R]	59		
12	Correct/Incorrect	E1.8(F) [R]	57		
13	Correct/Incorrect	E1.8(D) [R]	49		
14	Correct/Incorrect	E1.4(F) [R]	76		
15	Correct/Incorrect	E1.2(B) [R]	84		
16	Partial (0-1-2)	E1.7(B) [S]	74		
17	Correct/Incorrect	E1.4(H) [R]	71		
18	Correct/Incorrect	E1.4(H) [R]	73		
19	Correct/Incorrect	E1.4(H) [R]	65		
20	Correct/Incorrect	E1.4(H) [R]	60		
21	Correct/Incorrect	E1.8(C) [S]	71		
22	Correct/Incorrect	E1.8(D) [R]	69		
23	Correct/Incorrect	E1.8(B) [S]	67		
24	Correct/Incorrect	E1.5(C) [R]	64		
25	Correct/Incorrect	E1.7(D.ii) [S]	52		
26	Correct/Incorrect	E1.8(A) [R]	64		
27	Partial (0-1-2)	E1.4(G) [R]	86		
28	Correct/Incorrect	E1.2(A) [S]	74		
29	Correct/Incorrect	E1.4(F) [R]	51		
30	Correct/Incorrect	E1.9(C) [R]	73		
31	Correct/Incorrect	E1.9(C) [R]	54		
32	Correct/Incorrect	E1.9(C) [R]	48		
33	Correct/Incorrect	E1.9(C) [R]	55		
34	Correct/Incorrect	E1.9(C) [R]	66		
35	Correct/Incorrect	E1.9(B.i) [R]	57		
36	Correct/Incorrect	E1.9(B.ii) [R]	74		
37	Correct/Incorrect	E1.9(C) [R]	70		
38	Correct/Incorrect	E1.9(B.i) [R]	49		
39	Correct/Incorrect	E1.9(B.ii) [R]	33		

Spring 2023 STAAR EOC, English I

Number Tested = 3905

Avg Raw Score = 38

Avg Grade = 59%

40	Correct/Incorrect	E1.9(B.i) [R]	61		
41	Correct/Incorrect	E1.9(B.i) [R]	56		
42	Correct/Incorrect	E1.9(D.vi) [S]	81		
43	Correct/Incorrect	E1.9(D.v) [S]	47		
44	Correct/Incorrect	E1.9(D.v) [S]	57		
45	Correct/Incorrect	E1.9(D.i) [R]	69		
46	Correct/Incorrect	E1.9(D.ii) [S]	78		
47	Correct/Incorrect	E1.9(D.v) [S]	77		
48	Correct/Incorrect	E1.9(D.iii) [S]	78		
49	Correct/Incorrect	E1.9(D.i) [R]	46		
50	Correct/Incorrect	E1.9(D.iv) [S]	64		
51	Correct/Incorrect	E1.9(D.v) [S]	70		

Standards Report: English II

For Pasadena ISD on 9/6/2023

Word Study			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary			
E2.2(B)	Data in "Tools to Know: Reading Process"		
E2.2(A)	80	69	71
E2.2(C)	NT	NT	NT

applied to Core Reading			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Ways to Show: Response Skills			
E2.5(B)	NT	NT	NT
E2.5(C)	61	72	60
E2.5(D)	49	57	57
E2.5(G)	NT	NT	NT
E2.5(A)	NT	NT	NT
E2.5(E)	NT	NT	NT
E2.5(F)	NT	NT	NT
E2.5(H)	NT	NT	NT
E2.5(I)	NT	NT	NT
E2.5(J)	NT	NT	NT

Core Reading			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools To Know: Reading Process			
E2.2(B)			
E2.4(C)	NT	NT	NT
E2.4(A)	NT	NT	NT
E2.4(B)	NT	NT	NT
E2.4(D)	NT	NT	NT
E2.4(I)	NT	NT	NT
Tools to Know: Comprehension			
E2.4(F)	65	59	58
E2.4(G)	NT	75	63
E2.4(H)	NT	61	56
E2.4(E)	NT	NT	NT
Ways to Show: Thinking about the Meaning			
E2.6(B)	NT	64	55
E2.6(C)	70	37	NT
E2.7(D.i)	79	NT	NT
E2.7(E.i)	NT	NT	42
E2.7(E.ii)	NT	NT	38
E2.8(A)	55	57	39
E2.6(A)	NT	46	61
E2.6(D)	NT	NT	NT
E2.7(A)	NT	NT	NT
E2.7(B)	NT	NT	57
E2.7(C)	NT	56	NT
E2.7(D.ii)	48	NT	57
E2.7(E.iii)	NT	NT	74
E2.7(F)	NT	NT	NT
Author's Craft: Thinking about the Writing			
E2.8(D)	NT	NT	46
E2.8(F)	79	NT	53
E2.8(B)	NT	42	66
E2.8(C)	NT	53	76
E2.8(E)	NT	NT	NT
E2.8(G)	NT	NT	44

Writing			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools to Know: Writing Process (Revision)			
E2.9(B.i)	68	55	44
E2.9(B.ii)	76	64	73
E2.9(C)	69	81	66
E2.9(A)	NT	NT	NT
Tools to Know: Writing Process (Editing)			
E2.9(D.i)	58	NT	51
E2.9(D.ii)	82	83	70
E2.9(D.iii)	NT	74	48
E2.9(D.iv)	63	65	26
E2.9(D.v)	59	67	54
E2.9(D.vi)	78	82	78
E2.9(E)	NT	NT	NT

Source Data: English II

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/6/2023

Word Study				Core Reading				Writing			
# of items assessed by Checkpoint				# of items assessed by Checkpoint				# of items assessed by Checkpoint			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary				Tools To Know: Reading Process				Tools to Know: Writing Process (Revision)			
E2.2(B)	Data in "Tools to Know: Reading Process"			E2.2(B)				E2.9(B.i)	4	2	4
E2.2(A)	1	2	1	E2.4(C)	NT	NT	NT	E2.9(B.ii)	3	2	1
E2.2(C)	NT	NT	NT	E2.4(A)	NT	NT	NT	E2.9(C)	2	5	6
				E2.4(B)	NT	NT	NT	E2.9(A)	NT	NT	NT
				E2.4(D)	NT	NT	NT	Tools to Know: Writing Process (Editing)			
				E2.4(I)	NT	NT	NT	E2.9(D.i)	2	NT	3
applied to Core Reading				Tools to Know: Comprehension				E2.9(D.ii)	1	1	1
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	E2.4(F)	17	5	3	E2.9(D.iii)	NT	2	2
Ways to Show: Response Skills				E2.4(G)	NT	1	1	E2.9(D.iv)	1	1	1
E2.5(B)	NT	NT	NT	E2.4(H)	NT	5	4	E2.9(D.v)	4	4	3
E2.5(C)	3	5	2	E2.4(E)	NT	NT	NT	E2.9(D.vi)	1	1	1
E2.5(D)	1	1	2	Ways to Show: Thinking about the Meaning				E2.9(E)	NT	NT	NT
E2.5(G)	NT	NT	NT	E2.6(B)	NT	3	1				
E2.5(A)	NT	NT	NT	E2.6(C)	2	1	NT				
E2.5(E)	NT	NT	NT	E2.7(D.i)	2	NT	NT				
E2.5(F)	NT	NT	NT	E2.7(E.i)	NT	NT	1				
E2.5(H)	NT	NT	NT	E2.7(E.ii)	NT	NT	1				
E2.5(I)	NT	NT	NT	E2.8(A)	2	5	2				
E2.5(J)	NT	NT	NT	E2.6(A)	NT	1	1				
				E2.6(D)	NT	NT	NT				
				E2.7(A)	NT	NT	NT				
				E2.7(B)	NT	NT	1				
				E2.7(C)	NT	1	NT				
				E2.7(D.ii)	1	NT	1				
				E2.7(E.iii)	NT	NT	1				
				E2.7(F)	NT	NT	NT				
				Author's Craft: Thinking about the Writing							
				E2.8(D)	NT	NT	1				
				E2.8(F)	2	NT	2				
				E2.8(B)	NT	2	1				
				E2.8(C)	NT	1	1				
				E2.8(E)	NT	NT	NT				
				E2.8(G)	NT	NT	1				

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Vocabulary	1	2	1
	Tools To Know: Reading Process	NT	NT	NT
Shared Reading	Tools to Know: Comprehension	17	11	8
	Ways to Show: Thinking about the Meaning	7	11	9
	Author's Craft: Thinking about the Writing	2	3	6
	Ways to Show: Response Skills	4	6	4
	Tools to Know: Writing Process (Revision)	9	9	11
Writing	Tools to Know: Writing Process (Editing)	9	9	11

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• Spring 2021 STAAR EOC, English II	• Spring 2022 STAAR EOC, English II	• Spring 2023 STAAR EOC, English II

Spring 2023 STAAR EOC, English II	
	All Learning Standards
	E2.2(A) [S] E2.2(B) [R] E2.4(F) [R] E2.4(G) [R] E2.4(H) [R] E2.5(C) [R] E2.5(D) [R] E2.6(A) [S] E2.6(B) [R] E2.7(B) [S] E2.7(D.ii) [S] E2.7(E.i) [R] E2.7(E.ii) [R] E2.7(E.iii) [S] E2.8(A) [R] E2.8(B) [S] E2.8(C) [S] E2.8(D) [R] E2.8(F) [R] E2.8(G) E2.9(B.i) [R] E2.9(B.ii) [R] E2.9(C) [R] E2.9(D.i) [R] E2.9(D.ii) [S] E2.9(D.iii) [S] E2.9(D.iv) [S] E2.9(D.v) [S] E2.9(D.vi) [S]
CTHS	78% 83% 71% 80% 64% 71% 67% 69% 63% 75% 67% 67% 69% 63% 67% 63% 68% 60% 63% 65% 63% 67% 67% 67% 67% 63% 62% 60% 63% 50% 52% 85% 71% 62% 78% 57% 34% 62% 91%
Pasadena Memorial High	76% 77% 65% 70% 63% 71% 67% 70% 60% 67% 67% 67% 70% 51% 61% 49% 50% 83% 70% 59% 62% 77% 57% 33% 62% 84%
J. Frank Dobie High	76% 75% 64% 68% 61% 67% 63% 68% 62% 65% 61% 61% 42% 73% 82% 53% 60% 48% 78% 66% 57% 75% 54% 31% 60% 84%
All Students	74% 74% 62% 68% 59% 65% 61% 67% 58% 63% 60% 44% 40% 80% 41% 71% 81% 51% 57% 46% 47% 78% 52% 29% 58% 82%
Pasadena High	74% 73% 57% 66% 57% 60% 57% 67% 59% 57% 56% 43% 33% 75% 40% 67% 79% 43% 46% 75% 65% 71% 49% 28% 56% 79%
Sam Rayburn High	69% 72% 59% 65% 57% 64% 59% 63% 54% 61% 58% 38% 40% 78% 42% 66% 79% 47% 55% 45% 52% 71% 24% 54% 77%
South Houston High	70% 67% 61% 66% 55% 59% 56% 62% 55% 58% 60% 45% 36% 75% 36% 71% 79% 49% 42% 44% 52% 72% 23% 54% 78%
Tegeler Career Center	73% 73% 61% 69% 61% 52% 60% 60% 45% 56% 52% 48% 31% 63% 45% 81% 83% 45% 53% 36% 45% 77% 14% 52% 89%

Spring 2023 STAAR EOC, English II

Number Tested = 3885

Avg Raw Score = 37

Avg Grade = 59%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	E2.4(F) [R]	70		
2	Correct/Incorrect	E2.8(F) [R]	72		
3	Correct/Incorrect	E2.7(E.iii) [S]	80		
4	Correct/Incorrect	E2.5(C) [R]	56		
5	Correct/Incorrect	E2.2(B) [R]	74		
6	Correct/Incorrect	E2.7(E.ii) [R]	40		
7	Correct/Incorrect	E2.8(A) [R]	42		
8	Correct/Incorrect	E2.7(E.i) [R]	44		
9	Correct/Incorrect	E2.8(G)	46		
10	Correct/Incorrect	E2.5(D) [R]	54		
11	Correct/Incorrect	E2.2(A) [S]	74		
12	Correct/Incorrect	E2.7(D.ii) [S]	61		
13	Correct/Incorrect	E2.8(C) [S]	81		
14	Correct/Incorrect	E2.4(G) [R]	68		
15	Correct/Incorrect	E2.8(B) [S]	71		
16	Partial (0-1-2)	E2.4(F) [R]	65		
17	Correct/Incorrect	E2.7(B) [S]	63		
18	Correct/Incorrect	E2.8(F) [R]	43		
19	Correct/Incorrect	E2.4(H) [R]	50		
20	Partial (0-1-2)	E2.4(H) [R]	93		
21	Correct/Incorrect	E2.4(H) [R]	37		
22	Correct/Incorrect	E2.4(H) [R]	61		
23	Correct/Incorrect	E2.5(C) [R]	74		
24	Correct/Incorrect	E2.8(A) [R]	41		
25	Correct/Incorrect	E2.4(F) [R]	52		
26	Partial (0-1-2)	E2.6(A) [S]	74		
27	Correct/Incorrect	E2.5(D) [R]	69		
28	Correct/Incorrect	E2.8(D) [R]	51		
29	Correct/Incorrect	E2.6(B) [R]	58		
30	Correct/Incorrect	E2.9(C) [R]	57		
31	Correct/Incorrect	E2.9(C) [R]	69		
32	Correct/Incorrect	E2.9(C) [R]	54		
33	Correct/Incorrect	E2.9(C) [R]	87		
34	Correct/Incorrect	E2.9(C) [R]	66		
35	Correct/Incorrect	E2.9(B.i) [R]	74		
36	Correct/Incorrect	E2.9(B.i) [R]	47		
37	Correct/Incorrect	E2.9(B.ii) [R]	78		
38	Correct/Incorrect	E2.9(B.i) [R]	30		
39	Correct/Incorrect	E2.9(B.i) [R]	38		

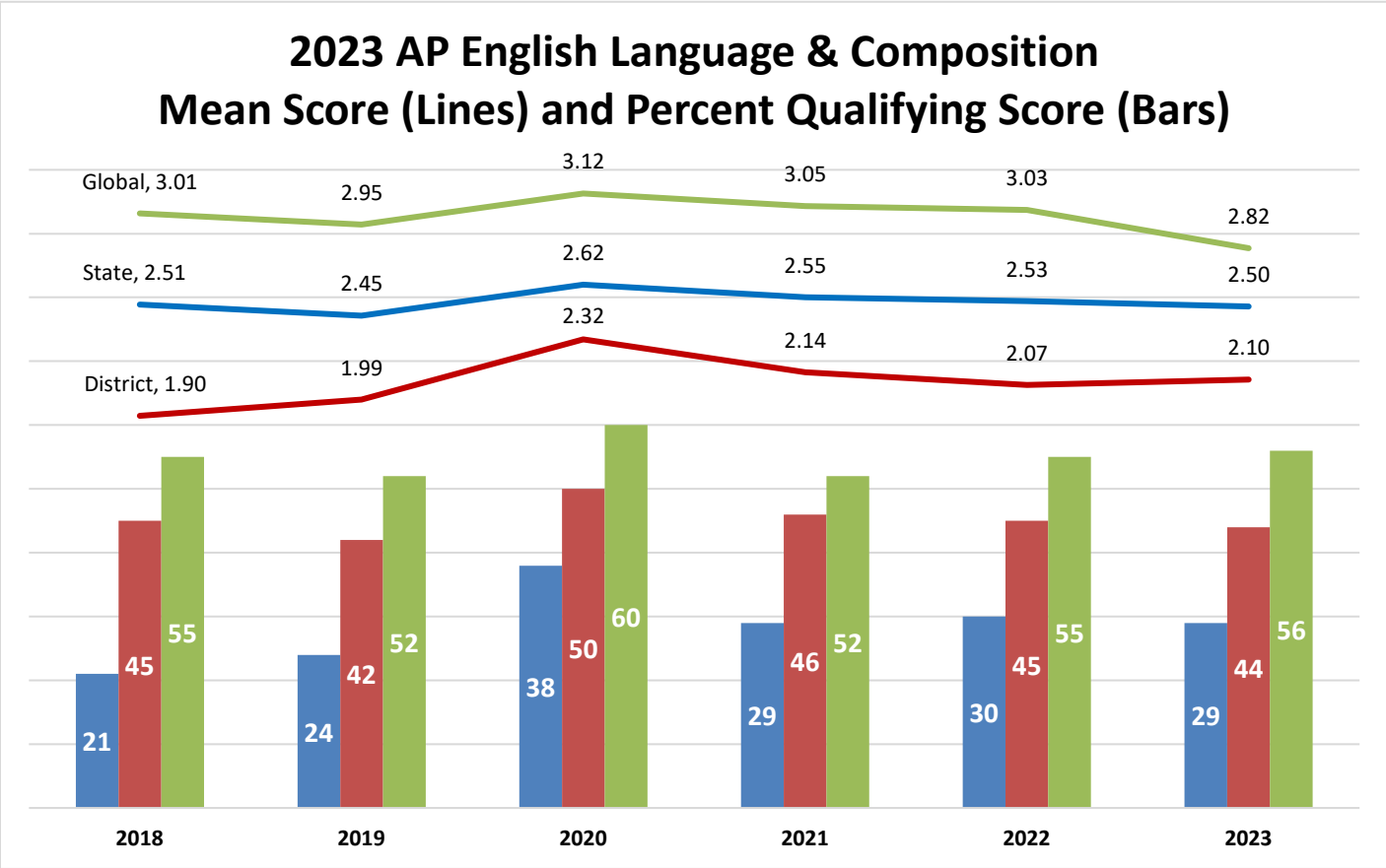
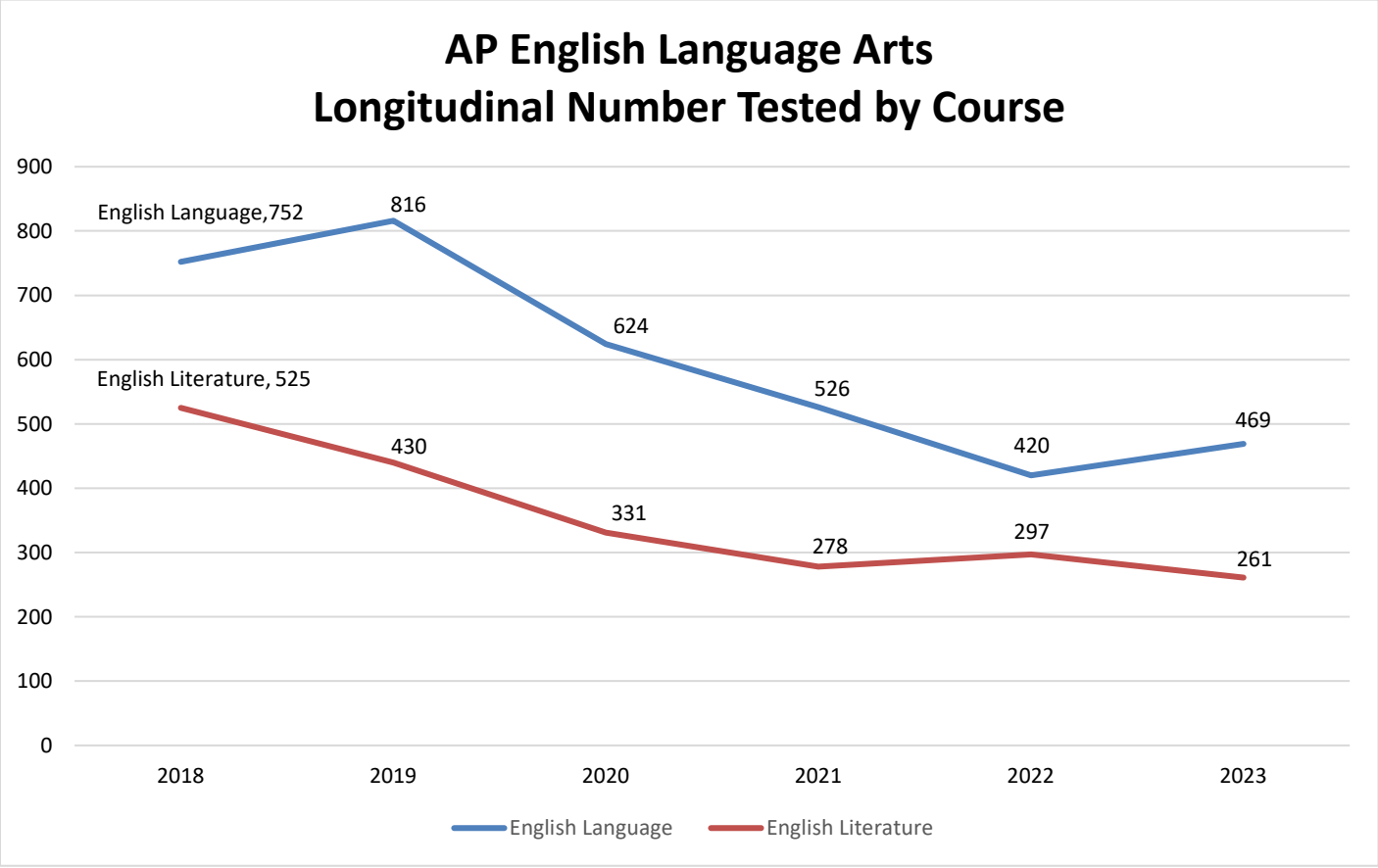
Spring 2023 STAAR EOC, English II

Number Tested = 3885

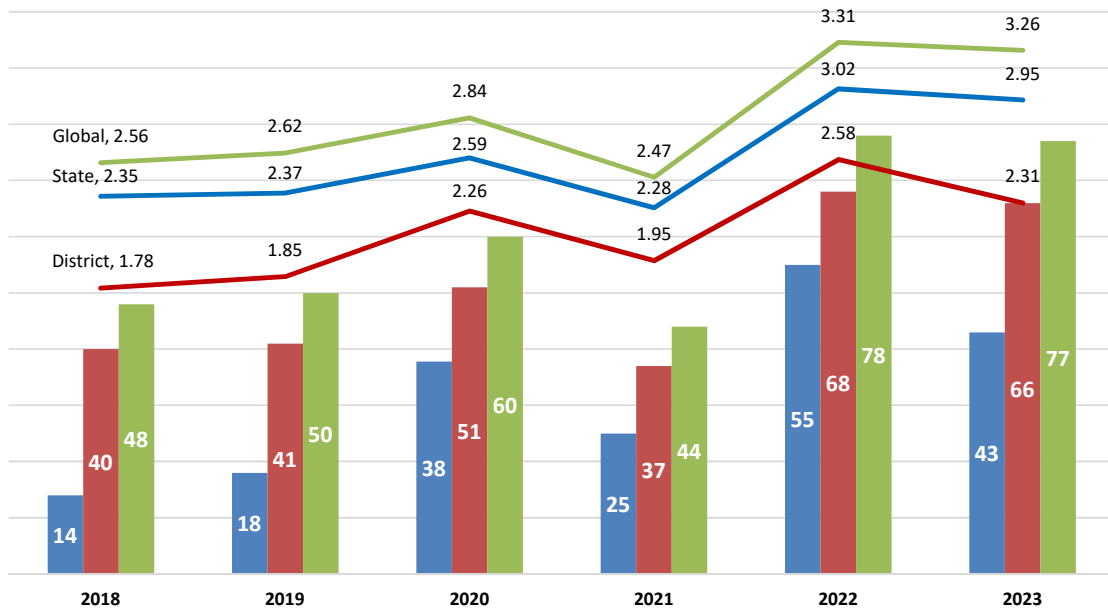
Avg Raw Score = 37

Avg Grade = 59%

40	Correct/Incorrect	E2.9(C) [R]	60		
41	Correct/Incorrect	E2.9(D.vi) [S]	82		
42	Correct/Incorrect	E2.9(D.ii) [S]	74		
43	Correct/Incorrect	E2.9(D.i) [R]	50		
44	Correct/Incorrect	E2.9(D.v) [S]	64		
45	Correct/Incorrect	E2.9(D.v) [S]	50		
46	Correct/Incorrect	E2.9(D.iii) [S]	56		
47	Correct/Incorrect	E2.9(D.i) [R]	72		
48	Correct/Incorrect	E2.9(D.v) [S]	59		
49	Correct/Incorrect	E2.9(D.i) [R]	44		
50	Correct/Incorrect	E2.9(D.iii) [S]	48		
51	Correct/Incorrect	E2.9(D.iv) [S]	29		



2023 AP English Literature & Composition Mean Score (Lines) and Percent Qualifying Score (Bars)



Standards Report: Algebra I

For Pasadena ISD on 9/6/2023

Readiness Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
A.2(A)	60	72	45
A.2(C)	82	77	71
A.2(I)	66	80	49
A.3(B)	58	64	81
A.3(C)	75	83	83
A.3(D)	35	40	48
A.5(A)	65	53	41
A.5(C)	37	46	50
A.6(A)	57	67	48
A.7(A)	69	81	76
A.7(C)	53	79	64
A.8(A)	56	59	51
A.9(C)	72	75	44
A.9(D)	77	64	55
A.10(E)	74	53	79
A.11(B)	43	56	28

Supporting Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
A.2(B)	81	74	NT
A.2(D)	36	52	NT
A.2(E)	51	NT	61
A.2(F)	NT	NT	NT
A.2(G)	71	89	77
A.2(H)	23	70	56
A.3(A)	68	69	65
A.3(E)	27	NT	64
A.3(F)	NT	47	NT
A.3(G)	NT	NT	20
A.3(H)	33	51	NT
A.4(A)	NT	NT	41
A.4(B)	63	73	NT
A.4(C)	NT	76	67
A.5(B)	NT	NT	NT
A.6(B)	NT	NT	58
A.6(C)	86	69	84
A.7(B)	83	81	68
A.8(B)	63	76	36
A.9(A)	73	NT	34
A.9(B)	NT	59	58
A.9(E)	52	70	NT
A.10(A)	NT	67	NT
A.10(B)	74	74	72
A.10(C)	NT	NT	66
A.10(D)	78	NT	54
A.10(F)	75	74	NT
A.11(A)	87	NT	84
A.12(A)	NT	44	NT
A.12(B)	46	75	74
A.12(C)	NT	NT	37
A.12(D)	NT	33	NT
A.12(E)	NT	NT	48

Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
A.1(A)	NT	NT	NT
A.1(B)	NT	NT	NT
A.1(C)	NT	NT	NT
A.1(D)	NT	NT	NT
A.1(E)	NT	NT	NT
A.1(F)	NT	NT	NT
A.1(G)	NT	NT	NT

Non-Tested Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3

Source Data: Algebra I

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/6/2023

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
A.2(A)	2	2	2	A.2(B)	1	1	NT	A.1(A)	NT	NT	NT
A.2(C)	2	2	2	A.2(D)	1	1	NT	A.1(B)	NT	NT	NT
A.2(I)	2	2	1	A.2(E)	1	NT	1	A.1(C)	NT	NT	NT
A.3(B)	3	3	2	A.2(F)	NT	NT	NT	A.1(D)	NT	NT	NT
A.3(C)	3	2	2	A.2(G)	1	1	1	A.1(E)	NT	NT	NT
A.3(D)	2	2	2	A.2(H)	1	1	1	A.1(F)	NT	NT	NT
A.5(A)	2	2	2	A.3(A)	1	1	1	A.1(G)	NT	NT	NT
A.5(C)	1	2	2	A.3(E)	1	NT	1	Non-Tested Standards			
A.6(A)	2	2	2	A.3(F)	NT	1	NT				
A.7(A)	2	2	2	A.3(G)	NT	NT	1	SE			
A.7(C)	2	2	1	A.3(H)	1	1	NT				
A.8(A)	2	2	1	A.4(A)	NT	NT	1	Checkpoint 1			
A.9(C)	2	2	2	A.4(B)	1	1	NT				
A.9(D)	2	2	2	A.4(C)	NT	1	1	Checkpoint 2			
A.10(E)	3	3	2	A.5(B)	NT	NT	NT				
A.11(B)	3	2	2	A.6(B)	NT	NT	1	Checkpoint 3			
				A.6(C)	1	1	1				
				A.7(B)	1	1	1				
				A.8(B)	1	1	1				
				A.9(A)	1	NT	1				
				A.9(B)	NT	1	1				
				A.9(E)	1	1	NT				
				A.10(A)	NT	1	NT				
				A.10(B)	1	1	1				
				A.10(C)	NT	NT	1				
				A.10(D)	1	NT	1				
				A.10(F)	1	1	NT				
				A.11(A)	1	NT	1				
				A.12(A)	NT	1	NT				
				A.12(B)	1	1	1				
				A.12(C)	NT	NT	1				
				A.12(D)	NT	1	NT				
				A.12(E)	NT	NT	1				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards			
Tools to Know	NT	NT	NT
Ways to Show	NT	NT	NT
TEKS Cluster			
>> Linear Functions	20	19	19
Systems of Equations and Inequalities	7	9	7
Simplifying Expressions	10	8	8
>> Quadratic Functions	11	12	10
Exponential Functions	6	6	6

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• Spring 2021 STAAR EOC, Algebra I	• Spring 2022 STAAR EOC, Algebra I	• Spring 2023 STAAR EOC, Algebra I

Spring 2023 STAAR EOC, Algebra I																			
All Learning Standards																			
	A.2(A) [R]	A.2(C) [R]	A.2(E) [S]	A.2(G) [S]	A.2(H) [S]	A.2(I) [R]	A.3(A) [S]	A.3(B) [R]	A.3(C) [R]	A.3(D) [R]	A.3(E) [S]	A.3(G) [S]	A.4(A) [S]	A.4(C) [S]	A.5(A) [R]	A.5(C) [R]	A.6(A) [R]	A.6(B) [S]	A.6(C) [S]
Tegeler Career Center	64%	70%	70%	93%	48%	76%	87%	90%	93%	74%	89%	9%	30%	67%	42%	64%	50%	78%	98%
Pasadena Memorial High	45%	75%	63%	77%	59%	65%	67%	85%	89%	56%	73%	17%	34%	77%	41%	55%	47%	63%	91%
CTHS	48%	79%	69%	83%	54%	52%	64%	87%	88%	43%	62%	22%	37%	71%	39%	50%	49%	65%	91%
J. Frank Dobie High	45%	74%	58%	81%	57%	50%	66%	82%	84%	47%	64%	18%	47%	70%	41%	47%	43%	60%	87%
Pasadena High	38%	72%	58%	80%	52%	42%	61%	76%	83%	40%	66%	19%	42%	67%	41%	43%	45%	55%	89%
Sam Rayburn High	39%	69%	49%	75%	51%	47%	66%	77%	84%	48%	67%	17%	36%	65%	38%	49%	36%	51%	88%
All Students	41%	70%	57%	76%	54%	47%	63%	80%	83%	45%	62%	18%	39%	66%	39%	47%	43%	56%	85%
South Houston High	32%	59%	51%	65%	49%	28%	50%	73%	72%	32%	40%	16%	38%	51%	32%	40%	42%	45%	67%

Spring 2023 STAAR EOC, Algebra I																		
All Learning Standards																		
	A.7(A) [R]	A.7(B) [S]	A.7(C) [R]	A.8(A) [R]	A.8(B) [S]	A.9(A) [S]	A.9(B) [S]	A.9(C) [R]	A.9(D) [R]	A.10(B) [S]	A.10(C) [S]	A.10(D) [S]	A.10(E) [R]	A.11(A) [S]	A.11(B) [R]	A.12(B) [S]	A.12(C) [S]	A.12(E) [S]
Tegeler Career Center	92%	85%	88%	59%	33%	30%	59%	23%	66%	91%	85%	67%	83%	100%	38%	98%	35%	26%
Pasadena Memorial High	81%	73%	73%	57%	31%	25%	62%	43%	56%	78%	70%	57%	84%	90%	28%	79%	32%	48%
CTHS	80%	72%	68%	51%	32%	42%	69%	50%	57%	78%	67%	53%	82%	86%	27%	70%	29%	49%
J. Frank Dobie High	78%	74%	67%	51%	37%	32%	54%	34%	54%	74%	66%	50%	82%	86%	24%	82%	36%	48%
Pasadena High	77%	71%	59%	57%	35%	35%	61%	44%	53%	77%	68%	47%	82%	86%	25%	77%	32%	43%
Sam Rayburn High	75%	68%	67%	51%	28%	24%	47%	32%	48%	75%	67%	60%	84%	87%	24%	76%	37%	45%
All Students	76%	68%	63%	48%	32%	29%	54%	38%	52%	72%	64%	51%	79%	84%	25%	74%	33%	46%
South Houston High	67%	50%	45%	26%	31%	20%	43%	34%	47%	51%	48%	36%	61%	72%	22%	54%	30%	44%

Spring 2023 STAAR EOC, Algebra I																			
All Learning Standards																			
	A.2(A) [R]	A.2(C) [R]	A.2(E) [S]	A.2(G) [S]	A.2(H) [S]	A.2(I) [R]	A.3(A) [S]	A.3(B) [R]	A.3(C) [R]	A.3(D) [R]	A.3(E) [S]	A.3(G) [S]	A.4(A) [S]	A.4(C) [S]	A.5(A) [R]	A.5(C) [R]	A.6(A) [R]	A.6(B) [S]	A.6(C) [S]
Tegeler Career Center	64%	70%	70%	93%	48%	76%	87%	90%	93%	74%	89%	9%	30%	67%	42%	64%	50%	78%	98%
Pasadena Memorial High	45%	75%	63%	77%	59%	65%	67%	85%	89%	56%	73%	17%	34%	77%	41%	55%	47%	63%	91%
CTHS	48%	79%	69%	83%	54%	52%	64%	87%	88%	43%	62%	22%	37%	71%	39%	50%	49%	65%	91%
J. Frank Dobie High	45%	74%	58%	81%	57%	50%	66%	82%	84%	47%	64%	18%	47%	70%	41%	47%	43%	60%	87%
Pasadena High	38%	72%	58%	80%	52%	42%	61%	76%	83%	40%	66%	19%	42%	67%	41%	43%	45%	55%	89%
Sam Rayburn High	39%	69%	49%	75%	51%	47%	66%	77%	84%	48%	67%	17%	36%	65%	38%	49%	36%	51%	88%
All Students	41%	70%	57%	76%	54%	47%	63%	80%	83%	45%	62%	18%	39%	66%	39%	47%	43%	56%	85%
South Houston High	32%	59%	51%	65%	49%	28%	50%	73%	72%	32%	40%	16%	38%	51%	32%	40%	42%	45%	67%

Spring 2023 STAAR EOC, Algebra I																		
All Learning Standards																		
	A.7(A) [R]	A.7(B) [S]	A.7(C) [R]	A.8(A) [R]	A.8(B) [S]	A.9(A) [S]	A.9(B) [S]	A.9(C) [R]	A.9(D) [R]	A.10(B) [S]	A.10(C) [S]	A.10(D) [S]	A.10(E) [R]	A.11(A) [S]	A.11(B) [R]	A.12(B) [S]	A.12(C) [S]	A.12(E) [S]
Tegeler Career Center	92%	85%	88%	59%	33%	30%	59%	23%	66%	91%	85%	67%	83%	100%	38%	98%	35%	26%
Pasadena Memorial High	81%	73%	73%	57%	31%	25%	62%	43%	56%	78%	70%	57%	84%	90%	28%	79%	32%	48%
CTHS	80%	72%	68%	51%	32%	42%	69%	50%	57%	78%	67%	53%	82%	86%	27%	70%	29%	49%
J. Frank Dobie High	78%	74%	67%	51%	37%	32%	54%	34%	54%	74%	66%	50%	82%	86%	24%	82%	36%	48%
Pasadena High	77%	71%	59%	57%	35%	35%	61%	44%	53%	77%	68%	47%	82%	86%	25%	77%	32%	43%
Sam Rayburn High	75%	68%	67%	51%	28%	24%	47%	32%	48%	75%	67%	60%	84%	87%	24%	76%	37%	45%
All Students	76%	68%	63%	48%	32%	29%	54%	38%	52%	72%	64%	51%	79%	84%	25%	74%	33%	46%
South Houston High	67%	50%	45%	26%	31%	20%	43%	34%	47%	51%	48%	36%	61%	72%	22%	54%	30%	44%

Spring 2023 STAAR EOC, Algebra I

Number Tested = 3054

Avg Raw Score = 33

Avg Grade = 56%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	A.2(C) [R]	88		
2	Partial (0-1-2)	A.3(B) [R]	97		
3	Correct/Incorrect	A.6(C) [S]	85		
4	Correct/Incorrect	A.5(A) [R]	9		
5	Correct/Incorrect	A.10(E) [R]	69		
6	Correct/Incorrect	A.4(A) [S]	39		
7	Partial (0-1-2)	A.2(A) [R]	58		
8	Correct/Incorrect	A.7(B) [S]	68		
9	Partial (0-1-2)	A.9(D) [R]	84		
10	Correct/Incorrect	A.11(B) [R]	35		
11	Correct/Incorrect	A.6(A) [R]	43		
12	Partial (0-1-2)	A.2(H) [S]	83		
13	Correct/Incorrect	A.8(B) [S]	32		
14	Correct/Incorrect	A.9(C) [R]	31		
15	Correct/Incorrect	A.3(E) [S]	62		
16	Correct/Incorrect	A.10(C) [S]	64		
17	Correct/Incorrect	A.3(D) [R]	56		
18	Correct/Incorrect	A.9(A) [S]	29		
19	Correct/Incorrect	A.7(A) [R]	59		
20	Correct/Incorrect	A.11(A) [S]	84		
21	Correct/Incorrect	A.2(G) [S]	77		
22	Correct/Incorrect	A.3(C) [R]	81		
23	Correct/Incorrect	A.5(C) [R]	68		
24	Partial (0-1-2)	A.10(E) [R]	92		
25	Correct/Incorrect	A.6(B) [S]	56		
26	Correct/Incorrect	A.4(C) [S]	67		
27	Correct/Incorrect	A.9(B) [S]	54		
28	Correct/Incorrect	A.3(A) [S]	63		
29	Correct/Incorrect	A.5(A) [R]	69		
30	Correct/Incorrect	A.3(G) [S]	18		
31	Correct/Incorrect	A.12(C) [S]	33		
32	Correct/Incorrect	A.6(A) [R]	43		
33	Correct/Incorrect	A.10(B) [S]	72		
34	Correct/Incorrect	A.2(C) [R]	53		
35	Partial (0-1-2)	A.11(B) [R]	38		
36	Correct/Incorrect	A.9(C) [R]	45		
37	Correct/Incorrect	A.2(I) [R]	48		
38	Partial (0-1-2)	A.7(C) [R]	75		
39	Correct/Incorrect	A.10(D) [S]	51		

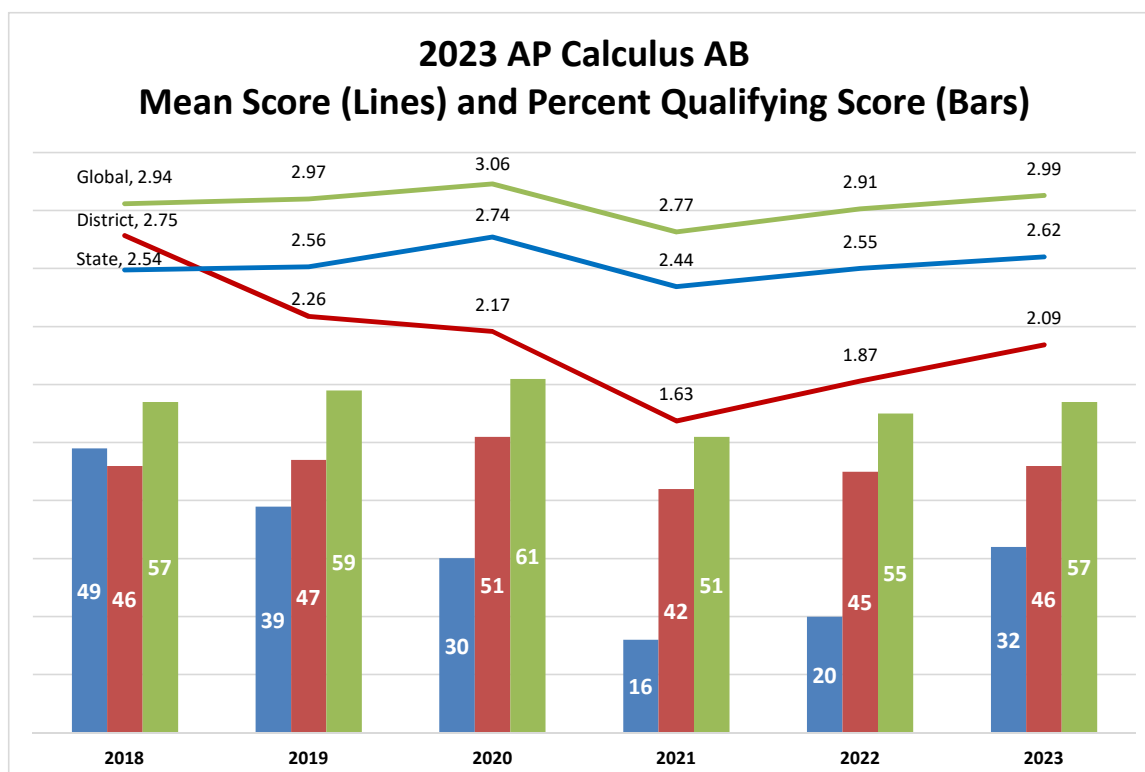
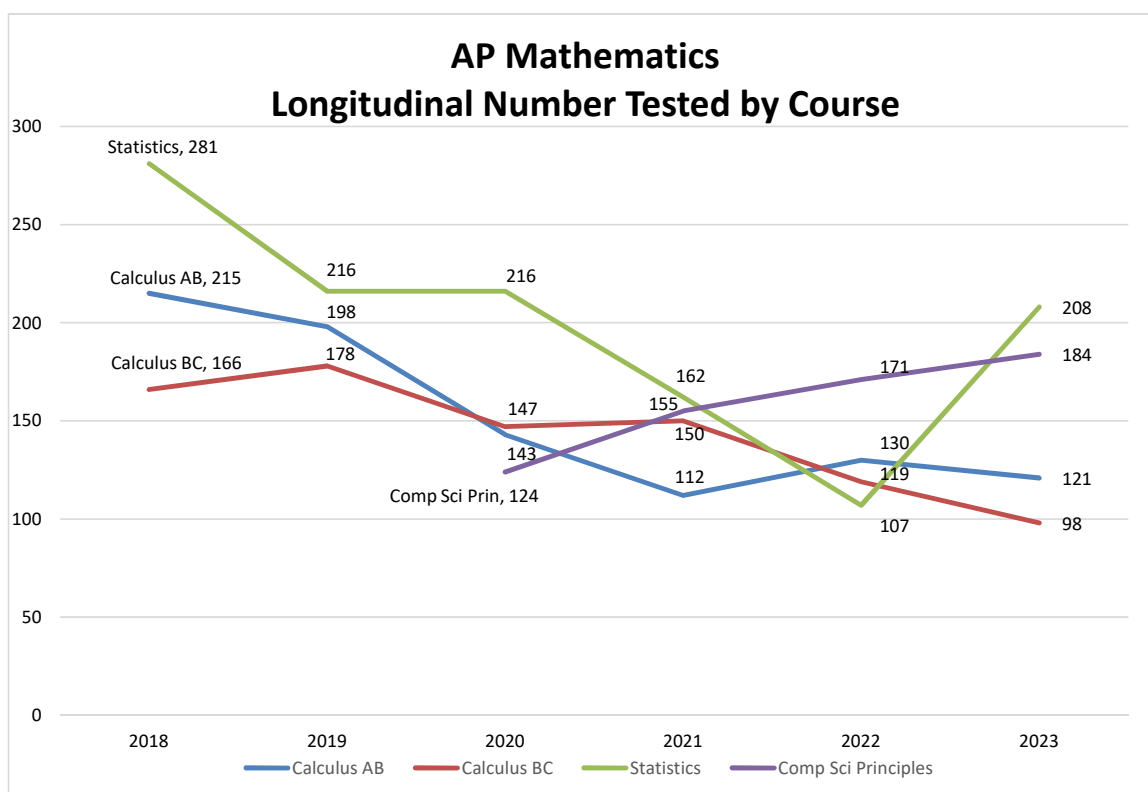
Spring 2023 STAAR EOC, Algebra I

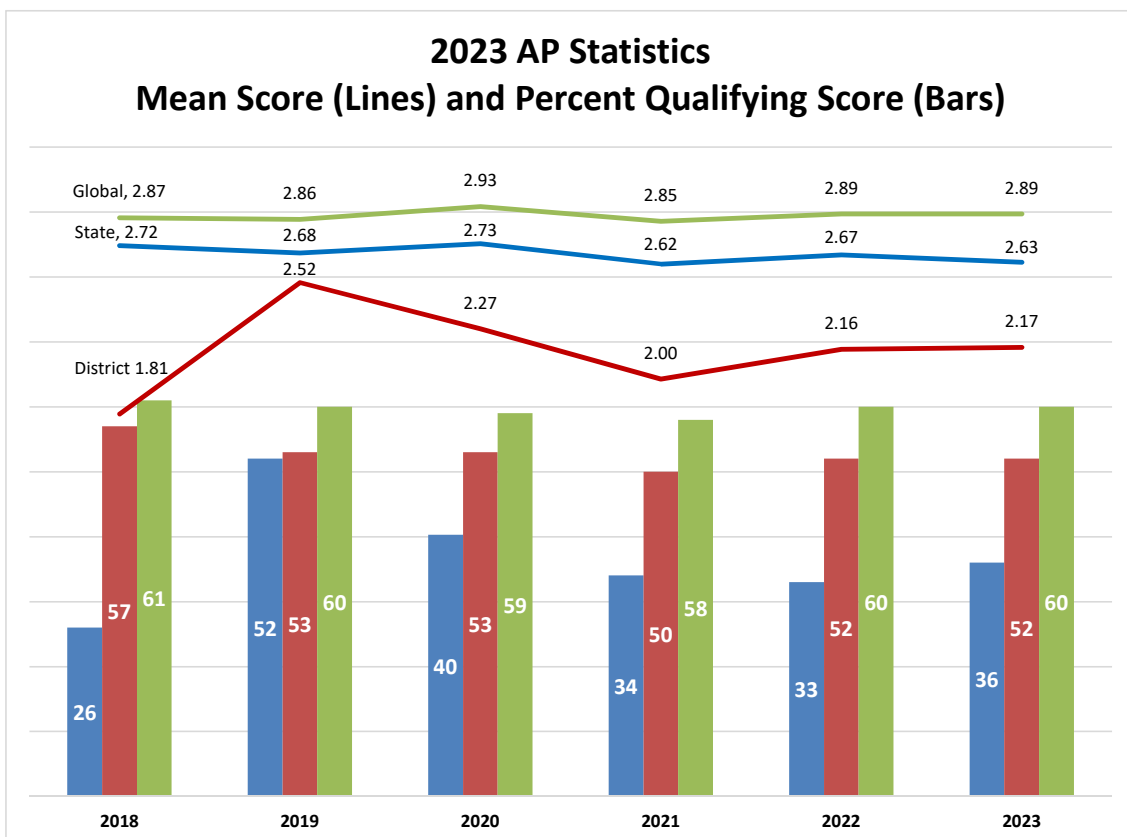
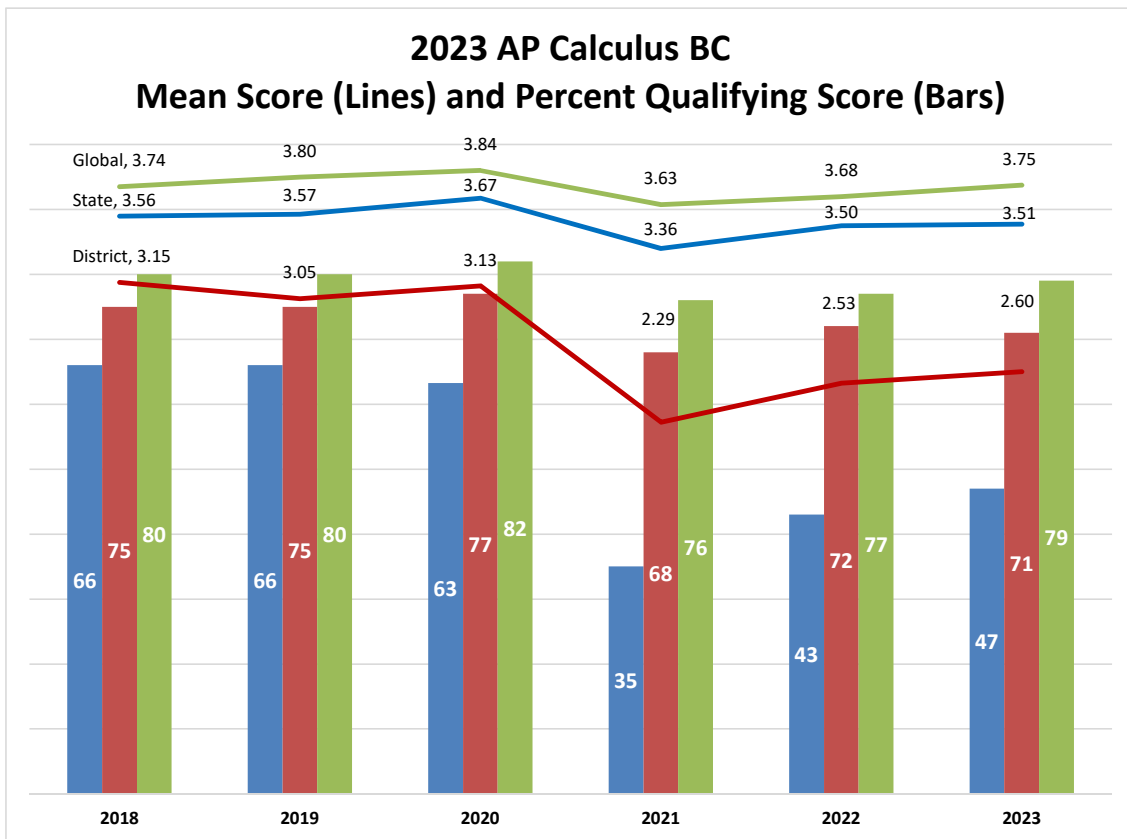
Number Tested = 3054

Avg Raw Score = 33

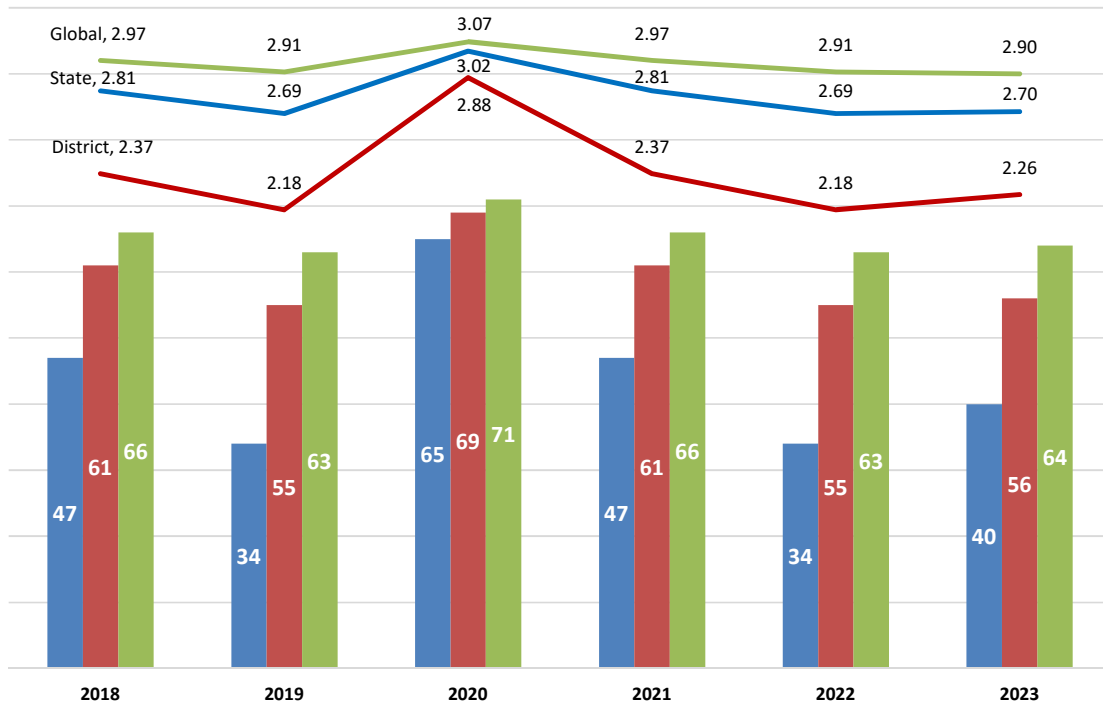
Avg Grade = 56%

40	Correct/Incorrect	A.5(C) [R]	26		
41	Correct/Incorrect	A.8(A) [R]	48		
42	Correct/Incorrect	A.9(D) [R]	55		
43	Partial (0-1-2)	A.3(D) [R]	49		
44	Correct/Incorrect	A.2(E) [S]	57		
45	Correct/Incorrect	A.12(E) [S]	46		
46	Correct/Incorrect	A.2(A) [R]	29		
47	Correct/Incorrect	A.12(B) [S]	74		
48	Correct/Incorrect	A.3(C) [R]	85		
49	Partial (0-1-2)	A.7(A) [R]	92		
50	Correct/Incorrect	A.3(B) [R]	75		





2023 AP Computer Science Principles Mean Score (Lines) and Percent Qualifying Score (Bars)



Standards Report: Biology

For Pasadena ISD on 9/6/2023

Readiness Standards					Supporting Standards				
2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
B.4(B)		43	60	60	B.4(A)		67	65	45
B.4(C)		49	69	53	B.5(B)	B.5(C)	57	53	22
B.5(A)		70	60	52	B.5(C)	B.5(D)	57	64	74
B.6(A)		59	70	72	B.6(B)		65	54	57
B.6(E)		43	62	80	B.6(C)		58	69	68
B.6(F)		54	62	47	B.6(D)		57	62	53
B.7(A)		63	81	22	B.6(G)		64	64	64
B.7(E)		70	72	64	B.7(B)		71	8	15
B.8(B)		54	82	50	B.7(C)		78	NT	NT
B.9(A)		71	22	35	B.7(D)		76	66	64
B.10(A)		68	67	49	B.7(F)		NT	43	49
B.10(B)		65	58	23	B.8(A)		64	67	70
B.11(B) B.11(D)		61	62	48	B.8(C)		31	39	25
B.12(A)		67	75	71	B.9(B)		64	34	80
B.12(C)		69	75	80	B.9(C)		48	18	53
B.12(E) B.12(F)		74	69	42	B.10(C)		75	82	63
					B.11(A) B.11(C)		60	69	49
					B.12(B)		87	81	75
					B.12(D) B.12(E)		57	76	64

Process Standards				
2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
B.1(A)		NT	NT	NT
B.1(B)		NT	NT	NT
B.2(A)		NT	NT	NT
B.2(B)		NT	NT	NT
B.2(C)		NT	NT	NT
B.2(D)		NT	NT	NT
B.2(E)		72	76	NT
B.2(F)		NT	74	NT
B.2(G)		63	65	NT
B.2(H)		60	66	NT
B.3(A)		70	44	NT
B.3(B)		NT	69	NT
B.3(C)		NT	NT	NT
B.3(D)		NT	NT	NT
B.3(E)		47	41	NT
B.3(F)		NT	NT	NT

Non-Tested Standards				
2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3

Source Data: Biology

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/6/2023

Readiness Standards					Supporting Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint			2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3			Checkpoint 1	Checkpoint 2	Checkpoint 3
	B.4(B)	2	2	2		B.4(A)	1	1	1
	B.4(C)	3	2	2		B.5(B)	1	1	1
	B.5(A)	2	3	2		B.5(C)	1	1	1
	B.6(A)	2	2	2		B.6(B)	1	1	1
	B.6(E)	2	2	2		B.6(C)	1	1	1
	B.6(F)	2	2	1		B.6(D)	1	1	1
	B.7(A)	2	1	1		B.6(G)	1	1	1
	B.7(E)	1	2	1		B.7(B)	1	1	1
	B.8(B)	2	2	2		B.7(C)	1	NT	NT
	B.9(A)	2	1	2		B.7(D)	1	1	1
	B.10(A)	3	3	2		B.7(F)	NT	1	1
	B.10(B)	2	3	2		B.8(A)	1	1	1
	B.11(B) B.11(D)	1	1	2		B.8(C)	1	1	1
	B.12(A)	2	2	1		B.9(B)	1	1	1
	B.12(C)	2	2	2		B.9(C)	1	1	1
	B.12(E) B.12(F)	2	2	1		B.10(C)	1	1	1
						B.11(A) B.11(C)	1	1	1
						B.12(B)	1	1	1
						B.12(D) B.12(E)	1	1	1

Process Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
	B.1(A)	NT	NT	NT
	B.1(B)	NT	NT	NT
	B.2(A)	NT	NT	NT
	B.2(B)	NT	NT	NT
	B.2(C)	NT	NT	NT
	B.2(D)	NT	NT	NT
	B.2(E)	1	1	NT
	B.2(F)	NT	2	NT
	B.2(G)	9	13	NT
	B.2(H)	12	9	NT
	B.3(A)	4	2	NT
	B.3(B)	NT	1	NT
	B.3(C)	NT	NT	NT
	B.3(D)	NT	NT	NT
	B.3(E)	1	2	NT
	B.3(F)	NT	NT	NT

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards			
Tools to Know	1	3	NT
Ways to Show	26	27	NT
TEKS Cluster			
Cell Structure and Function	6	5	5
Organism Growth and Cell Differentiation	4	5	4
>> Mechanisms of Genetics	10	10	9
>> Evolutionary Theory	6	6	5
Taxonomy of Organisms	4	4	4
Molecules	4	3	4
>> Levels of Biological Systems	6	7	5
Ecological Succession	2	2	3
>> Organism Behavior	8	8	6



Source: Texas Education Agency

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• Spring 2021 STAAR EOC, Biology	• Spring 2022 STAAR EOC, Biology	• Spring 2023 STAAR EOC, Biology

Spring 2023 STAAR EOC, Biology																	
All Learning Standards																	
	B.4(A) [S]	B.4(B) [R]	B.4(C) [R]	B.5(A) [R]	B.5(B) [S]	B.5(C) [S]	B.6(A) [R]	B.6(B) [S]	B.6(C) [S]	B.6(D) [S]	B.6(E) [R]	B.6(F) [R]	B.6(G) [S]	B.7(A) [R]	B.7(B) [S]	B.7(D) [S]	B.7(E) [R]
Tegeler Career Center	55%	70%	59%	59%	7%	80%	76%	54%	78%	41%	44%	67%	74%	2%	80%	72%	54%
CTHS	53%	71%	59%	59%	27%	90%	80%	66%	80%	68%	50%	69%	82%	23%	11%	75%	75%
J. Frank Dobie High	49%	64%	57%	56%	24%	81%	73%	64%	73%	57%	46%	48%	65%	27%	13%	69%	71%
Pasadena Memorial High	43%	61%	53%	53%	26%	77%	74%	60%	72%	57%	48%	47%	68%	21%	16%	69%	70%
All Students	47%	62%	55%	54%	22%	77%	74%	59%	71%	56%	44%	51%	67%	22%	14%	67%	67%
Pasadena High	48%	60%	58%	56%	20%	75%	77%	57%	72%	51%	47%	58%	60%	20%	11%	64%	66%
South Houston High	50%	59%	53%	54%	19%	71%	72%	56%	72%	59%	37%	43%	68%	22%	17%	64%	60%
Sam Rayburn High	40%	59%	52%	50%	17%	71%	71%	51%	61%	49%	40%	53%	67%	21%	10%	62%	60%

Spring 2023 STAAR EOC, Biology																	
All Learning Standards																	
	B.7(F) [S]	B.8(A) [S]	B.8(B) [R]	B.8(C) [S]	B.9(A) [R]	B.9(B) [S]	B.9(C) [S]	B.10(A) [R]	B.10(B) [R]	B.10(C) [S]	B.11(A) [S]	B.11(B) [R]	B.12(A) [R]	B.12(B) [S]	B.12(C) [R]	B.12(D) [S]	B.12(E) [R]
Tegeler Career Center	46%	87%	46%	11%	33%	98%	46%	62%	24%	61%	54%	67%	83%	83%	70%	63%	41%
CTHS	63%	86%	56%	35%	40%	89%	70%	62%	25%	73%	60%	54%	83%	83%	76%	77%	46%
J. Frank Dobie High	51%	74%	53%	29%	37%	78%	50%	59%	25%	69%	57%	51%	78%	78%	64%	69%	42%
Pasadena Memorial High	52%	75%	53%	25%	42%	79%	59%	54%	23%	66%	55%	50%	77%	80%	70%	72%	46%
All Students	51%	73%	51%	26%	36%	82%	54%	52%	23%	65%	51%	50%	75%	77%	66%	66%	43%
Pasadena High	50%	72%	54%	26%	32%	87%	54%	49%	20%	64%	47%	51%	73%	73%	67%	63%	42%
South Houston High	50%	74%	50%	26%	35%	85%	63%	47%	22%	62%	46%	49%	69%	74%	63%	58%	41%
Sam Rayburn High	47%	66%	45%	20%	30%	81%	41%	46%	24%	62%	46%	45%	71%	76%	63%	61%	40%

Spring 2023 STAAR EOC, Biology

Number Tested = 3908

Avg Raw Score = 28

Avg Grade = 53%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	B.12(B) [S]	77		
2	Correct/Incorrect	B.9(B) [S]	82		
3	Partial (0-1-2)	B.12(C) [R]	88		
4	Correct/Incorrect	B.5(B) [S]	22		
5	Correct/Incorrect	B.6(E) [R]	70		
6	Partial (0-1-2)	B.11(B) [R]	55		
7	Partial (0-1-2)	B.4(C) [R]	72		
8	Correct/Incorrect	B.12(E) [R]	43		
9	Correct/Incorrect	B.4(B) [R]	70		
10	Correct/Incorrect	B.6(F) [R]	51		
11	Partial (0-1-2)	B.4(A) [S]	77		
12	Correct/Incorrect	B.8(C) [S]	26		
13	Partial (0-1-2)	B.10(A) [R]	71		
14	Correct/Incorrect	B.11(A) [S]	51		
15	Correct/Incorrect	B.8(B) [R]	23		
16	Correct/Incorrect	B.9(A) [R]	39		
17	Correct/Incorrect	B.5(A) [R]	42		
18	Correct/Incorrect	B.10(B) [R]	39		
19	Partial (0-1-2)	B.6(E) [R]	55		
20	Correct/Incorrect	B.7(E) [R]	67		
21	Correct/Incorrect	B.10(A) [R]	44		
22	Correct/Incorrect	B.4(B) [R]	54		
23	Correct/Incorrect	B.6(B) [S]	59		
24	Correct/Incorrect	B.4(C) [R]	75		
25	Correct/Incorrect	B.12(D) [S]	66		
26	Correct/Incorrect	B.6(G) [S]	68		
27	Correct/Incorrect	B.7(B) [S]	14		
28	Correct/Incorrect	B.9(C) [S]	55		
29	Correct/Incorrect	B.6(C) [S]	71		
30	Correct/Incorrect	B.12(A) [R]	75		
31	Correct/Incorrect	B.5(C) [S]	77		
32	Correct/Incorrect	B.6(A) [R]	58		
33	Correct/Incorrect	B.11(B) [R]	52		
34	Correct/Incorrect	B.8(A) [S]	74		
35	Correct/Incorrect	B.10(C) [S]	66		
36	Correct/Incorrect	B.7(A) [R]	22		
37	Correct/Incorrect	B.5(A) [R]	67		
38	Correct/Incorrect	B.7(D) [S]	67		
39	Partial (0-1-2)	B.10(B) [R]	18		

Spring 2023 STAAR EOC, Biology

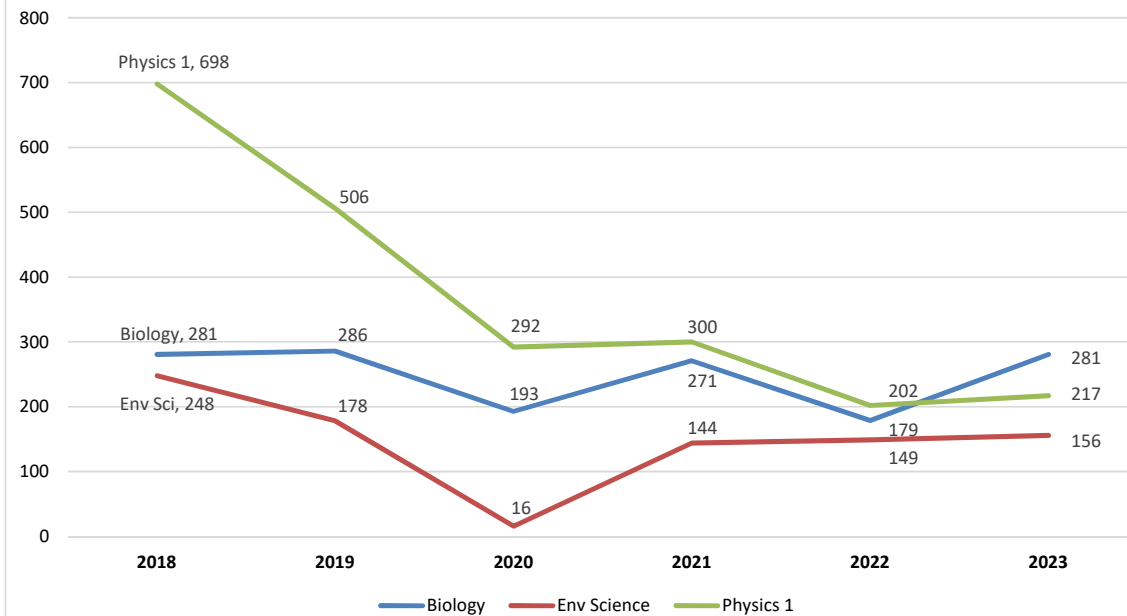
Number Tested = 3908

Avg Raw Score = 28

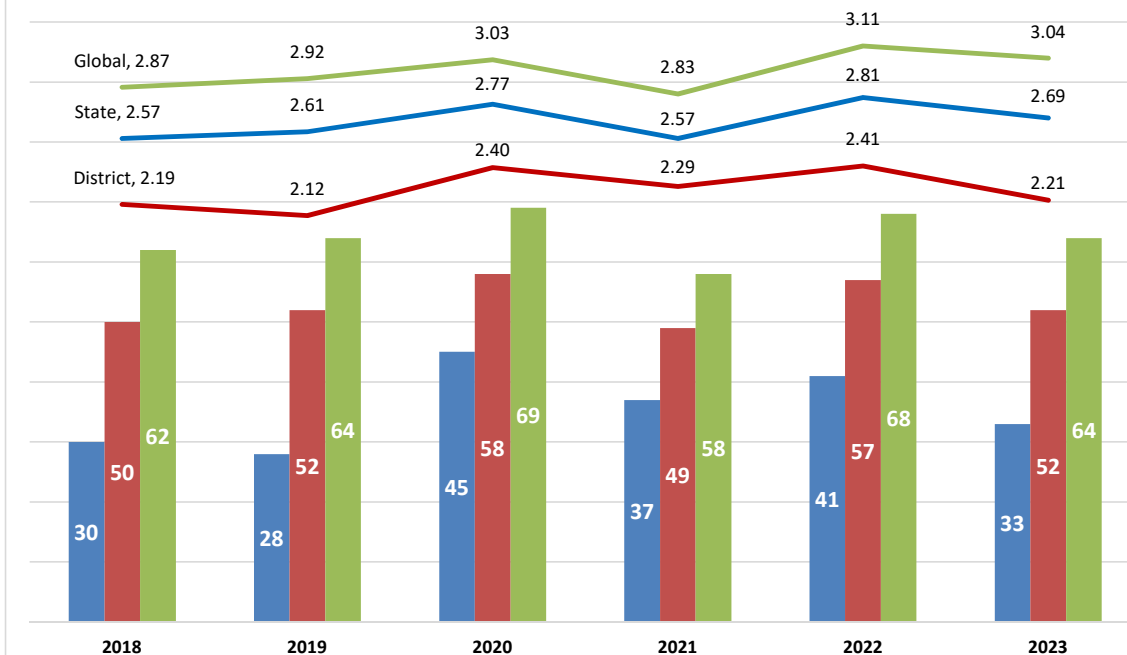
Avg Grade = 53%

40	Correct/Incorrect	B.7(F) [S]	51		
41	Correct/Incorrect	B.6(D) [S]	56		
42	Correct/Incorrect	B.9(A) [R]	33		
43	Partial (0-1-2)	B.8(B) [R]	80		
44	Correct/Incorrect	B.12(C) [R]	56		
45	Correct/Incorrect	B.6(A) [R]	90		

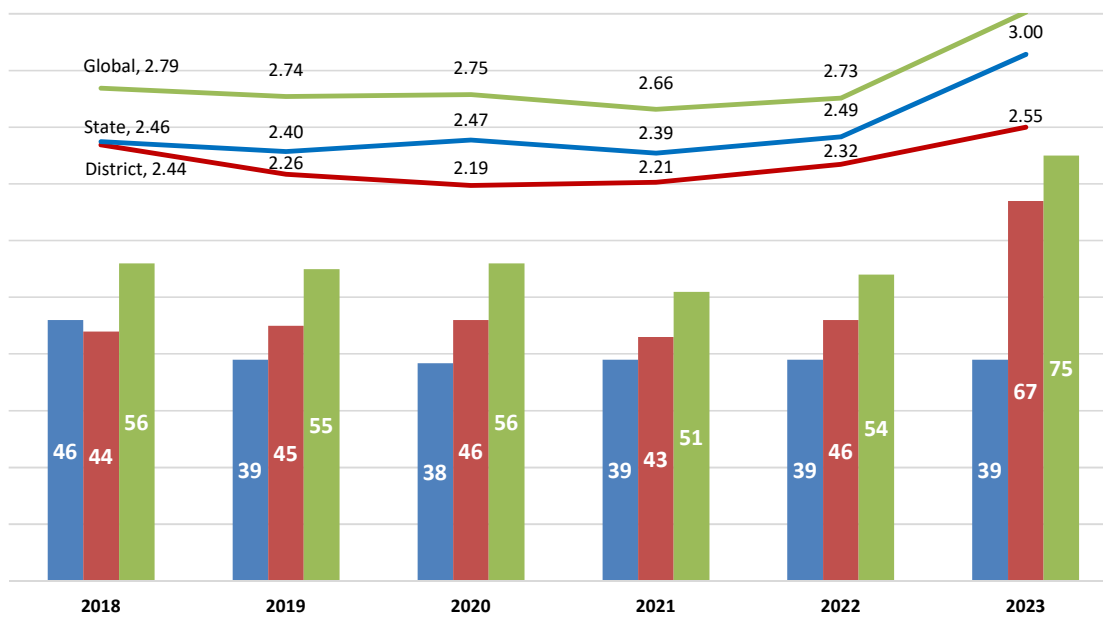
AP Science Longitudinal Number Tested by Course



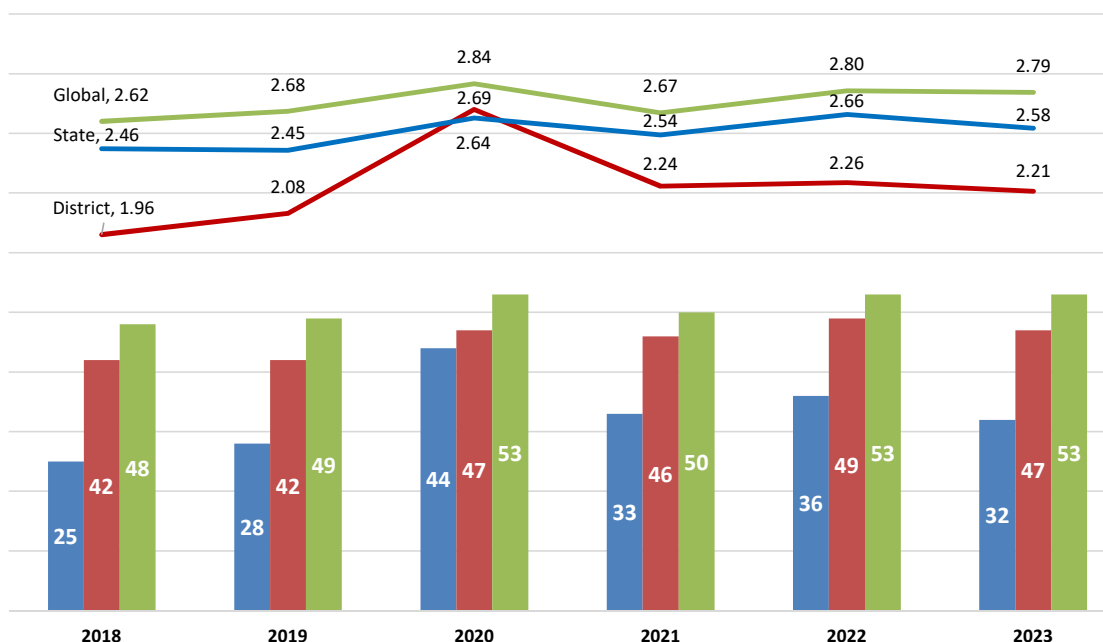
2023 AP Biology Mean Score (Lines) and Percent Qualifying Score (Bars)



2023 AP Chemistry Mean Score (Lines) and Percent Qualifying Score (Bars)

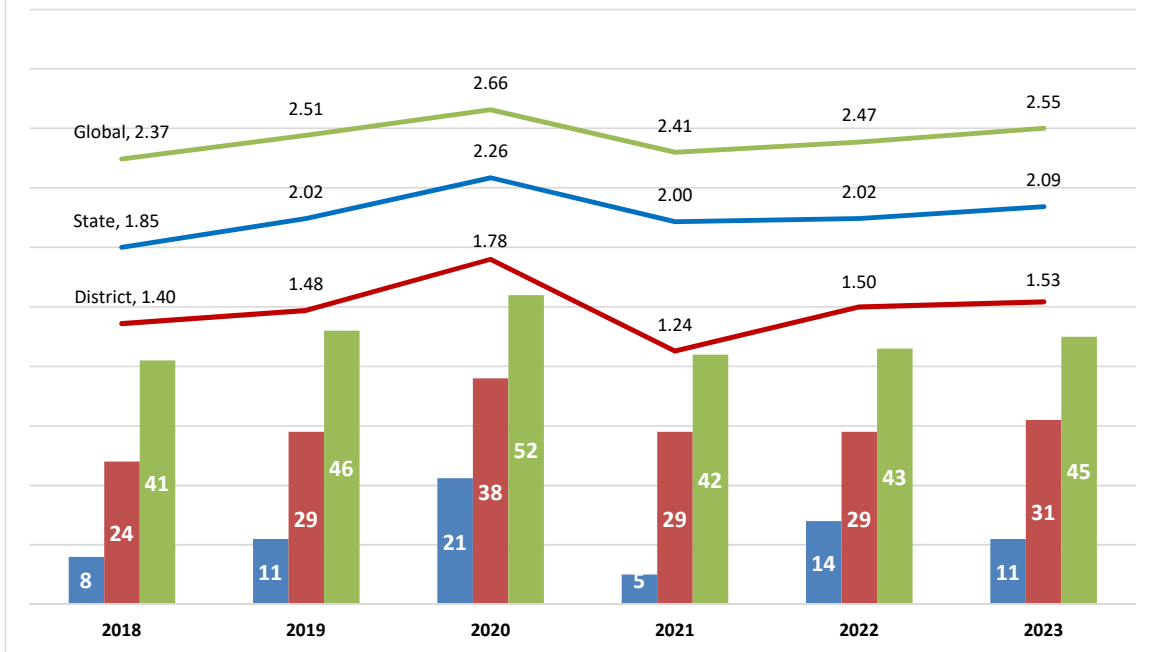


2023 AP Environmental Science Mean Score (Lines) and Percent Qualifying Score (Bars)



2023 AP Physics 1

Mean Score (Lines) and Percent Qualifying Score (Bars)



Standards Report: U.S. History

For Pasadena ISD on 9/6/2023

Readiness Standards					Supporting Standards				
2019 TEKS	2011 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2019 TEKS	2011 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
US.2(A)	US.2(B)	87	75	73	US.1(A)		85	NT	71
US.3(A)		37	NT	42	US.1(B)		NT	27	NT
US.3(B)		63	49	66	US.1(C)	US.26(E)	NT	NT	77
US.3(C)		80	76	72	US.2(B)	US.2(D)	NT	89	NT
US.4(A)		21	67	32	US.4(B)		73	NT	37
US.4(C)		50	54	49	US.4(D)	USH.4(D)	NT	NT	NT
US.4(F)		73	70	NT	US.4(E)	USH.4(E)	69	NT	NT
US.5(A)		85	NT	68	US.5(B)		NT	73	NT
US.6(A)		56	NT	29	US.5(C)	USH.5(C)	NT	NT	NT
US.7(A)		74	72	NT	US.6(B)		77	78	NT
US.7(C)	US.7(D)	NT	67	58	US.7(B)		NT	NT	64
US.7(D)	US.7(E)	70	51	70	US.7(E)	US.7(F)	NT	NT	NT
US.8(A)		58	85	62	US.7(F)	US.7(G)	70	66	NT
US.8(C)		70	75	27	US.7(G)	US.7(G)	NT	NT	57
US.8(D)		58	70	54	US.8(B)		NT	NT	NT
US.8(F)		66	60	64	US.8(E)		NT	NT	NT
US.9(A)		NT	63	NT	US.9(C)	US.9(B)	NT	73	NT
US.9(B)	USH.9(B) new	52	80	64	US.9(D)	US.9(C)	NT	67	NT
US.9(G)	US.9(F)	80	63	55	US.9(E)	US.9(D)	66	78	NT
US.9(I)	US.9(H)	64	77	NT	US.9(F)	US.9(E)	NT	78	NT
US.10(C)	US.10(D)	43	47	34	US.9(H)	US.9(G)	NT	NT	52
US.11(A)		67	69	40	US.9(J)	US.9(I)	61	78	NT
US.12(A)		71	77	76	US.10(A)		48	NT	NT
US.13(A)		71	83	NT	US.10(B)		NT	NT	NT
US.13(B)		56	63	72	US.10(D)	US.10(E)	NT	NT	22
US.14(A)		70	67	64	US.10(E)	US.10(F)	NT	NT	52
US.15(B)		72	68	60	US.11(B)		93	NT	66
US.15(D)		56	63	44	US.11(C)	US.11(D)	NT	NT	46
US.16(B)		68	74	51	US.11(D)	US.18(B)	67	NT	NT
US.16(C)		76	82	85	US.14(B)		84	83	74
US.17(A)		70	69	57	US.15(A)		66	80	NT
US.17(B)		32	27	75	US.15(C)		NT	NT	NT
US.17(E)		77	70	73	US.16(A)		67	NT	35
US.18(A)	US.19(A)	56	78	36	US.16(D)		NT	51	36
US.18(B)	US.19(B)	48	73	100	US.16(E)		54	54	NT
US.19(B)	US.20(B)	36	53	40	US.17(C)		44	NT	75
US.20(A)	US.21(A)	69	73	86	US.17(D)		NT	75	51
US.22(A)	US.23(A)	76	69	60	US.18(C)	US.19(C)	NT	70	56
US.24(B)	US.25(B)	84	65	41	US.18(D)	US.19(D)	66	NT	NT
US.25(A)	US.26(A)	79	62	72	US.19(A)	US.20(A)	55	38	NT
US.25(C)	US.26(C)	76	68	68	US.20(B)	US.21(B)	NT	NT	44
US.26(A)	US.27(A)	83	86	56	US.21(A)	US.22(A)	67	NT	55
US.27(A)	US.28(A)				US.22(B)	8.29(G)	NT	78	NT
	US.28(B)	86	83	43	US.22(C)	US.23(C)	83	NT	NT
					US.22(D)	USH.22(D)	NT	81	NT
					US.23(A)	US.24(B)	NT	NT	76
					US.23(B)	US.26(F)	68	63	NT
					US.24(A)	US.25(A)	77	64	55
					US.24(C)	US.25(D)	73	68	53
					US.25(B)	US.26(B)	74	71	64
					US.25(D)	US.26(D)	56	63	100
					US.26(B)	US.27(B)	91	75	69
					US.26(C)	US.27(C)	79	91	81
					US.27(B)	US.28(C)	61	61	NT

Process Standards				
2019 TEKS	2011 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
US.28(A)	US.29(A) US.29(H)	69	66	NT
US.28(B)	US.29(B)	67	71	NT
US.28(D)	US.29(E)	NT	NT	NT
US.29(B)	US.30(B)	60	NT	NT
US.30(B)	US.31(B)	71	NT	NT

Non-Tested Standards				
2019 TEKS	2011 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
US.21(B)	US.22(B)	NT	NT	NT
US.28(C)	US.29(D)	NT	NT	NT
US.28(E)	US.29(G)	NT	NT	NT
US.29(A)	US.30(A)	NT	NT	NT
US.30(A)	US.31(A)	NT	NT	NT
US.31(A)	US.32(A)	NT	NT	NT

Source Data: U.S. History

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/6/2023

Readiness Standards					Supporting Standards				
2019 TEKS	2011 TEKS	# of items assessed by checkpoint			2019 TEKS	2011 TEKS	# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3			Checkpoint 1	Checkpoint 2	Checkpoint 3
US.2(A)	US.2(B)	1	1	1	US.1(A)		1	NT	1
US.3(A)		1	NT	1	US.1(B)		NT	1	NT
US.3(B)		1	1	1	US.1(C)	US.26(E)	NT	NT	1
US.3(C)		1	1	1	US.2(B)	US.2(D)	NT	1	NT
US.4(A)		1	1	1	US.4(B)		1	NT	1
US.4(C)		1	1	1	US.4(D)	USH.4(D)	NT	NT	NT
US.4(F)		1	1	NT	US.4(E)	USH.4(E)	1	NT	NT
US.5(A)		1	NT	1	US.5(B)		NT	1	NT
US.6(A)		1	NT	1	US.5(C)	USH.5(C)	NT	NT	NT
US.7(A)		1	1	NT	US.6(B)		1	1	NT
US.7(C)	US.7(D)	NT	1	1	US.7(B)		NT	NT	1
US.7(D)	US.7(E)	1	2	1	US.7(E)	US.7(F)	NT	NT	NT
US.8(A)		1	1	1	US.7(F)	US.7(G)	1	1	NT
US.8(C)		1	1	1	US.7(G)	US.7(G)	NT	NT	1
US.8(D)		1	1	1	US.8(B)		NT	NT	NT
US.8(F)		1	1	1	US.8(E)		NT	NT	NT
US.9(A)		NT	1	NT	US.9(C)	US.9(B)	NT	1	NT
US.9(B)	USH.9(B) <i>new</i>	1	1	1	US.9(D)	US.9(C)	NT	1	NT
US.9(G)	US.9(F)	1	1	1	US.9(E)	US.9(D)	1	1	NT
US.9(I)	US.9(H)	1	1	NT	US.9(F)	US.9(E)	NT	1	NT
US.10(C)	US.10(D)	1	1	2	US.9(H)	US.9(G)	NT	NT	1
US.11(A)		1	1	1	US.9(J)	US.9(I)	1	1	NT
US.12(A)		1	1	1	US.10(A)		1	NT	NT
US.13(A)		1	1	NT	US.10(B)		NT	NT	NT
US.13(B)		1	1	1	US.10(D)	US.10(E)	NT	NT	1
US.14(A)		1	1	1	US.10(E)	US.10(F)	NT	NT	1
US.15(B)		1	1	1	US.11(B)		1	NT	1
US.15(D)		1	1	1	US.11(C)	US.11(D)	NT	NT	1
US.16(B)		1	1	1	US.11(D)	US.18(B)	1	NT	NT
US.16(C)		1	1	1	US.14(B)		1	1	1
US.17(A)		1	1	1	US.15(A)		1	1	NT
US.17(B)		1	1	1	US.15(C)		NT	NT	NT
US.17(E)		1	1	1	US.16(A)		1	NT	1
US.18(A)	US.19(A)	1	1	1	US.16(D)		NT	1	1
US.18(B)	US.19(B)	1	1	1	US.16(E)		1	1	NT
US.19(B)	US.20(B)	1	1	1	US.17(C)		1	NT	1
US.20(A)	US.21(A)	1	1	1	US.17(D)		NT	1	1
US.22(A)	US.23(A)	1	1	1	US.18(C)	US.19(C)	NT	1	1
US.24(B)	US.25(B)	1	1	1	US.18(D)	US.19(D)	1	NT	NT
US.25(A)	US.26(A)	1	1	1	US.19(A)	US.20(A)	1	1	NT
US.25(C)	US.26(C)	1	1	1	US.20(B)	US.21(B)	NT	NT	1
US.26(A)	US.27(A)	1	1	1	US.21(A)	US.22(A)	1	NT	1
US.27(A)	US.28(A)	1	1	1	US.22(B)	8.29(G)	NT	1	NT
	US.28(B)				US.22(C)	US.23(C)	1	NT	NT
					US.22(D)	USH.22(D) <i>new</i>	NT	1	NT
					US.23(A)	US.24(B)	NT	NT	1
					US.23(B)	US.26(F)	1	1	NT
					US.24(A)	US.25(A)	1	1	1
					US.24(C)	US.25(D)	1	1	1
					US.25(B)	US.26(B)	1	1	1
					US.25(D)	US.26(D)	1	1	1
					US.26(B)	US.27(B)	1	1	1
					US.26(C)	US.27(C)	1	1	1
					US.27(B)	US.28(C)	1	1	NT

Process Standards				
2019 TEKS	2011 TEKS	# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
US.28(A)	US.29(A) US.29(H)	24	36	NT
US.28(B)	US.29(B)	37	32	NT
US.28(D)	US.29(E)	NT	NT	NT
US.29(B)	US.30(B)	6	NT	NT
US.30(B)	US.31(B)	1	NT	NT

Non-Tested Standards				
2019 TEKS	2011 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
US.21(B)	US.22(B)	NT	NT	NT
US.28(C)	US.29(D)	NT	NT	NT
US.28(E)	US.29(G)	NT	NT	NT
US.29(A)	US.30(A)	NT	NT	NT
US.30(A)	US.31(A)	NT	NT	NT
US.31(A)	US.32(A)	NT	NT	NT

TEKS Cluster Data		# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
Process and Spiral Standards				
Tools to Know		30	36	NT
Ways to Show		38	32	NT
Spiral Standards	Historical Points of Reference	1	2	1
	Political	4	3	5
	Economic	4	4	4
	Geographic	4	4	3
	Social	5	5	5
TEKS Cluster				
>> Gilded Age		7	7	7
Progressive Era		5	6	5
>> Rise of a World Power		7	6	4
Roaring Twenties		6	4	6
>> Great Depression/New Deal		6	8	6
World War II		6	9	6
>> Early Cold War		6	6	7
Vietnam and the 1960s		5	7	3
Civil Rights		8	15	8
1970s – End of the Cold War		10	10	13
>> 1990s – 21st Century		12	11	12

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• Spring 2021 STAAR EOC, US History	• Spring 2022 STAAR EOC, US History	• Spring 2023 STAAR EOC, US History

Spring 2023 STAAR EOC, US History																
All Learning Standards																
	USH.1(A) [S]	USH.1(C) [S]	USH.2(A) [R]	USH.3(A) [R]	USH.3(B) [R]	USH.3(C) [R]	USH.4(A) [R]	USH.4(B) [S]	USH.4(C) [R]	USH.5(A) [R]	USH.6(A) [R]	USH.7(B) [S]	USH.7(C) [R]	USH.7(D) [R]	USH.7(G) [S]	USH.8(A) [R]
Pasadena Memorial High	75%	86%	76%	48%	73%	74%	36%	40%	56%	75%	30%	67%	64%	72%	70%	66%
CTHS	76%	83%	81%	44%	76%	82%	32%	43%	50%	75%	30%	66%	61%	76%	57%	61%
J. Frank Dobie High	72%	80%	74%	41%	65%	70%	32%	39%	48%	68%	31%	64%	62%	73%	58%	61%
All Students	72%	79%	74%	42%	67%	73%	32%	38%	50%	69%	30%	65%	59%	72%	58%	64%
Sam Rayburn High	69%	77%	74%	45%	69%	75%	30%	34%	55%	67%	30%	67%	58%	72%	62%	69%
Pasadena High	72%	74%	75%	41%	62%	71%	32%	36%	47%	66%	30%	64%	54%	71%	50%	61%
South Houston High	70%	74%	69%	35%	64%	75%	31%	36%	41%	65%	26%	63%	49%	68%	47%	68%
Tegeler Career Center	65%	61%	49%	35%	43%	47%	29%	31%	44%	45%	25%	62%	47%	51%	27%	49%

Spring 2023 STAAR EOC, US History																
All Learning Standards																
	USH.8(C) [R]	USH.8(D) [R]	USH.8(F) [R]	USH.9(B) [R]	USH.9(G) [R]	USH.9(H) [S]	USH.10(C) [R]	USH.10(D) [S]	USH.10(E) [S]	USH.11(A) [R]	USH.11(B) [S]	USH.11(C) [S]	USH.12(A) [R]	USH.13(B) [R]	USH.14(A) [R]	USH.14(B) [S]
Pasadena Memorial High	36%	57%	69%	71%	64%	62%	42%	31%	60%	44%	71%	46%	81%	78%	71%	78%
CTHS	28%	60%	70%	68%	65%	49%	34%	25%	53%	49%	72%	51%	81%	75%	70%	83%
J. Frank Dobie High	21%	53%	65%	66%	53%	51%	32%	19%	51%	40%	64%	52%	78%	75%	66%	74%
All Students	27%	55%	65%	65%	55%	53%	34%	22%	52%	41%	67%	47%	77%	73%	65%	75%
Sam Rayburn High	28%	56%	69%	65%	52%	52%	36%	19%	53%	45%	68%	45%	80%	71%	64%	75%
Pasadena High	28%	54%	60%	65%	49%	53%	32%	22%	49%	31%	66%	45%	70%	66%	64%	73%
South Houston High	26%	56%	55%	58%	52%	53%	27%	16%	47%	38%	65%	40%	76%	71%	55%	69%
Tegeler Career Center	22%	43%	47%	37%	51%	33%	29%	12%	51%	24%	53%	33%	51%	59%	59%	59%

Spring 2023 STAAR EOC, US History

Number Tested = 3442

Avg Raw Score = 44

Avg Grade = 56%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	USH.20(A) [R]	87		
2	Correct/Incorrect	USH.23(A) [S]	78		
3	Correct/Incorrect	USH.16(C) [R]	86		
4	Correct/Incorrect	USH.11(C) [S]	47		
5	Correct/Incorrect	USH.2(A) [R]	74		
6	Correct/Incorrect	USH.22(A) [R]	61		
7	Partial (0-1-2)	USH.10(C) [R]	59		
8	Correct/Incorrect	USH.1(C) [S]	79		
9	Correct/Incorrect	USH.8(A) [R]	64		
10	Correct/Incorrect	USH.12(A) [R]	77		
11	Correct/Incorrect	USH.16(D) [S]	37		
12	Correct/Incorrect	USH.17(C) [S]	76		
13	Partial (0-1-2)	USH.7(B) [S]	93		
14	Correct/Incorrect	USH.18(A) [R]	37		
15	Correct/Incorrect	USH.17(E) [R]	74		
16	Correct/Incorrect	USH.24(A) [S]	56		
17	Correct/Incorrect	USH.19(B) [R]	40		
18	Partial (0-1-2)	USH.18(B) [R]	78		
19	Correct/Incorrect	USH.24(C) [S]	54		
20	Correct/Incorrect	USH.13(B) [R]	73		
21	Partial (0-1-2)	USH.4(A) [R]	58		
22	Correct/Incorrect	USH.14(B) [S]	75		
23	Correct/Incorrect	USH.16(B) [R]	51		
24	Correct/Incorrect	USH.9(G) [R]	55		
25	Correct/Incorrect	USH.24(B) [R]	41		
26	Partial (0-1-2)	USH.10(E) [S]	81		
27	Correct/Incorrect	USH.25(A) [R]	73		
28	Partial (0-1-2)	USH.17(D) [S]	79		
29	Correct/Incorrect	USH.11(A) [R]	41		
30	Correct/Incorrect	USH.26(A) [R]	57		
31	Partial (0-1-2)	USH.6(A) [R]	36		
32	Correct/Incorrect	USH.8(D) [R]	55		
33	Correct/Incorrect	USH.9(H) [S]	53		
34	Correct/Incorrect	USH.20(B) [S]	45		
35	Partial (0-1-2)	USH.1(A) [S]	92		
36	Correct/Incorrect	USH.7(D) [R]	72		
37	Partial (0-1-2)	USH.25(D) [S]	37		
38	Correct/Incorrect	USH.17(B) [R]	76		
39	Correct/Incorrect	USH.4(B) [S]	38		

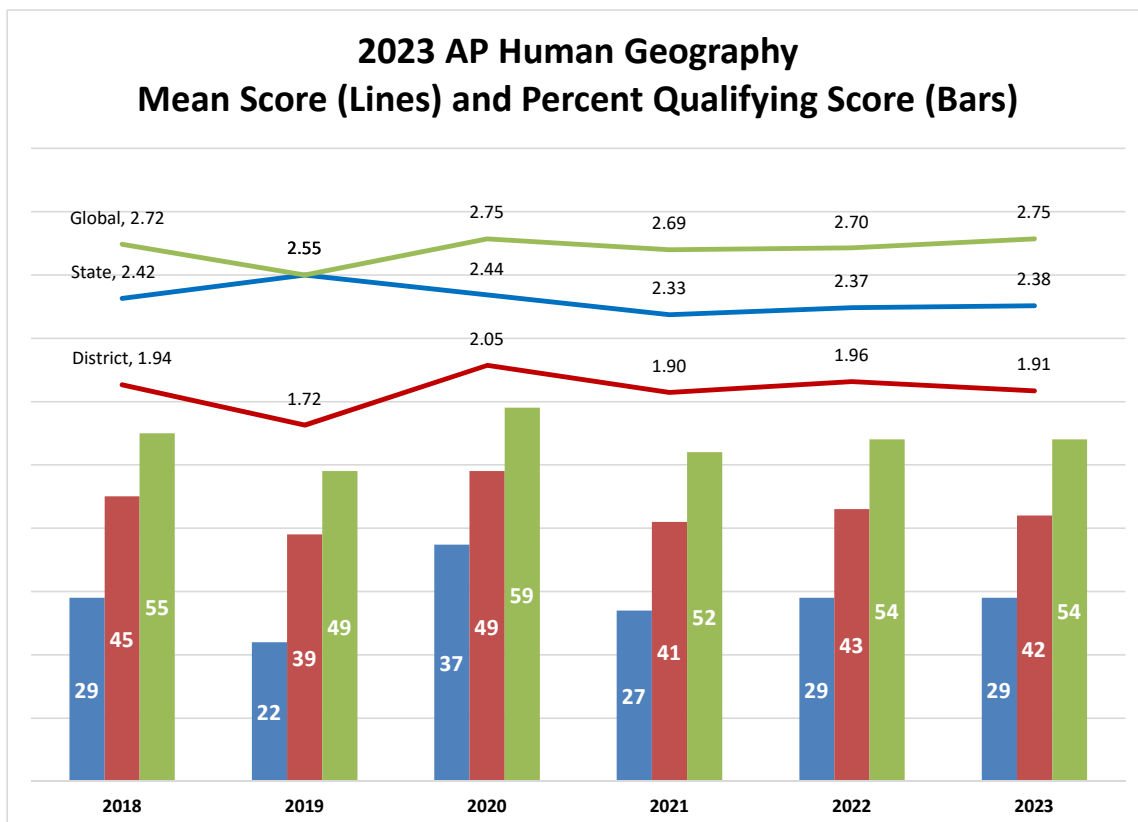
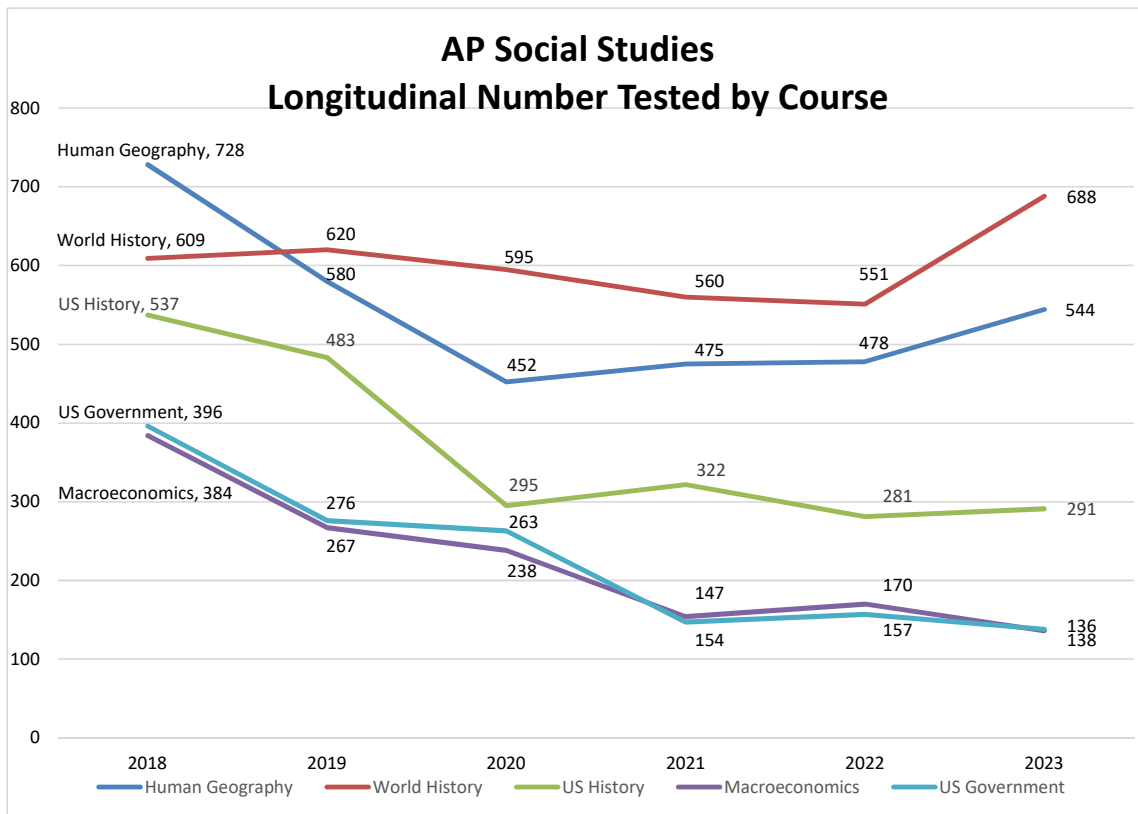
Spring 2023 STAAR EOC, US History

Number Tested = 3442

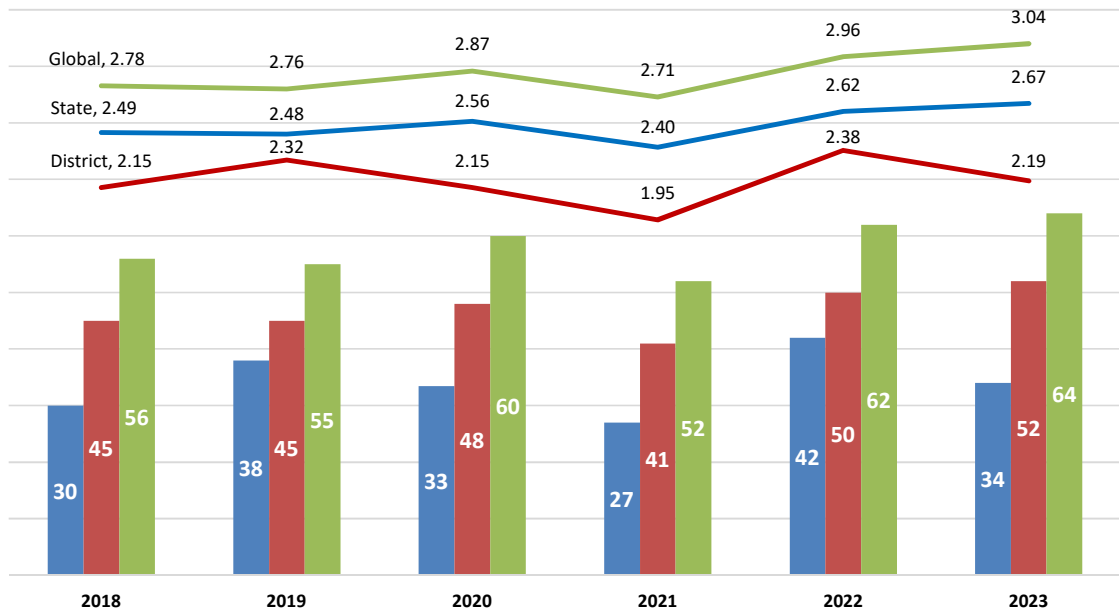
Avg Raw Score = 44

Avg Grade = 56%

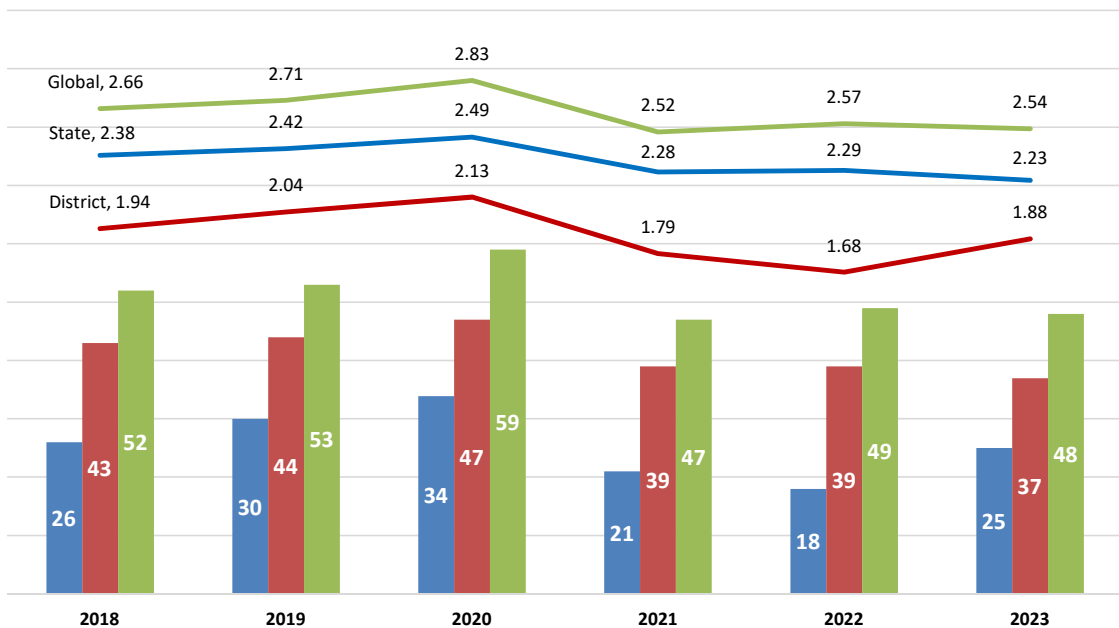
40	Correct/Incorrect	USH.7(G) [S]	58		
41	Correct/Incorrect	USH.18(C) [S]	57		
42	Correct/Incorrect	USH.8(C) [R]	27		
43	Partial (0-1-2)	USH.8(F) [R]	81		
44	Correct/Incorrect	USH.25(C) [R]	69		
45	Correct/Incorrect	USH.7(C) [R]	59		
46	Correct/Incorrect	USH.16(A) [S]	36		
47	Partial (0-1-2)	USH.25(B) [S]	88		
48	Correct/Incorrect	USH.9(B) [R]	66		
49	Correct/Incorrect	USH.27(A) [R]	44		
50	Correct/Incorrect	USH.5(A) [R]	69		
51	Correct/Incorrect	USH.26(B) [S]	71		
52	Correct/Incorrect	USH.10(D) [S]	22		
53	Correct/Incorrect	USH.3(B) [R]	67		
54	Partial (0-1-2)	USH.17(A) [R]	82		
55	Correct/Incorrect	USH.10(C) [R]	22		
56	Correct/Incorrect	USH.21(A) [S]	56		
57	Correct/Incorrect	USH.11(B) [S]	67		
58	Correct/Incorrect	USH.15(D) [R]	45		
59	Partial (0-1-2)	USH.4(C) [R]	71		
60	Correct/Incorrect	USH.3(A) [R]	42		
61	Partial (0-1-2)	USH.15(B) [R]	91		
62	Correct/Incorrect	USH.3(C) [R]	73		
63	Correct/Incorrect	USH.14(A) [R]	65		
64	Correct/Incorrect	USH.26(C) [S]	82		



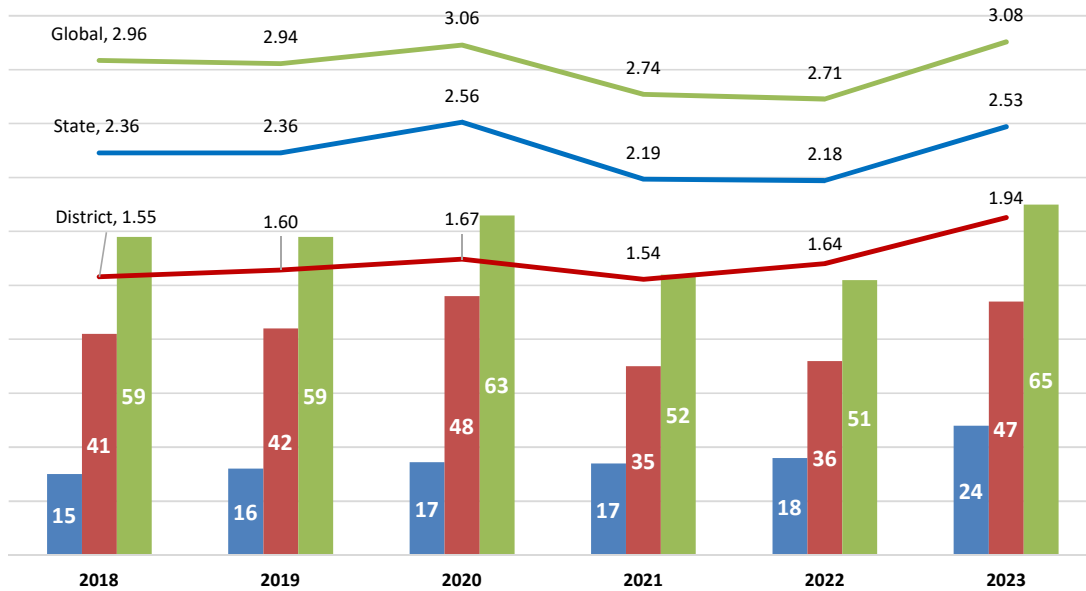
2023 AP World History Mean Score (Lines) and Percent Qualifying Score (Bars)



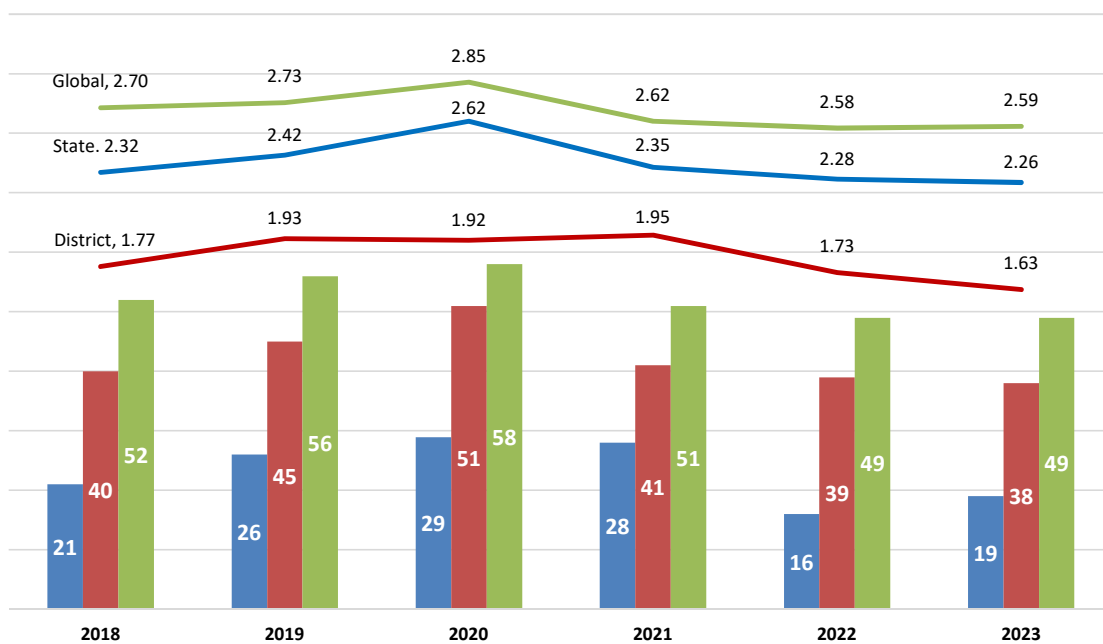
2023 AP US History Mean Score (Lines) and Percent Qualifying Score (Bars)



2023 AP Macroeconomics Mean Score (Lines) and Percent Qualifying Score (Bars)



2023 AP US Government Mean Score (Lines) and Percent Qualifying Score (Bars)



Standards Report: Grade 7 ELAR

For Pasadena ISD on 9/8/2023

Word Study			
2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
Vocabulary			
7.2(B)	Data in "Tools to Know: Reading Process"		
7.2(A)	NT	NT	NT
7.2(C)	55	NT	NT

applied to Core Reading			
2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
Ways to Show: Response Skills			
7.6(B)	NT	NT	NT
7.6(C)	55	71	79
7.6(D)	61	55	53
7.6(G)	NT	NT	NT
7.6(A)	NT	NT	NT
7.6(E)	NT	NT	NT
7.6(F)	NT	NT	NT
7.6(H)	NT	NT	NT
7.6(I)	NT	NT	NT

Writing			
2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
Tools to Know: Writing Process (Revision)			
7.10(B.i)	NT	NT	57
7.10(B.ii)	NT	NT	61
7.10(C)	NT	NT	49
7.10(A)	NT	NT	NT
Tools to Know: Writing Process (Editing)			
7.10(D.i)	NT	NT	57
7.10(D.ii)	NT	NT	NT
7.10(D.ix)	NT	NT	32
7.10(D.iii)	NT	NT	84
7.10(D.iv)	NT	NT	55
7.10(D.v)	NT	NT	NT
7.10(D.vi)	NT	NT	NT
7.10(D.vii)	NT	NT	81
7.10(D.viii)	NT	NT	58
7.10(E)	NT	NT	NT

Core Reading			
2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
Tools to Know: Reading Process			
7.2(B)	63	76	89
7.5(C)	NT	NT	NT
7.3(A)	NT	NT	NT
7.5(A)	NT	NT	NT
7.5(B)	NT	NT	NT
7.5(D)	NT	NT	NT
7.5(I)	NT	NT	NT
Tools to Know: Comprehension			
7.5(E)	63	61	51
7.5(F)	59	57	52
7.5(G)	NT	68	NT
7.5(H)	61	80	48
Ways to Show: Thinking about the Meaning			
7.7(B)	68	69	82
7.7(C)	NT	NT	NT
7.8(D.i)	53	NT	52
7.8(E.i)	NT	68	43
7.8(E.ii)	NT	65	41
7.9(A)	69	69	55
7.7(A)	62	53	59
7.7(D)	56	58	43
7.8(A)	NT	NT	NT
7.8(B)	NT	NT	NT
7.8(C)	58	48	74
7.8(D.ii)	NT	NT	NT
7.8(D.iii)	73	NT	65
7.8(E.iii)	NT	76	27
7.8(F)	NT	NT	NT
Author's Craft: Thinking about the Writing			
7.9(B)	NT	56	46
7.9(C)	71	80	NT
7.9(D)	54	70	89
7.9(E)	NT	NT	NT
7.9(F)	NT	54	54
7.9(G)	NT	71	65

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Reading, Grade 7	• May 2022 STAAR Reading, Grade 7	• May 2023 STAAR Reading, Grade 7

Source Data: Grade 7 ELAR

Word Study				Core Reading			
# of items assessed by Checkpoint				# of items assessed by Checkpoint			
2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR	2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
Vocabulary				Tools to Know: Reading Process			
7.2(B)	Data in "Tools to Know: Reading Process"			7.2(B)	2	4	1
7.2(A)	NT	NT	NT	7.5(C)	NT	NT	NT
7.2(C)	1	NT	NT	7.3(A)	NT	NT	NT
applied to Core Reading				7.5(A)	NT	NT	NT
				7.5(B)	NT	NT	NT
				7.5(D)	NT	NT	NT
				7.5(I)	NT	NT	NT
				Tools to Know: Comprehension			
				7.5(E)	5	4	4
				7.5(F)	15	3	2
				7.5(G)	NT	2	NT
				7.5(H)	2	1	1
				Ways to Show: Thinking about the Meaning			
				7.7(B)	2	1	1
				7.7(C)	NT	NT	NT
				7.8(D.i)	1	NT	1
				7.8(E.i)	NT	2	1
				7.8(E.ii)	NT	2	1
				7.9(A)	2	2	1
				7.7(A)	1	2	1
				7.7(D)	1	2	1
				7.8(A)	NT	NT	NT
				7.8(B)	NT	NT	NT
				7.8(C)	2	1	1
				7.8(D.ii)	NT	NT	NT
				7.8(D.iii)	1	NT	1
				7.8(E.iii)	NT	1	1
				7.8(F)	NT	NT	NT
				Author's Craft: Thinking about the Writing			
				7.9(B)	NT	2	1
				7.9(C)	1	2	NT
				7.9(D)	1	3	1
				7.9(E)	NT	NT	NT
				7.9(F)	NT	2	2
				7.9(G)	NT	2	1
Writing							
# of items assessed by Checkpoint							
2017 TEKS	2021 STAAR	2022 STAAR	2023 STAAR				
Ways to Show: Response Skills							
7.6(B)	NT	NT	NT				
7.6(C)	2	3	1				
7.6(D)	3	1	2				
7.6(G)	NT	NT	NT				
7.6(A)	NT	NT	NT				
7.6(E)	NT	NT	NT				
7.6(F)	NT	NT	NT				
7.6(H)	NT	NT	NT				
7.6(I)	NT	NT	NT				
Tools to Know: Writing Process (Revision)							
7.10(B.i)	NT	NT	4				
7.10(B.ii)	NT	NT	2				
7.10(C)	NT	NT	4				
7.10(A)	NT	NT	NT				
Tools to Know: Writing Process (Editing)							
7.10(D.i)	NT	NT	2				
7.10(D.ii)	NT	NT	NT				
7.10(D.ix)	NT	NT	1				
7.10(D.iii)	NT	NT	1				
7.10(D.iv)	NT	NT	1				
7.10(D.v)	NT	NT	NT				
7.10(D.vi)	NT	NT	NT				
7.10(D.vii)	NT	NT	1				
7.10(D.viii)	NT	NT	2				
7.10(E)	NT	NT	NT				

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	2021 STAAR	2022 STAAR	2023 STAAR
Word Study	Vocabulary	1	NT	NT
Shared Reading	Tools to Know: Reading Process	2	4	1
	Tools to Know: Comprehension	22	10	7
	Ways to Show: Thinking about the Meaning	10	13	10
	Author's Craft: Thinking about the Writing	2	11	5
	Ways to Show: Response Skills	5	4	3
Writing	Tools to Know: Writing Process (Revision)	NT	NT	10
	Tools to Know: Writing Process (Editing)	NT	NT	8

	May 2023 STAAR Reading, Grade 7													
	All Learning Standards													
	7.2(B) [R]	7.5(E) [R]	7.5(F) [R]	7.5(H) [R]	7.6(C) [R]	7.6(D) [R]	7.7(A) [S]	7.7(B) [R]	7.7(D) [S]	7.8(C) [S]	7.8(D.i) [R]	7.8(D.iii) [S]	7.8(E.iii) [S]	7.9(A) [R]
Bondy	90%	55%	56%	51%	85%	57%	62%	84%	43%	78%	56%	71%	32%	61%
Thompson	92%	54%	57%	53%	83%	56%	64%	84%	46%	77%	54%	71%	26%	61%
Beverly Hills	92%	53%	53%	52%	78%	55%	61%	85%	45%	78%	54%	68%	29%	59%
Miller	88%	49%	55%	47%	77%	51%	65%	80%	42%	75%	54%	64%	26%	54%
Tegeler	90%	46%	45%	44%	84%	43%	52%	84%	40%	76%	50%	60%	18%	50%
All Students	89%	51%	52%	48%	79%	53%	59%	82%	43%	74%	52%	65%	27%	55%
San Jacinto	88%	52%	53%	51%	78%	55%	58%	84%	43%	74%	51%	65%	25%	56%
Jackson	86%	49%	49%	41%	73%	51%	56%	80%	47%	72%	52%	58%	33%	52%
Queens	91%	53%	55%	48%	76%	52%	56%	79%	42%	68%	51%	64%	28%	52%
Southmore	84%	47%	46%	47%	78%	49%	58%	82%	43%	69%	46%	61%	24%	45%
South Houston	88%	46%	46%	44%	82%	50%	55%	81%	42%	72%	48%	59%	24%	53%
Park View	83%	47%	50%	46%	77%	50%	52%	79%	38%	67%	51%	62%	27%	46%

	May 2023 STAAR Reading, Grade 7												
	All Learning Standards												
	7.9(B) [S]	7.9(D) [S]	7.9(F) [S]	7.9(G) [S]	7.10(B.i) [R]	7.10(B.ii) [R]	7.10(C) [R]	7.10(D.i) [R]	7.10(D.iii) [S]	7.10(D.iv) [S]	7.10(D.vii) [S]	7.10(D.viii) [S]	7.10(D.ix) [R]
Bondy	45%	92%	57%	67%	63%	67%	56%	62%	88%	59%	87%	64%	29%
Thompson	48%	95%	58%	66%	59%	66%	53%	59%	87%	61%	86%	60%	29%
Beverly Hills	50%	91%	57%	67%	61%	63%	51%	60%	90%	61%	86%	63%	32%
Miller	49%	88%	54%	66%	56%	61%	49%	58%	83%	58%	81%	61%	29%
Tegeler	46%	92%	61%	68%	45%	60%	38%	54%	86%	58%	86%	59%	36%
All Students	46%	89%	54%	65%	57%	61%	49%	57%	84%	55%	81%	58%	32%
San Jacinto	44%	91%	55%	70%	55%	61%	50%	58%	84%	49%	83%	60%	29%
Jackson	46%	87%	54%	61%	57%	60%	49%	58%	77%	51%	81%	56%	30%
Queens	45%	89%	52%	62%	56%	62%	48%	57%	87%	60%	77%	50%	35%
Southmore	45%	83%	52%	67%	53%	57%	42%	52%	80%	45%	74%	51%	26%
South Houston	41%	83%	50%	60%	54%	57%	45%	52%	77%	52%	75%	56%	50%
Park View	44%	84%	51%	64%	52%	57%	46%	51%	80%	49%	80%	58%	38%

May 2023 STAAR Reading, Grade 7

Number Tested = 3439

Avg Raw Score = 30

Avg Grade = 54%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	7.7(B) [R]	82		
2	Correct/Incorrect	7.2(B) [R]	89		
3	Correct/Incorrect	7.7(D) [S]	43		
4	Correct/Incorrect	7.6(C) [R]	79		
5	Correct/Incorrect	7.7(A) [S]	59		
6	Correct/Incorrect	7.8(C) [S]	74		
7	Correct/Incorrect	7.9(D) [S]	89		
8	Correct/Incorrect	7.9(F) [S]	48		
9	Correct/Incorrect	7.5(F) [R]	61		
10	Correct/Incorrect	7.5(H) [R]	48		
11	Correct/Incorrect	7.6(D) [R]	45		
12	Correct/Incorrect	7.9(B) [S]	46		
13	Correct/Incorrect	7.8(E.iii) [S]	27		
14	Correct/Incorrect	7.5(E) [R]	43		
15	Correct/Incorrect	7.5(E) [R]	41		
16	Correct/Incorrect	7.5(E) [R]	44		
17	Correct/Incorrect	7.5(E) [R]	62		
18	Correct/Incorrect	7.5(E) [R]	48		
19	Correct/Incorrect	7.5(E) [R]	67		
20	Correct/Incorrect	7.8(D.i) [R]	52		
21	Correct/Incorrect	7.6(D) [R]	61		
22	Partial (0-1-2)	7.5(F) [R]	48		
23	Correct/Incorrect	7.9(G) [S]	65		
24	Partial (0-1-2)	7.9(F) [S]	58		
25	Correct/Incorrect	7.8(D.iii) [S]	65		
26	Correct/Incorrect	7.9(A) [R]	55		
27	ECR (0 to 10)	7.11(B) [R]	41		
28	Correct/Incorrect	7.10(B.ii) [R]	60		
29	Correct/Incorrect	7.10(C) [R]	47		
30	Correct/Incorrect	7.10(B.i) [R]	70		
31	SCR (0 to 1)	7.10(C) [R]	46		
32	Correct/Incorrect	7.10(B.i) [R]	57		
33	Correct/Incorrect	7.10(B.i) [R]	35		
34	Correct/Incorrect	7.10(B.ii) [R]	63		
35	Correct/Incorrect	7.10(B.i) [R]	67		
36	Correct/Incorrect	7.10(C) [R]	65		
37	Correct/Incorrect	7.10(C) [R]	40		
38	Correct/Incorrect	7.10(D.i) [R]	65		
39	Correct/Incorrect	7.10(D.iii) [S]	84		
40	Correct/Incorrect	7.10(D.viii) [S]	56		
41	Correct/Incorrect	7.10(D.vii) [S]	82		
42	Correct/Incorrect	7.10(D.viii) [S]	61		
43	Correct/Incorrect	7.10(D.i) [R]	49		
44	Correct/Incorrect	7.10(D.iv) [S]	55		
45	Correct/Incorrect	7.10(D.ix) [R]	32		

Standards Report: Grade 7 Math, Intermediate Only

For Pasadena ISD on 9/8/2023

Readiness Standards				Supporting Standards			
SE	2021 STAAR	2022 STAAR	2023 STAAR	SE	2021 STAAR	2022 STAAR	2023 STAAR
7.3(B)	40	47	40	7.2(A)	NT	NT	NT
7.4(A)	49	35	46	7.3(A)	43	16	NT
7.4(D)	35	40	33	7.4(B)	43	28	75
7.5(C)	33	13	69	7.4(C)	NT	NT	47
7.6(G)	34	48	33	7.4(E)	43	71	NT
7.6(H)	43	66	56	7.5(A)	32	NT	36
7.6(I)	25	22	27	7.5(B)	NT	47	31
7.7(A)	42	51	26	7.6(A)	51	NT	73
7.9(A)	38	48	44	7.6(C)	NT	20	NT
7.9(B)	32	40	40	7.6(D)	NT	NT	43
7.9(C)	36	34	27	7.6(E)	30	43	NT
7.11(A)	22	29	34	7.9(D)	43	46	27
7.12(A)	42	52	45	7.10(A)	48	37	51
				7.10(B)	NT	41	26
				7.10(C)	48	50	NT
				7.11(B)	44	57	45
				7.11(C)	7	40	15
				7.12(B)	NT	NT	NT
				7.12(C)	NT	NT	47
				7.13(A)	NT	15	NT
				7.13(B)	38	NT	66
				7.13(C)	26	NT	NT
				7.13(D)	NT	54	NT
				7.13(E)	NT	38	NT
				7.13(F)	42	NT	NT

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
May 2021 STAAR Mathematics, Grade 7, Intermediate Only	May 2022 STAAR Mathematics, Grade 7, Intermediate Only	May 2023 STAAR Mathematics, Grade 7, Intermediate Only

Source Data: Grade 7 Math

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/8/2023

Readiness Standards				Supporting Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	2021 STAAR	2022 STAAR	2023 STAAR		2021 STAAR	2022 STAAR	2023 STAAR
7.3(B)	2	1	2	7.2(A)	NT	NT	NT
7.4(A)	2	2	2	7.3(A)	1	1	NT
7.4(D)	2	2	2	7.4(B)	1	1	1
7.5(C)	2	2	1	7.4(C)	NT	NT	1
7.6(G)	2	2	2	7.4(E)	1	1	NT
7.6(H)	2	2	2	7.5(A)	1	NT	1
7.6(I)	2	2	2	7.5(B)	NT	1	1
7.7(A)	2	2	2	7.6(A)	1	NT	1
7.9(A)	2	2	2	7.6(C)	NT	1	NT
7.9(B)	2	2	2	7.6(D)	NT	NT	1
7.9(C)	2	2	2	7.6(E)	1	1	NT
7.11(A)	2	2	2	7.9(D)	1	1	1
7.12(A)	2	2	2	7.10(A)	1	1	1
				7.10(B)	NT	1	1
				7.10(C)	1	1	NT
				7.11(B)	1	1	1
				7.11(C)	1	1	1
				7.12(B)	NT	NT	NT
				7.12(C)	NT	NT	1
				7.13(A)	NT	1	NT
				7.13(B)	1	NT	1
				7.13(C)	1	NT	NT
				7.13(D)	NT	1	NT
				7.13(E)	NT	1	NT
				7.13(F)	1	NT	NT

TEKS Cluster Data	# of items assessed by checkpoint		
	2021 STAAR	2022 STAAR	2023 STAAR
Process Standards			
Tools to Know	NT	NT	NT
Ways to Show	NT	NT	NT
TEKS Cluster			
Rational Number Representations and Operations	3	2	2
>> Proportional Reasoning	8	8	8
>> Probability	6	6	6
>> Equations and Inequalities	5	6	5
>> Geometry and Measurement	11	11	11
Data Analysis	4	4	5
Personal Financial Literacy	3	3	1

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
May 2021 STAAR Mathematics, Grade 7	May 2022 STAAR Mathematics, Grade 7	May 2023 STAAR Mathematics, Grade 7

	May 2023 STAAR Mathematics, Grade 7, Intermediate Only												
	All Learning Standards												
	7.3(B) [R]	7.4(A) [R]	7.4(B) [S]	7.4(C) [S]	7.4(D) [R]	7.5(A) [S]	7.5(B) [S]	7.5(C) [R]	7.6(A) [S]	7.6(D) [S]	7.6(G) [R]	7.6(H) [R]	7.6(I) [R]
Thompson	45%	51%	77%	50%	38%	37%	34%	71%	82%	47%	36%	59%	33%
Beverly Hills	41%	52%	82%	57%	34%	34%	35%	74%	79%	40%	36%	62%	33%
Tegeler	31%	50%	79%	57%	21%	30%	32%	62%	77%	49%	35%	60%	40%
Bondy	44%	47%	82%	48%	37%	40%	38%	80%	78%	48%	35%	61%	30%
Intermediate Only	40%	46%	75%	47%	33%	36%	31%	69%	73%	43%	33%	56%	27%
South Houston	39%	43%	71%	45%	32%	38%	27%	66%	65%	48%	34%	53%	24%
Park View	40%	43%	73%	40%	37%	34%	41%	64%	76%	45%	34%	53%	24%
Jackson	34%	41%	75%	48%	32%	37%	20%	74%	68%	33%	28%	53%	25%
Southmore	38%	39%	67%	43%	29%	35%	21%	64%	66%	36%	29%	50%	21%
Miller	37%	46%	71%	45%	30%	36%	27%	64%	66%	41%	32%	56%	24%
Queens	38%	43%	73%	40%	29%	34%	25%	62%	70%	41%	30%	54%	26%

	May 2023 STAAR Mathematics, Grade 7, Intermediate Only												
	All Learning Standards												
	7.7(A) [R]	7.9(A) [R]	7.9(B) [R]	7.9(C) [R]	7.9(D) [S]	7.10(A) [S]	7.10(B) [S]	7.11(A) [R]	7.11(B) [S]	7.11(C) [S]	7.12(A) [R]	7.12(C) [S]	7.13(B) [S]
Thompson	29%	42%	43%	28%	25%	50%	30%	39%	46%	17%	49%	51%	67%
Beverly Hills	26%	48%	39%	31%	25%	56%	29%	36%	53%	14%	51%	51%	70%
Tegeler	32%	44%	41%	35%	26%	40%	28%	37%	49%	15%	65%	55%	72%
Bondy	28%	48%	44%	32%	33%	57%	26%	33%	47%	12%	43%	49%	73%
Intermediate Only	26%	44%	40%	27%	27%	51%	26%	34%	45%	15%	45%	47%	66%
South Houston	26%	44%	38%	24%	26%	55%	23%	39%	45%	15%	44%	49%	60%
Park View	27%	46%	36%	24%	22%	47%	25%	32%	37%	18%	42%	44%	66%
Jackson	22%	43%	60%	30%	37%	49%	24%	31%	45%	16%	44%	43%	67%
Southmore	22%	41%	33%	23%	21%	48%	28%	36%	46%	13%	37%	38%	64%
Miller	26%	39%	32%	26%	22%	43%	21%	31%	46%	12%	49%	44%	60%
Queens	28%	41%	35%	21%	27%	52%	23%	30%	41%	16%	37%	44%	62%

May 2023 STAAR Mathematics, Grade 7, Intermediate Only

Number Tested = 2539

Avg Raw Score = 19

Avg Grade = 42%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	7.4(D) [R]	34		
2	Partial (0-1-2)	7.6(A) [S]	73		
3	Correct/Incorrect	7.10(A) [S]	51		
4	Correct/Incorrect	7.5(C) [R]	69		
5	Partial (0-1-2)	7.13(B) [S]	66		
6	Correct/Incorrect	7.6(D) [S]	43		
7	Correct/Incorrect	7.7(A) [R]	42		
8	Correct/Incorrect	7.9(B) [R]	28		
9	Correct/Incorrect	7.4(A) [R]	22		
10	Correct/Incorrect	7.12(A) [R]	32		
11	Correct/Incorrect	7.5(B) [S]	31		
12	Correct/Incorrect	7.6(G) [R]	21		
13	Correct/Incorrect	7.9(C) [R]	24		
14	Correct/Incorrect	7.3(B) [R]	38		
15	Correct/Incorrect	7.6(H) [R]	63		
16	Correct/Incorrect	7.6(I) [R]	34		
17	Correct/Incorrect	7.9(A) [R]	32		
18	Correct/Incorrect	7.11(A) [R]	31		
19	Partial (0-1-2)	7.5(A) [S]	36		
20	Correct/Incorrect	7.12(C) [S]	47		
21	Correct/Incorrect	7.4(D) [R]	32		
22	Correct/Incorrect	7.11(C) [S]	15		
23	Partial (0-1-2)	7.4(A) [R]	58		
24	Correct/Incorrect	7.9(D) [S]	27		
25	Partial (0-1-2)	7.7(A) [R]	19		
26	Correct/Incorrect	7.9(C) [R]	31		
27	Correct/Incorrect	7.10(B) [S]	26		
28	Partial (0-1-2)	7.6(G) [R]	40		
29	Correct/Incorrect	7.11(B) [S]	45		
30	Correct/Incorrect	7.6(I) [R]	20		
31	Correct/Incorrect	7.3(B) [R]	42		
32	Partial (0-1-2)	7.12(A) [R]	51		
33	Correct/Incorrect	7.4(C) [S]	47		
34	Correct/Incorrect	7.9(A) [R]	56		
35	Partial (0-1-2)	7.6(H) [R]	53		
36	Correct/Incorrect	7.4(B) [S]	75		
37	Correct/Incorrect	7.9(B) [R]	51		
38	Correct/Incorrect	7.11(A) [R]	38		

Standards Report: Grade 8 ELAR

For Pasadena ISD on 9/8/2023

Word Study			
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Vocabulary			
8.2(B)	Data in "Tools to Know: Reading Process"		
8.2(A)	74	81	49
8.2(C)	NT	NT	60

applied to Core Reading			
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Ways to Show: Response Skills			
8.6(B)	NT	NT	NT
8.6(C)	75	74	29
8.6(D)	54	68	55
8.6(G)	NT	NT	NT
8.6(A)	NT	NT	NT
8.6(E)	NT	NT	NT
8.6(F)	NT	NT	NT
8.6(H)	NT	NT	NT
8.6(I)	NT	NT	NT
8.6(J)	NT	NT	NT

Writing			
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Tools to Know: Writing Process (Revision)			
8.10(B.i)	NT	NT	46
8.10(B.ii)	NT	NT	25
8.10(C)	NT	NT	45
8.10(A)	NT	NT	NT
Tools to Know: Writing Process (Editing)			
8.10(D.i)	NT	NT	48
8.10(D.ii)	NT	NT	NT
8.10(D.vii)	NT	NT	72
8.10(D.iii)	NT	NT	NT
8.10(D.iv)	NT	NT	NT
8.10(D.v)	NT	NT	62
8.10(D.vi)	NT	NT	58
8.10(E)	NT	NT	NT

Core Reading			
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Tools to Know: Reading Process			
8.2(B)	74	86	26
8.5(C)	NT	56	NT
8.3(A)	NT	NT	NT
8.5(A)	NT	NT	NT
8.5(B)	NT	NT	NT
8.5(D)	NT	NT	NT
8.5(I)	NT	NT	NT
Tools to Know: Comprehension			
8.5(E)	63	74	47
8.5(F)	66	71	61
8.5(G)	NT	70	73
8.5(H)	63	NT	45
Ways to Show: Thinking about the Meaning			
8.7(B)	82	70	NT
8.7(C)	62	82	55
8.8(D.i)	NT	51	NT
8.8(E.i)	NT	66	55
8.8(E.ii)	NT	56	51
8.9(A)	50	67	68
8.7(A)	NT	69	NT
8.7(D)	NT	NT	63
8.8(A)	NT	64	NT
8.8(B)	NT	NT	55
8.8(C)	NT	NT	NT
8.8(D.ii)	NT	NT	NT
8.8(D.iii)	51	75	55
8.8(E.iii)	NT	77	34
8.8(F)	NT	NT	NT
Author's Craft: Thinking about the Writing			
8.9(B)	NT	NT	70
8.9(C)	70	54	NT
8.9(D)	65	63	69
8.9(E)	60	63	NT
8.9(F)	NT	80	NT
8.9(G)	NT	69	41

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• April 2021 STAAR Reading, Grade 8	• May 2022 STAAR Reading, Grade 8	• May 2023 STAAR Reading, Grade 8

Source Data: Grade 8 ELAR

Word Study			
	# of items assessed by Checkpoint		
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Vocabulary			
8.2(B)	Data in "Tools to Know: Reading Process"		
8.2(A)	1	1	1
8.2(C)	NT	NT	1

applied to Core Reading			
	# of items assessed by Checkpoint		
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Ways to Show: Response Skills			
8.6(B)	NT	NT	NT
8.6(C)	1	3	2
8.6(D)	4	1	2
8.6(G)	NT	NT	NT
8.6(A)	NT	NT	NT
8.6(E)	NT	NT	NT
8.6(F)	NT	NT	NT
8.6(H)	NT	NT	NT
8.6(I)	NT	NT	NT
8.6(J)	NT	NT	NT

Writing			
	# of items assessed by Checkpoint		
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Tools to Know: Writing Process (Revision)			
8.10(B.i)	NT	NT	4
8.10(B.ii)	NT	NT	1
8.10(C)	NT	NT	4
8.10(A)	NT	NT	NT
Tools to Know: Writing Process (Editing)			
8.10(D.i)	NT	NT	3
8.10(D.ii)	NT	NT	NT
8.10(D.vii)	NT	NT	1
8.10(D.iii)	NT	NT	NT
8.10(D.iv)	NT	NT	NT
8.10(D.v)	NT	NT	2
8.10(D.vi)	NT	NT	2
8.10(E)	NT	NT	NT

Core Reading			
	# of items assessed by Checkpoint		
2017 TEKS	Checkpoint 2021	Checkpoint 2022	Checkpoint 2023
Tools to Know: Reading Process			
8.2(B)			
8.5(C)	NT	1	NT
8.3(A)	NT	NT	NT
8.5(A)	NT	NT	NT
8.5(B)	NT	NT	NT
8.5(D)	NT	NT	NT
8.5(I)	NT	NT	NT
Tools to Know: Comprehension			
8.5(E)	5	4	3
8.5(F)	11	3	2
8.5(G)	NT	4	1
8.5(H)	3	NT	1
Ways to Show: Thinking about the Meaning			
8.7(B)	1	3	NT
8.7(C)	4	1	1
8.8(D.i)	NT	2	NT
8.8(E.i)	NT	1	1
8.8(E.ii)	NT	1	1
8.9(A)	3	2	2
8.7(A)	NT	2	NT
8.7(D)	NT	NT	1
8.8(A)	NT	1	NT
8.8(B)	NT	NT	1
8.8(C)	NT	NT	NT
8.8(D.ii)	NT	NT	NT
8.8(D.iii)	2	1	1
8.8(E.iii)	NT	1	1
8.8(F)	NT	NT	NT
Author's Craft: Thinking about the Writing			
8.9(B)	NT	NT	1
8.9(C)	3	2	NT
8.9(D)	3	1	1
8.9(E)	1	3	NT
8.9(F)	NT	1	NT
8.9(G)	NT	2	1

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	STAAR 2021	STAAR 2022	STAAR 2023
Word Study	Vocabulary	1	1	2
Shared Reading	Tools to Know: Reading Process	NT	1	NT
	Tools to Know: Comprehension	19	11	7
	Ways to Show: Thinking about the Meaning	10	15	9
	Author's Craft: Thinking about the Writing	7	9	3
	Ways to Show: Response Skills	5	4	4
Writing	Tools to Know: Writing Process (Revision)	NT	NT	9
	Tools to Know: Writing Process (Editing)	NT	NT	8

	May 2023 STAAR Reading, Grade 8													
	All Learning Standards													
	8.2(A) [S]	8.2(B) [R]	8.2(C) [S]	8.5(E) [R]	8.5(F) [R]	8.5(G) [R]	8.5(H) [R]	8.6(C) [R]	8.6(D) [R]	8.7(C) [R]	8.7(D) [S]	8.8(B) [S]	8.8(D.iii) [S]	8.8(E.i) [R]
Bondy	54%	27%	62%	51%	65%	79%	46%	36%	58%	63%	61%	62%	64%	63%
San Jacinto	54%	21%	56%	48%	61%	76%	45%	33%	57%	59%	70%	54%	57%	57%
Miller	49%	32%	63%	49%	59%	75%	47%	28%	56%	57%	68%	58%	60%	54%
Thompson	53%	26%	69%	51%	66%	78%	47%	29%	62%	61%	70%	61%	57%	60%
Beverly Hills	53%	30%	66%	49%	66%	76%	48%	32%	57%	56%	66%	57%	52%	57%
Southmore	42%	26%	58%	45%	60%	70%	41%	29%	50%	52%	73%	51%	56%	51%
All Students	49%	26%	60%	47%	61%	73%	45%	29%	55%	55%	63%	55%	55%	55%
Park View	47%	23%	60%	46%	58%	70%	45%	26%	52%	47%	59%	50%	48%	47%
Jackson	44%	24%	57%	43%	56%	68%	43%	22%	52%	46%	58%	52%	56%	51%
South Houston	43%	24%	56%	44%	56%	66%	43%	28%	47%	50%	57%	49%	45%	51%
Queens	47%	25%	53%	45%	60%	69%	46%	26%	51%	57%	49%	56%	48%	52%
Tegeler	36%	22%	57%	41%	53%	63%	47%	23%	46%	48%	48%	48%	47%	41%

	May 2023 STAAR Reading, Grade 8													
	All Learning Standards													
	8.8(E.ii) [R]	8.8(E.iii) [S]	8.9(A) [R]	8.9(B) [S]	8.9(D) [S]	8.9(G) [S]	8.10(B.i) [R]	8.10(B.ii) [R]	8.10(C) [R]	8.10(D) [S]	8.10(D.i) [R]	8.10(D.v) [S]	8.10(D.vi) [S]	8.10(D.vii) [R]
Bondy	57%	36%	72%	77%	79%	46%	52%	28%	48%	36%	53%	62%	62%	76%
San Jacinto	53%	28%	71%	74%	70%	41%	47%	26%	45%	34%	49%	61%	61%	75%
Miller	54%	40%	69%	71%	71%	44%	48%	28%	47%	37%	52%	72%	60%	74%
Thompson	55%	34%	71%	71%	75%	45%	50%	24%	48%	32%	50%	68%	60%	75%
Beverly Hills	50%	37%	71%	74%	72%	45%	50%	25%	51%	38%	51%	65%	63%	76%
Southmore	48%	31%	66%	69%	65%	39%	45%	25%	45%	32%	44%	63%	54%	70%
All Students	51%	34%	68%	70%	69%	41%	46%	25%	45%	33%	48%	62%	58%	72%
Park View	51%	37%	63%	68%	60%	34%	46%	22%	41%	34%	42%	53%	56%	67%
Jackson	47%	29%	59%	61%	63%	36%	42%	22%	42%	30%	46%	58%	55%	62%
South Houston	53%	31%	63%	64%	63%	33%	40%	23%	41%	28%	44%	56%	52%	68%
Queens	46%	33%	67%	72%	66%	41%	42%	24%	43%	32%	47%	61%	56%	74%
Tegeler	47%	29%	64%	57%	69%	29%	39%	16%	35%	28%	43%	51%	45%	60%

May 2023 STAAR Reading, Grade 8

Number Tested = 3811

Avg Raw Score = 28

Avg Grade = 50%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	8.2(A) [S]	49		
2	Correct/Incorrect	8.8(E.i) [R]	55		
3	Correct/Incorrect	8.5(F) [R]	73		
4	Correct/Incorrect	8.8(E.ii) [R]	51		
5	Correct/Incorrect	8.9(A) [R]	81		
6	Correct/Incorrect	8.8(E.iii) [S]	34		
7	Correct/Incorrect	8.6(D) [R]	40		
8	Correct/Incorrect	8.6(C) [R]	29		
9	Correct/Incorrect	8.2(C) [S]	60		
10	Correct/Incorrect	8.7(C) [R]	55		
11	Correct/Incorrect	8.6(D) [R]	69		
12	SCR (0 to 2)	8.7(D) [S]	63		
13	Correct/Incorrect	8.9(A) [R]	54		
14	Correct/Incorrect	8.8(B) [S]	55		
15	Correct/Incorrect	8.9(D) [S]	69		
16	Correct/Incorrect	8.5(E) [R]	47		
17	Correct/Incorrect	8.5(E) [R]	56		
18	Correct/Incorrect	8.5(E) [R]	39		
19	Correct/Incorrect	8.9(B) [S]	70		
20	Partial (0-1-2)	8.5(G) [R]	73		
21	Correct/Incorrect	8.5(F) [R]	50		
22	Correct/Incorrect	8.5(H) [R]	45		
23	Correct/Incorrect	8.6(C) [R]	30		
24	Correct/Incorrect	8.2(B) [R]	26		
25	Correct/Incorrect	8.9(G) [S]	41		
26	Correct/Incorrect	8.8(D.iii) [S]	55		
27	ECR (0 to 10)	8.11(B) [R]	39		
28	Correct/Incorrect	8.10(B.i) [R]	46		
29	SCR (0 to 1)	8.10(C) [R]	39		
30	Correct/Incorrect	8.10(C) [R]	46		
31	Correct/Incorrect	8.10(B.ii) [R]	25		
32	Correct/Incorrect	8.10(B.i) [R]	35		
33	Correct/Incorrect	8.10(B.i) [R]	51		
34	Correct/Incorrect	8.10(B.i) [R]	54		
35	Correct/Incorrect	8.10(C) [R]	55		
36	Correct/Incorrect	8.10(C) [R]	41		
37	Correct/Incorrect	8.10(D.i) [R]	69		
38	Correct/Incorrect	8.10(D.v) [S]	61		
39	Correct/Incorrect	8.10(D.vi) [S]	38		
40	Correct/Incorrect	8.10(D) [S]	33		
41	Correct/Incorrect	8.10(D.vi) [S]	78		
42	Correct/Incorrect	8.10(D.vii) [R]	72		
43	Correct/Incorrect	8.10(D.v) [S]	65		
44	Correct/Incorrect	8.10(D.i) [R]	48		
45	Correct/Incorrect	8.10(D.i) [R]	28		

Standards Report: Grade 8 Math

For Pasadena ISD on 9/8/2023

Readiness Standards				Supporting Standards			
SE	2021 STAAR	2022 STAAR	2023 STAAR	SE	2021 STAAR	2022 STAAR	2023 STAAR
8.2(D)	54	78	65	8.2(A)	NT	47	82
8.3(C)	46	56	61	8.2(B)	58	NT	36
8.4(B)	67	69	50	8.2(C)	51	10	NT
8.4(C)	52	52	30	8.3(A)	39	NT	41
8.5(D)	69	76	54	8.3(B)	NT	22	38
8.5(G)	59	53	62	8.4(A)	34	NT	43
8.5(I)	33	52	45	8.5(A)	61	NT	60
8.7(A)	55	66	40	8.5(B)	71	68	46
8.7(B)	42	47	38	8.5(C)	NT	NT	NT
8.7(C)	39	68	57	8.5(E)	NT	57	NT
8.8(C)	43	38	27	8.5(F)	53	NT	43
8.10(C)	69	74	61	8.5(H)	57	53	NT
8.12(D)	44	38	43	8.6(A)	59	63	37
				8.6(C)	NT	NT	68
				8.7(D)	46	56	NT
				8.8(A)	61	73	NT
				8.8(B)	NT	63	NT
				8.8(D)	58	NT	63
				8.9(A)	NT	67	50
				8.10(A)	46	66	61
				8.10(B)	57	68	NT
				8.10(D)	NT	NT	12
				8.11(A)	66	86	NT
				8.11(B)	NT	34	NT
				8.12(A)	51	NT	NT
				8.12(C)	63	NT	NT
				8.12(G)	NT	65	47

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
April 2021 STAAR Mathematics, Grade 8	May 2022 STAAR Mathematics, Grade 8	May 2023 STAAR Mathematics, Grade 8

Source Data: Grade 8 Math

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/8/2023

Readiness Standards				Supporting Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	2021 STAAR	2022 STAAR	2023 STAAR		2021 STAAR	2022 STAAR	2023 STAAR
8.2(D)	2	2	2	8.2(A)	NT	1	1
8.3(C)	2	2	2	8.2(B)	1	NT	1
8.4(B)	2	2	2	8.2(C)	1	1	NT
8.4(C)	2	2	2	8.3(A)	1	NT	1
8.5(D)	2	2	2	8.3(B)	NT	1	1
8.5(G)	2	2	2	8.4(A)	1	NT	1
8.5(I)	2	2	2	8.5(A)	1	NT	1
8.7(A)	2	2	2	8.5(B)	1	1	1
8.7(B)	2	2	2	8.5(C)	NT	NT	NT
8.7(C)	1	2	1	8.5(E)	NT	1	NT
8.8(C)	2	2	2	8.5(F)	1	NT	1
8.10(C)	2	2	2	8.5(H)	1	1	NT
8.12(D)	2	2	2	8.6(A)	1	1	1
				8.6(C)	NT	NT	1
				8.7(D)	1	1	NT
				8.8(A)	1	1	NT
				8.8(B)	NT	1	NT
				8.8(D)	1	NT	1
				8.9(A)	NT	1	1
				8.10(A)	1	1	1
				8.10(B)	1	1	NT
				8.10(D)	NT	NT	1
				8.11(A)	1	1	NT
				8.11(B)	NT	1	NT
				8.12(A)	1	NT	NT
				8.12(C)	1	NT	NT
				8.12(G)	NT	1	1

TEKS Cluster Data	# of items assessed by checkpoint		
	2021 STAAR	2022 STAAR	2023 STAAR
Real Number Relationships	4	4	4
>> Proportional and Non-Proportional Reasoning	13	12	13
Equations and Inequalities	3	4	2
>> Geometry and Measurement – Two-Dimensional	8	7	9
Geometry and Measurement – Pythagorean Theorem	2	3	2
>> Geometry and Measurement – Three-Dimensional	5	5	5
Data Analysis	3	4	2
Personal Financial Literacy	4	3	3

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
April 2021 STAAR Mathematics, Grade 8	May 2022 STAAR Mathematics, Grade 8	May 2023 STAAR Mathematics, Grade 8

	May 2023 STAAR Mathematics, Grade 8													
	All Learning Standards													
	8.2(A) [S]	8.2(B) [S]	8.2(D) [R]	8.3(A) [S]	8.3(B) [S]	8.3(C) [R]	8.4(A) [S]	8.4(B) [R]	8.4(C) [R]	8.5(A) [S]	8.5(B) [S]	8.5(D) [R]	8.5(F) [S]	8.5(G) [R]
Miller	86%	46%	76%	47%	37%	69%	37%	55%	42%	66%	45%	56%	65%	74%
Beverly Hills	89%	54%	73%	48%	43%	69%	53%	54%	32%	64%	45%	56%	52%	65%
Bondy	85%	36%	69%	54%	44%	69%	46%	52%	34%	67%	49%	58%	43%	67%
Park View	82%	31%	62%	38%	29%	60%	42%	52%	34%	54%	43%	51%	39%	63%
Jackson	79%	35%	57%	44%	39%	64%	42%	51%	30%	56%	41%	57%	40%	60%
Thompson	85%	31%	70%	40%	40%	60%	41%	51%	33%	60%	51%	58%	40%	71%
All Students	82%	36%	65%	41%	38%	61%	43%	50%	30%	60%	46%	54%	43%	62%
Queens	80%	29%	62%	36%	34%	57%	43%	50%	27%	57%	45%	52%	41%	60%
Southmore	78%	38%	60%	42%	38%	56%	41%	47%	29%	62%	49%	52%	42%	54%
Tegeler	76%	25%	60%	32%	29%	54%	29%	46%	20%	53%	39%	55%	37%	73%
San Jacinto	84%	27%	60%	28%	35%	59%	45%	46%	19%	53%	46%	53%	31%	52%
South Houston	73%	28%	56%	32%	38%	51%	40%	48%	21%	58%	46%	49%	29%	48%

	May 2023 STAAR Mathematics, Grade 8													
	All Learning Standards													
	8.5(I) [R]	8.6(A) [S]	8.6(C) [S]	8.7(A) [R]	8.7(B) [R]	8.7(C) [R]	8.8(C) [R]	8.8(D) [S]	8.9(A) [S]	8.10(A) [S]	8.10(C) [R]	8.10(D) [S]	8.12(D) [R]	8.12(G) [S]
Miller	57%	50%	83%	48%	44%	70%	38%	65%	60%	66%	64%	11%	49%	53%
Beverly Hills	49%	40%	72%	41%	47%	64%	41%	73%	67%	71%	70%	10%	55%	54%
Bondy	49%	43%	70%	46%	41%	64%	31%	70%	53%	73%	67%	8%	51%	57%
Park View	51%	33%	75%	37%	39%	59%	29%	63%	48%	60%	59%	13%	43%	40%
Jackson	46%	33%	67%	41%	40%	56%	26%	56%	54%	59%	60%	15%	45%	43%
Thompson	48%	35%	63%	40%	35%	55%	27%	69%	48%	62%	63%	12%	41%	50%
All Students	45%	37%	68%	40%	38%	57%	27%	63%	50%	61%	61%	12%	43%	47%
Queens	42%	37%	62%	38%	37%	52%	28%	59%	44%	58%	59%	14%	38%	49%
Southmore	40%	39%	57%	36%	36%	53%	23%	56%	45%	59%	59%	14%	38%	46%
Tegeler	45%	34%	66%	41%	28%	49%	22%	54%	63%	47%	57%	10%	48%	45%
San Jacinto	35%	25%	65%	32%	31%	46%	13%	57%	35%	54%	60%	10%	30%	36%
South Houston	30%	36%	59%	38%	34%	47%	19%	58%	42%	53%	51%	12%	34%	43%

May 2023 STAAR Mathematics, Grade 8

Number Tested = 3937

Avg Raw Score = 24

Avg Grade = 49%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	8.2(A) [S]	82		
2	Correct/Incorrect	8.10(A) [S]	62		
3	Partial (0-1-2)	8.5(G) [R]	65		
4	Correct/Incorrect	8.6(C) [S]	68		
5	Correct/Incorrect	8.4(A) [S]	43		
6	Correct/Incorrect	8.7(B) [R]	43		
7	Correct/Incorrect	8.5(F) [S]	43		
8	Partial (0-1-2)	8.10(C) [R]	68		
9	Correct/Incorrect	8.2(B) [S]	36		
10	Correct/Incorrect	8.8(C) [R]	34		
11	Correct/Incorrect	8.3(B) [S]	38		
12	Correct/Incorrect	8.5(D) [R]	65		
13	Correct/Incorrect	8.9(A) [S]	50		
14	Correct/Incorrect	8.7(A) [R]	23		
15	Partial (0-1-2)	8.12(G) [S]	48		
16	Correct/Incorrect	8.4(B) [R]	36		
17	Correct/Incorrect	8.12(D) [R]	55		
18	Partial (0-1-2)	8.2(D) [R]	72		
19	Correct/Incorrect	8.3(C) [R]	44		
20	Correct/Incorrect	8.5(I) [R]	38		
21	Correct/Incorrect	8.10(C) [R]	48		
22	Partial (0-1-2)	8.5(B) [S]	46		
23	Correct/Incorrect	8.7(C) [R]	57		
24	Correct/Incorrect	8.4(C) [R]	27		
25	Correct/Incorrect	8.7(B) [R]	34		
26	Correct/Incorrect	8.4(B) [R]	65		
27	Correct/Incorrect	8.7(A) [R]	56		
28	Correct/Incorrect	8.5(D) [R]	44		
29	Partial (0-1-2)	8.5(I) [R]	48		
30	Correct/Incorrect	8.2(D) [R]	50		
31	Correct/Incorrect	8.6(A) [S]	37		
32	Correct/Incorrect	8.4(C) [R]	33		
33	Partial (0-1-2)	8.3(C) [R]	70		
34	Correct/Incorrect	8.5(G) [R]	55		
35	Correct/Incorrect	8.10(D) [S]	12		
36	Correct/Incorrect	8.8(C) [R]	20		
37	Partial (0-1-2)	8.12(D) [R]	37		
38	Correct/Incorrect	8.3(A) [S]	41		
39	Correct/Incorrect	8.5(A) [S]	60		
40	Correct/Incorrect	8.8(D) [S]	63		

Standards Report: Grade 8 Science

For Pasadena ISD on 9/8/2023

Readiness Standards				
2018 TEKS	2010 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
8.5(A)		33	56	52
8.5(B)		60	71	40
8.5(C)		62	71	63
8.5(D)		80	57	56
8.5(E)		53	60	49
8.6(A)		69	61	43
8.6(C)		38	53	41
8.7(A)		70	71	58
8.7(B)		62	61	55
8.8(A)		53	72	60
8.9(B)		60	79	53
8.9(C)		55	55	26
8.11(A)	8.11(B)	61	62	55
8.11(B)	8.11(C)	48	57	43

Process Standards				
2018 TEKS	2010 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
8.1(A)		NT	NT	NT
8.1(B)		NT	NT	NT
8.2(A)		NT	NT	NT
8.2(B)		NT	NT	NT
8.2(C)		56	66	NT
8.2(D)		NT	66	NT
8.2(E)		54	63	NT
8.3(A)		54	53	NT
8.3(B)		64	64	NT
8.3(C)		NT	NT	NT
8.3(D)		NT	NT	NT
8.4(A)		43	NT	NT
8.4(B)		NT	NT	NT

Supporting Standards				
2018 TEKS	2010 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
8.6(B)		33	54	22
8.7(C)		55	NT	NT
8.8(B)		NT	58	37
8.8(C)		64	NT	NT
8.9(A)		NT	NT	NT
8.10(A)		NT	NT	NT
8.10(B)		NT	57	NT
8.10(C)		20	NT	65
8.11(C)	8.11(D)	NT	76	NT
7.5(B)	7.5(C)	77	72	NT
7.6(A)	7.6(B)	40	NT	NT
7.8(C)		NT	58	NT
7.10(B)		66	NT	31
7.10(C)		NT	NT	44
7.11(A)		60	86	NT
7.11(C)		NT	NT	NT
7.12(B)		49	61	53
7.12(D)		51	42	23
7.12(F)		55	NT	NT
7.14(B)		NT	85	65
7.14(C)		NT	NT	49
6.6(A)		65	84	54
6.6(B)		59	NT	25
6.8(A)		60	65	55
6.8(C)		40	65	60
6.8(D)		NT	62	18
6.9(C)		40	61	20
6.11(B)		57	NT	NT
6.12(D)		NT	20	NT

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Science, Grade 8	• May 2022 STAAR Science, Grade 8	• May 2023 STAAR Science, Grade 8

Source Data: Grade 8 Science

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/8/2023

Readiness Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		2021 STAAR	2022 STAAR	2023 STAAR
8.5(A)		1	2	2
8.5(B)		1	2	2
8.5(C)		2	2	1
8.5(D)		1	1	1
8.5(E)		2	2	2
8.6(A)		3	2	2
8.6(C)		2	2	2
8.7(A)		2	1	2
8.7(B)		1	2	2
8.8(A)		1	2	1
8.9(B)		1	1	2
8.9(C)		2	2	1
8.11(A)	8.11(B)	3	3	2
8.11(B)	8.11(C)	3	2	1

Process Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		2021 STAAR	2022 STAAR	2023 STAAR
8.1(A)		NT	NT	NT
8.1(B)		NT	NT	NT
8.2(A)		NT	NT	NT
8.2(B)		NT	NT	NT
8.2(C)		2	2	NT
8.2(D)		NT	4	NT
8.2(E)		12	9	NT
8.3(A)		9	2	NT
8.3(B)		6	9	NT
8.3(C)		NT	NT	NT
8.3(D)		NT	NT	NT
8.4(A)		2	NT	NT
8.4(B)		NT	NT	NT

Supporting Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		2021 STAAR	2022 STAAR	2023 STAAR
8.6(B)		1	1	1
8.7(C)		1	NT	NT
8.8(B)		NT	1	1
8.8(C)		1	NT	NT
8.9(A)		NT	NT	NT
8.10(A)		NT	NT	NT
8.10(B)		NT	1	NT
8.10(C)		1	NT	1
8.11(C)	8.11(D)	NT	1	NT
7.5(B)	7.5(C)	1	1	NT
7.6(A)	7.6(B)	1	NT	NT
7.8(C)		NT	1	NT
7.10(B)		1	NT	1
7.10(C)		NT	NT	1
7.11(A)		1	1	NT
7.11(C)		NT	NT	NT
7.12(B)		1	1	1
7.12(D)		1	1	1
7.12(F)		1	NT	NT
7.14(B)		NT	1	1
7.14(C)		NT	NT	1
6.6(A)		1	1	1
6.6(B)		1	NT	1
6.8(A)		1	1	1
6.8(C)		1	1	1
6.8(D)		NT	1	1
6.9(C)		1	1	1
6.11(B)		1	NT	NT
6.12(D)		NT	1	NT

TEKS Cluster Data		# of items assessed by checkpoint		
		2021 STAAR	2022 STAAR	2023 STAAR
Process Standards				
Tools to Know		2	NT	NT
Ways to Show		29	26	NT
TEKS Cluster				
>> Properties of Atoms		5	7	6
Chemical Formulas, Equations, and Reactions		5	3	4
>> Force, Motion, and Energy		9	9	9
Sun, Earth, and Moon		4	3	4
Characteristics of the Universe		3	3	2
Impact of Natural Events		3	4	3
Climatic Interactions		1	1	1
>> Interdependence of Living Systems		12	12	9

	May 2023 STAAR Science, Grade 8														
	All Learning Standards														
	6.6(A) [S]	6.6(B) [S]	6.8(A) [S]	6.8(C) [S]	6.8(D) [S]	6.9(C) [S]	7.10(B) [S]	7.10(C) [S]	7.12(B) [S]	7.12(D) [S]	7.14(B) [S]	7.14(C) [S]	8.5(A) [R]	8.5(B) [R]	8.5(C) [R]
Queens	62%	23%	58%	57%	20%	20%	31%	40%	57%	21%	64%	51%	62%	55%	80%
Bondy	57%	31%	60%	66%	19%	26%	32%	54%	58%	25%	72%	55%	53%	41%	60%
Miller	55%	25%	60%	60%	19%	20%	28%	46%	47%	28%	67%	48%	52%	41%	56%
Thompson	55%	23%	52%	62%	16%	23%	36%	47%	61%	26%	67%	54%	51%	39%	62%
San Jacinto	54%	25%	57%	61%	19%	22%	33%	42%	53%	20%	67%	51%	55%	40%	67%
All Students	54%	25%	55%	60%	19%	20%	31%	44%	53%	23%	65%	49%	52%	40%	63%
Park View	51%	21%	49%	63%	16%	14%	30%	42%	50%	19%	61%	46%	55%	45%	72%
Beverly Hills	59%	28%	51%	59%	16%	18%	34%	41%	57%	29%	62%	49%	56%	32%	68%
Jackson	46%	28%	58%	59%	20%	15%	27%	44%	40%	17%	65%	44%	51%	48%	57%
Southmore	51%	28%	50%	60%	20%	19%	28%	37%	49%	21%	61%	49%	39%	36%	57%
South Houston	48%	17%	58%	57%	21%	15%	23%	39%	55%	26%	61%	44%	53%	31%	62%
Tegeler	46%	19%	42%	46%	10%	15%	26%	49%	39%	10%	64%	41%	36%	27%	51%

	May 2023 STAAR Science, Grade 8													
	All Learning Standards													
	8.5(D) [R]	8.5(E) [R]	8.6(A) [R]	8.6(B) [S]	8.6(C) [R]	8.7(A) [R]	8.7(B) [R]	8.8(A) [R]	8.8(B) [S]	8.9(B) [R]	8.9(C) [R]	8.10(C) [S]	8.11(A) [R]	8.11(B) [R]
Queens	63%	47%	44%	25%	43%	52%	59%	56%	27%	53%	26%	68%	52%	38%
Bondy	56%	55%	43%	23%	47%	63%	53%	68%	39%	56%	25%	78%	61%	40%
Miller	63%	50%	49%	21%	41%	58%	50%	66%	48%	55%	34%	59%	59%	58%
Thompson	64%	47%	50%	22%	45%	61%	66%	63%	41%	46%	25%	66%	59%	41%
San Jacinto	50%	50%	39%	21%	42%	64%	57%	58%	37%	51%	23%	66%	54%	42%
All Students	56%	49%	43%	22%	41%	58%	55%	60%	37%	53%	26%	65%	55%	43%
Park View	56%	50%	45%	15%	37%	63%	51%	60%	34%	63%	23%	58%	55%	51%
Beverly Hills	64%	51%	42%	24%	41%	55%	50%	68%	35%	59%	21%	73%	58%	38%
Jackson	52%	49%	45%	21%	42%	59%	52%	59%	37%	50%	30%	64%	47%	40%
Southmore	51%	47%	39%	20%	38%	52%	58%	49%	35%	50%	25%	64%	54%	43%
South Houston	46%	46%	35%	22%	36%	56%	57%	52%	35%	52%	27%	57%	47%	36%
Tegeler	38%	44%	36%	17%	29%	42%	37%	36%	39%	39%	32%	42%	52%	46%

May 2023 STAAR Science, Grade 8

Number Tested = 3806

Avg Raw Score = 21

Avg Grade = 46%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	8.9(B) [R]	62		
2	Correct/Incorrect	8.6(C) [R]	66		
3	SCR (0 to 2)	8.5(D) [R]	56		
4	Correct/Incorrect	8.7(A) [R]	54		
5	Correct/Incorrect	8.11(A) [R]	50		
6	Correct/Incorrect	8.10(C) [S]	65		
7	Correct/Incorrect	8.9(C) [R]	26		
8	Correct/Incorrect	8.7(B) [R]	42		
9	Correct/Incorrect	8.5(A) [R]	37		
10	Correct/Incorrect	7.10(C) [S]	44		
11	Correct/Incorrect	6.8(D) [S]	19		
12	Correct/Incorrect	7.14(C) [S]	49		
13	Partial (0-1-2)	8.8(A) [R]	60		
14	Correct/Incorrect	6.9(C) [S]	20		
15	Partial (0-1-2)	8.5(B) [R]	34		
16	Partial (0-1-2)	8.5(C) [R]	63		
17	Correct/Incorrect	8.9(B) [R]	44		
18	Correct/Incorrect	8.11(B) [R]	43		
19	Correct/Incorrect	8.6(A) [R]	56		
20	Correct/Incorrect	8.5(E) [R]	44		
21	Correct/Incorrect	8.5(A) [R]	67		
22	Correct/Incorrect	7.14(B) [S]	65		
23	Correct/Incorrect	6.6(B) [S]	25		
24	Partial (0-1-2)	6.6(A) [S]	54		
25	Partial (0-1-2)	7.10(B) [S]	31		
26	Correct/Incorrect	8.8(B) [S]	37		
27	Correct/Incorrect	8.6(B) [S]	22		
28	Correct/Incorrect	6.8(A) [S]	55		
29	Partial (0-1-2)	7.12(D) [S]	23		
30	Correct/Incorrect	8.6(A) [R]	30		
31	Correct/Incorrect	8.7(B) [R]	68		
32	SCR (0 to 2)	8.6(C) [R]	29		
33	Correct/Incorrect	8.5(E) [R]	55		
34	Correct/Incorrect	8.7(A) [R]	62		
35	Correct/Incorrect	7.12(B) [S]	53		
36	Correct/Incorrect	8.5(B) [R]	52		
37	Correct/Incorrect	6.8(C) [S]	60		
38	Correct/Incorrect	8.11(A) [R]	60		

Standards Report: Grade 8 Social Studies For Pasadena ISD on 9/8/2023

Readiness Standards				
2018 TEKS	2011 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
	8.1(A)	72	39	41
	8.2(A)	28	37	42
	8.3(A)	58	75	20
	8.4(A)	34	36	28
	8.4(C)	50	NT	36
	8.4(D)	15	67	47
	8.5(A)	63	NT	NT
	8.5(C)	44	NT	57
	8.5(E)	NT	51	NT
	8.6(A)	NT	60	NT
8.6(B)	8.6(E) 8.6(C) 8.6(B)	58	85	29
8.6(C)	8.6(D)	NT	63	65
	8.7(C)	42	NT	NT
	8.8(B)	NT	44	59
8.8(C)	8.8(B)	39	61	63
	8.9(C)	33	NT	58
	8.10(B)	60	60	NT
	8.10(C)	56	53	62
	8.11(A)	60	56	42
	8.12(B)	52	51	61
8.12(C)	8.12(D)	57	70	NT
	8.13(B)	46	52	51
	8.15(A)	NT	67	NT
	8.15(C)	28	NT	42
	8.15(D)	NT	78	35
	8.16(A)	NT	48	NT
	8.16(B)	41	70	NT
	8.17(A)	54	NT	51
	8.17(B)	56	54	49
	8.19(A)	44	NT	NT
	8.19(B)	52	63	NT
	8.23(A)	53	84	55
	8.24(A)	70	44	69
	8.24(B)	61	NT	64
	8.25(C)	71	17	71
	8.27(A)	52	56	NT

Supporting Standards				
2018 TEKS	2011 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
8.1(B)	8.1(C)	57	NT	NT
	8.2(B)	36	NT	NT
	8.3(B)	NT	70	NT
	8.3(C)	NT	NT	39
	8.4(B)	NT	NT	NT
	8.5(B)	NT	51	NT
	8.5(D)	NT	18	NT
	8.5(F)	NT	NT	NT
	8.5(G)	36	NT	NT
	8.7(A)	NT	NT	NT
	8.7(B)	NT	53	75
	8.7(D)	NT	NT	30
	8.8(A)	NT	30	NT
8.8(D)	8.8(C)	35	NT	50
	8.9(A)	54	NT	NT
	8.9(B)	NT	59	NT
	8.10(A)	NT	NT	30
	8.11(B)	80	NT	NT
	8.12(A)	NT	NT	36
	8.13(A)	NT	50	NT
	8.14(A)	NT	34	20
	8.14(B)	39	NT	54
	8.15(B)	NT	NT	32
8.15(E)	new 8.20(A)	38	NT	NT
	8.18(A)	56	NT	NT
	8.18(B)	NT	47	32
	8.18(C)	NT	NT	NT
8.19(C)	8.19(D)	NT	NT	NT
8.20(A)	8.20(B)	NT	31	NT
8.20(B)	8.20(C)	NT	NT	17
	8.21(A)	50	NT	NT
	8.21(B)	NT	NT	52
	8.21(C)	NT	63	NT
	8.22(A)	NT	51	62
	8.22(B)	41	NT	NT
	8.23(B)	NT	35	NT
	8.23(C)	34	NT	NT
	8.23(D)	NT	79	NT
	8.23(E)	NT	54	49
	8.25(A)	NT	NT	NT
	8.25(B)	NT	NT	NT
8.26(A)	8.26(B)	56	NT	NT
8.26(B)	8.26(C)	NT	65	55
8.27(B)	8.27(C)	NT	NT	NT
8.27(C)	8.27(D)	NT	60	NT
	8.28(A)	78	NT	NT
	8.28(B)	54	NT	23

Process Standards				
2018 TEKS	2011 TEKS	2021 STAAR	2022 STAAR	2023 STAAR
	8.29(A)	39	51	NT
	8.29(B)	49	53	NT
	8.29(C)	60	62	NT
	8.29(D)	NT	NT	NT
	8.29(E)	NT	NT	NT
8.29(H)	8.29(J)	NT	NT	NT
	8.30(A)	NT	NT	NT

Values represent percentages of total points earned out of total points possible. Items worth more than one point are included.

Source Data: Grade 8 Social Studies (by Student Expectation & TEKS Cluster) For PISD on 9/8/2023

Readiness Standards					Supporting Standards				
2018 TEKS	2011 TEKS	# of items assessed by checkpoint			2018 TEKS	2011 TEKS	# of items assessed by checkpoint		
		2021 STAAR	2022 STAAR	2023 STAAR			2021 STAAR	2022 STAAR	2023 STAAR
	8.1(A)	1	1	1	8.1(B)	8.1(C)	1	NT	NT
	8.2(A)	1	1	1	8.2(B)		1	NT	NT
	8.3(A)	1	1	1	8.3(B)		NT	1	NT
	8.4(A)	1	1	1	8.3(C)		NT	NT	1
	8.4(C)	1	NT	1	8.4(B)		NT	NT	NT
	8.4(D)	1	1	1	8.5(B)		NT	1	NT
	8.5(A)	1	NT	NT	8.5(D)		NT	1	NT
	8.5(C)	1	NT	1	8.5(F)		NT	NT	NT
	8.5(E)	NT	1	NT	8.5(G)		1	NT	NT
	8.6(A)	NT	1	NT	8.7(A)		NT	NT	NT
8.6(B)	8.6(E) 8.6(C) 8.6(B)	1	1	1	8.7(B)		NT	1	1
8.6(C)	8.6(D)	NT	1	1	8.7(D)		NT	NT	1
	8.7(C)	1	NT	NT	8.8(A)		NT	1	NT
	8.8(B)	NT	1	1	8.8(D)	8.8(C)	1	NT	1
8.8(C)	8.8(B)	1	1	1	8.9(A)		1	NT	NT
	8.9(C)	1	NT	1	8.9(B)		NT	1	NT
	8.10(B)	1	1	NT	8.10(A)		NT	NT	1
	8.10(C)	1	1	1	8.11(B)		1	NT	NT
	8.11(A)	1	1	1	8.12(A)		NT	NT	1
	8.12(B)	1	1	1	8.13(A)		NT	1	NT
8.12(C)	8.12(D)	1	1	NT	8.14(A)		NT	1	1
	8.13(B)	1	1	1	8.14(B)		1	NT	1
	8.15(A)	NT	1	NT	8.15(B)		NT	NT	1
	8.15(C)	1	NT	1	8.15(E)	8.20(A)	1	NT	NT
	8.15(D)	NT	1	1	8.18(A)		1	NT	NT
	8.16(A)	NT	1	NT	8.18(B)		NT	1	1
	8.16(B)	1	1	NT	8.18(C)		NT	NT	NT
	8.17(A)	1	NT	1	8.19(C)	8.19(D)	NT	NT	NT
	8.17(B)	1	1	1	8.20(A)	8.20(B)	NT	1	NT
	8.19(A)	1	NT	NT	8.20(B)	8.20(C)	NT	NT	1
	8.19(B)	1	1	NT	8.21(A)		1	NT	NT
	8.23(A)	1	1	1	8.21(B)		NT	NT	1
	8.24(A)	1	1	1	8.21(C)		NT	1	NT
	8.24(B)	1	NT	1	8.22(A)		NT	1	1
	8.25(C)	1	1	1	8.22(B)		1	NT	NT
	8.27(A)	1	1	NT	8.23(B)		NT	1	NT
					8.23(C)		1	NT	NT
					8.23(D)		NT	1	NT
					8.23(E)		NT	1	1
					8.25(A)		NT	NT	NT
					8.25(B)		NT	NT	NT
					8.26(A)	8.26(B)	1	NT	NT
					8.26(B)	8.26(C)	NT	1	1
					8.27(B)	8.27(C)	NT	NT	NT
					8.27(C)	8.27(D)	NT	1	NT
					8.28(A)		1	NT	NT
					8.28(B)		1	NT	1
TEKS Cluster Data		# of items assessed by checkpoint			Process Standards				
		2021 STAAR	2022 STAAR	2023 STAAR	2018 TEKS	2011 TEKS	# of items assessed by checkpoint		
		2021 STAAR	2022 STAAR	2023 STAAR			2021 STAAR	2022 STAAR	2023 STAAR
Process and Spiral Standards					8.29(A)		4	3	NT
Tools to Know		11	12	NT	8.29(B)		33	30	NT
Ways to Show		33	30	NT	8.29(C)		7	9	NT
Historical Points of Reference		2	1	1	8.29(D)		NT	NT	NT
Political		1	2	1	8.29(E)		NT	NT	NT
Economic		2	1	1	8.29(H)	8.29(J)	NT	NT	NT
Geographic		4	3	3	8.30(A)		NT	NT	NT
Social		2	2	1					
TEKS Cluster									
>> Exploration and Colonization		8	7	7					
American Revolution		5	3	5					
>> Constitution		8	6	7					
>> Early Republic		3	8	3					
Age of Jackson		5	2	3					
Westward Expansion		3	4	4					
>> Industrialization		7	9	6					
Reform and Culture		4	3	3					
>> Civil War		6	7	7					
Reconstruction		5	6	4					

	May 2023 STAAR Social Studies, Grade 8																			
	All Learning Standards																			
	8.1(A) [R]	8.2(A) [R]	8.3(A) [R]	8.3(C) [S]	8.4(A) [R]	8.4(C) [R]	8.4(D) [R]	8.5(C) [R]	8.6(B) [R]	8.6(C) [R]	8.7(B) [S]	8.7(D) [S]	8.8(B) [R]	8.8(C) [R]	8.8(D) [S]	8.9(C) [R]	8.10(A) [S]	8.10(C) [R]	8.11(A) [R]	8.12(A) [S]
Park View	47%	54%	18%	40%	31%	48%	56%	66%	35%	75%	75%	33%	60%	65%	47%	60%	31%	68%	52%	37%
Miller	47%	64%	24%	38%	34%	48%	41%	63%	31%	67%	78%	30%	58%	66%	53%	51%	37%	69%	46%	33%
Bondy	44%	35%	22%	40%	35%	40%	55%	59%	27%	72%	80%	27%	67%	61%	50%	64%	30%	66%	47%	37%
Jackson	40%	45%	14%	38%	28%	45%	50%	50%	28%	82%	69%	30%	56%	76%	48%	60%	31%	63%	49%	58%
All Students	41%	42%	20%	39%	28%	36%	47%	57%	29%	65%	75%	30%	59%	63%	50%	58%	30%	62%	42%	36%
Thompson	39%	38%	19%	42%	28%	37%	48%	59%	32%	62%	82%	36%	64%	60%	51%	67%	28%	62%	43%	34%
Beverly Hills	41%	37%	20%	40%	29%	37%	40%	59%	36%	62%	75%	38%	62%	59%	52%	47%	27%	62%	42%	34%
South Houston	45%	42%	27%	38%	24%	38%	33%	58%	30%	61%	70%	23%	52%	61%	51%	55%	32%	61%	33%	31%
San Jacinto	34%	41%	18%	42%	30%	28%	53%	54%	21%	55%	79%	29%	57%	74%	51%	57%	29%	64%	36%	39%
Queens	32%	41%	19%	38%	20%	17%	52%	51%	28%	60%	72%	27%	58%	55%	47%	58%	28%	52%	38%	33%
Southmore	37%	29%	14%	37%	25%	19%	53%	54%	25%	62%	73%	27%	55%	61%	47%	59%	32%	58%	33%	29%
Tegeler	59%	17%	32%	38%	15%	39%	20%	66%	17%	44%	69%	17%	47%	56%	36%	56%	36%	49%	31%	19%

	May 2023 STAAR Social Studies, Grade 8																			
	All Learning Standards																			
	8.12(B) [R]	8.13(B) [R]	8.14(A) [S]	8.14(B) [S]	8.15(B) [S]	8.15(C) [R]	8.15(D) [R]	8.17(A) [R]	8.17(B) [R]	8.18(B) [S]	8.20(B) [S]	8.21(B) [S]	8.22(A) [S]	8.23(A) [R]	8.23(E) [S]	8.24(A) [R]	8.24(B) [R]	8.25(C) [R]	8.26(B) [S]	8.28(B) [S]
Park View	63%	44%	27%	52%	44%	47%	55%	48%	58%	33%	23%	58%	63%	55%	47%	70%	66%	80%	63%	32%
Miller	66%	54%	20%	53%	36%	50%	37%	53%	50%	31%	19%	48%	64%	59%	51%	72%	67%	70%	57%	22%
Bondy	64%	62%	22%	64%	30%	45%	42%	53%	54%	32%	12%	55%	66%	64%	56%	77%	66%	76%	57%	22%
Jackson	63%	45%	17%	50%	33%	37%	26%	45%	51%	34%	19%	51%	62%	61%	57%	65%	65%	67%	45%	19%
All Students	61%	51%	20%	54%	32%	42%	35%	51%	49%	32%	17%	52%	62%	55%	49%	69%	64%	71%	55%	23%
Thompson	63%	56%	17%	61%	27%	43%	32%	52%	56%	34%	17%	51%	64%	53%	43%	71%	66%	69%	60%	22%
Beverly Hills	65%	55%	22%	57%	34%	40%	34%	51%	50%	37%	15%	56%	59%	63%	50%	70%	63%	72%	55%	27%
South Houston	50%	39%	18%	44%	31%	45%	30%	51%	42%	30%	18%	47%	55%	49%	55%	56%	62%	65%	52%	14%
San Jacinto	60%	54%	18%	58%	31%	33%	26%	54%	45%	33%	12%	51%	65%	53%	45%	68%	64%	72%	52%	20%
Queens	58%	39%	21%	49%	28%	41%	29%	49%	38%	29%	16%	45%	60%	40%	47%	70%	58%	71%	53%	27%
Southmore	59%	51%	16%	50%	31%	40%	33%	54%	44%	32%	16%	54%	65%	48%	47%	68%	65%	70%	49%	26%
Tegeler	56%	31%	19%	52%	23%	29%	44%	59%	53%	28%	17%	37%	64%	32%	29%	69%	56%	66%	59%	15%

May 2023 STAAR Social Studies, Grade 8

Number Tested = 3804

Avg Raw Score = 22

Avg Grade = 46%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	8.25(C) [R]	71		
2	Correct/Incorrect	8.5(C) [R]	57		
3	Partial (0-1-2)	8.24(A) [R]	69		
4	Correct/Incorrect	8.4(D) [R]	47		
5	Correct/Incorrect	8.12(B) [R]	61		
6	Correct/Incorrect	8.2(A) [R]	42		
7	SCR (0 to 2)	8.4(A) [R]	29		
8	Correct/Incorrect	8.15(C) [R]	42		
9	Correct/Incorrect	8.8(B) [R]	59		
10	Correct/Incorrect	8.11(A) [R]	42		
11	Correct/Incorrect	8.13(B) [R]	51		
12	Correct/Incorrect	8.10(A) [S]	30		
13	Partial (0-1-2)	8.15(B) [S]	32		
14	Correct/Incorrect	8.9(C) [R]	58		
15	Partial (0-1-2)	8.3(C) [S]	39		
16	Correct/Incorrect	8.14(A) [S]	20		
17	Correct/Incorrect	8.8(C) [R]	63		
18	Correct/Incorrect	8.28(B) [S]	23		
19	Correct/Incorrect	8.1(A) [R]	41		
20	Partial (0-1-2)	8.23(E) [S]	49		
21	Correct/Incorrect	8.6(B) [R]	29		
22	Partial (0-1-2)	8.18(B) [S]	32		
23	Correct/Incorrect	8.17(B) [R]	49		
24	Partial (0-1-2)	8.17(A) [R]	51		
25	Correct/Incorrect	8.3(A) [R]	20		
26	Correct/Incorrect	8.26(B) [S]	55		
27	Partial (0-1-2)	8.15(D) [R]	35		
28	Correct/Incorrect	8.23(A) [R]	55		
29	Correct/Incorrect	8.20(B) [S]	17		
30	Correct/Incorrect	8.6(C) [R]	65		
31	SCR (0 to 2)	8.14(B) [S]	54		
32	Correct/Incorrect	8.24(B) [R]	64		
33	Correct/Incorrect	8.7(D) [S]	30		
34	Correct/Incorrect	8.10(C) [R]	62		
35	Correct/Incorrect	8.4(C) [R]	36		
36	Correct/Incorrect	8.12(A) [S]	36		
37	Correct/Incorrect	8.22(A) [S]	63		
38	Correct/Incorrect	8.21(B) [S]	52		
39	Correct/Incorrect	8.8(D) [S]	50		
40	Correct/Incorrect	8.7(B) [S]	75		

Standards Report: Algebra I, Intermediate Only

For Pasadena ISD on 9/11/2023

Readiness Standards				Supporting Standards			
SE	2021 EOC	2022 EOC	2023 EOC	SE	2021 EOC	2022 EOC	2023 EOC
A.2(A)	80	94	71	A.2(B)	94	96	NT
A.2(C)	94	96	93	A.2(D)	65	81	NT
A.2(I)	87	96	69	A.2(E)	62	NT	92
A.3(B)	78	87	96	A.2(F)	NT	NT	NT
A.3(C)	91	95	96	A.2(G)	87	98	95
A.3(D)	52	71	76	A.2(H)	40	92	78
A.5(A)	78	76	57	A.3(A)	83	92	90
A.5(C)	53	69	72	A.3(E)	46	NT	88
A.6(A)	75	89	74	A.3(F)	NT	67	NT
A.7(A)	84	95	93	A.3(G)	NT	NT	31
A.7(C)	76	97	87	A.3(H)	49	72	NT
A.8(A)	62	79	76	A.4(A)	NT	NT	53
A.9(C)	90	95	77	A.4(B)	88	91	NT
A.9(D)	91	77	75	A.4(C)	NT	95	86
A.10(E)	87	75	92	A.5(B)	NT	NT	NT
A.11(B)	63	73	44	A.6(B)	NT	NT	84
				A.6(C)	95	93	97
				A.7(B)	92	98	91
				A.8(B)	79	94	52
				A.9(A)	87	NT	65
				A.9(B)	NT	86	90
				A.9(E)	72	93	NT
				A.10(A)	NT	87	NT
				A.10(B)	81	93	90
				A.10(C)	NT	NT	83
				A.10(D)	87	NT	77
				A.10(F)	81	85	NT
				A.11(A)	93	NT	96
				A.12(A)	NT	68	NT
				A.12(B)	62	81	91
				A.12(C)	NT	NT	61
				A.12(D)	NT	53	NT
				A.12(E)	NT	NT	65

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
Spring 2021 STAAR EOC, Algebra I, Intermediate Only	Spring 2022 STAAR EOC, Algebra I, Intermediate Only	Spring 2023 STAAR EOC, Algebra I, Intermediate Only

Source Data: Algebra I

(by Student Expectation and TEKS Cluster) For Pasadena ISD on 9/11/2023

Readiness Standards				Supporting Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	2021 EOC	2022 EOC	2023 EOC		2021 EOC	2022 EOC	2023 EOC
A.2(A)	2	2	2	A.2(B)	1	1	NT
A.2(C)	2	2	2	A.2(D)	1	1	NT
A.2(I)	2	2	1	A.2(E)	1	NT	1
A.3(B)	3	3	2	A.2(F)	NT	NT	NT
A.3(C)	3	2	2	A.2(G)	1	1	1
A.3(D)	2	2	2	A.2(H)	1	1	1
A.5(A)	2	2	2	A.3(A)	1	1	1
A.5(C)	1	2	2	A.3(E)	1	NT	1
A.6(A)	2	2	2	A.3(F)	NT	1	NT
A.7(A)	2	2	2	A.3(G)	NT	NT	1
A.7(C)	2	2	1	A.3(H)	1	1	NT
A.8(A)	2	2	1	A.4(A)	NT	NT	1
A.9(C)	2	2	2	A.4(B)	1	1	NT
A.9(D)	2	2	2	A.4(C)	NT	1	1
A.10(E)	3	3	2	A.5(B)	NT	NT	NT
A.11(B)	3	2	2	A.6(B)	NT	NT	1
				A.6(C)	1	1	1
				A.7(B)	1	1	1
				A.8(B)	1	1	1
				A.9(A)	1	NT	1
				A.9(B)	NT	1	1
				A.9(E)	1	1	NT
				A.10(A)	NT	1	NT
				A.10(B)	1	1	1
				A.10(C)	NT	NT	1
				A.10(D)	1	NT	1
				A.10(F)	1	1	NT
				A.11(A)	1	NT	1
				A.12(A)	NT	1	NT
				A.12(B)	1	1	1
				A.12(C)	NT	NT	1
				A.12(D)	NT	1	NT
				A.12(E)	NT	NT	1

TEKS Cluster Data	# of items assessed by checkpoint		
	2021 EOC	2022 EOC	2023 EOC
>> Linear Functions	20	19	19
Systems of Equations and Inequalities	7	9	7
Simplifying Expressions	10	8	8
>> Quadratic Functions	11	12	10
Exponential Functions	6	6	6

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• Spring 2021 STAAR EOC, Algebra I	• Spring 2022 STAAR EOC, Algebra I	• Spring 2023 STAAR EOC, Algebra I

	Spring 2023 STAAR EOC, Algebra I, Intermediate Only																		
	All Learning Standards																		
	A.2(A) [R]	A.2(C) [R]	A.2(E) [S]	A.2(G) [S]	A.2(H) [S]	A.2(I) [R]	A.3(A) [S]	A.3(B) [R]	A.3(C) [R]	A.3(D) [R]	A.3(E) [S]	A.3(G) [S]	A.4(A) [S]	A.4(C) [S]	A.5(A) [R]	A.5(C) [R]	A.6(A) [R]	A.6(B) [S]	A.6(C) [S]
Miller	70%	96%	93%	90%	86%	75%	89%	98%	98%	77%	96%	27%	60%	89%	64%	71%	73%	87%	98%
Bondy	77%	95%	95%	96%	89%	73%	94%	97%	99%	85%	95%	39%	67%	94%	62%	79%	79%	85%	98%
Beverly Hills	79%	95%	92%	98%	79%	81%	98%	96%	99%	87%	80%	32%	49%	89%	65%	78%	81%	85%	96%
Southmore	74%	89%	90%	92%	75%	81%	90%	97%	97%	83%	81%	27%	58%	92%	51%	64%	69%	79%	100%
Intermediate Only	71%	93%	92%	95%	78%	69%	90%	96%	96%	76%	88%	31%	53%	86%	57%	72%	74%	84%	97%
Queens	62%	92%	91%	95%	83%	48%	86%	98%	95%	66%	93%	34%	36%	82%	51%	69%	80%	77%	100%
Thompson	70%	93%	92%	97%	82%	71%	82%	97%	98%	79%	85%	37%	59%	85%	56%	73%	77%	84%	97%
Park View	80%	94%	89%	94%	66%	74%	89%	94%	96%	78%	74%	39%	44%	78%	56%	68%	68%	81%	96%
San Jacinto	55%	93%	93%	90%	71%	46%	88%	91%	95%	61%	95%	25%	31%	76%	51%	72%	66%	88%	100%
Jackson	73%	89%	93%	97%	68%	76%	93%	95%	92%	73%	92%	26%	56%	88%	56%	68%	76%	88%	97%
South Houston	53%	87%	84%	95%	84%	37%	79%	81%	82%	49%	58%	26%	32%	74%	53%	55%	71%	74%	79%

	Spring 2023 STAAR EOC, Algebra I, Intermediate Only																	
	All Learning Standards																	
	A.7(A) [R]	A.7(B) [S]	A.7(C) [R]	A.8(A) [R]	A.8(B) [S]	A.9(A) [S]	A.9(B) [S]	A.9(C) [R]	A.9(D) [R]	A.10(B) [S]	A.10(C) [S]	A.10(D) [S]	A.10(E) [R]	A.11(A) [S]	A.11(B) [R]	A.12(B) [S]	A.12(C) [S]	A.12(E) [S]
Miller	96%	93%	93%	65%	49%	58%	93%	80%	71%	86%	86%	89%	83%	87%	51%	93%	77%	63%
Bondy	96%	94%	95%	86%	44%	79%	98%	90%	82%	93%	85%	85%	95%	99%	59%	98%	81%	79%
Beverly Hills	97%	95%	83%	66%	47%	69%	91%	82%	76%	94%	80%	91%	92%	94%	47%	86%	56%	62%
Southmore	93%	89%	88%	79%	63%	58%	95%	78%	76%	95%	89%	67%	98%	99%	38%	90%	52%	60%
Intermediate Only	93%	91%	87%	76%	52%	65%	90%	77%	75%	90%	83%	77%	92%	96%	44%	91%	61%	65%
Queens	95%	100%	90%	73%	59%	77%	91%	82%	77%	100%	80%	91%	84%	98%	42%	84%	59%	64%
Thompson	94%	92%	88%	78%	48%	65%	88%	72%	70%	91%	86%	71%	96%	97%	50%	93%	59%	68%
Park View	91%	93%	81%	76%	69%	56%	94%	76%	78%	78%	61%	59%	93%	98%	32%	93%	33%	61%
San Jacinto	92%	83%	89%	83%	70%	53%	83%	69%	70%	89%	86%	57%	94%	96%	29%	90%	45%	61%
Jackson	91%	90%	83%	86%	40%	64%	86%	71%	78%	94%	88%	84%	93%	98%	44%	90%	66%	63%
South Houston	77%	53%	61%	37%	58%	63%	63%	58%	60%	68%	79%	63%	75%	95%	35%	89%	53%	53%

Spring 2023 STAAR EOC, Algebra I, Intermediate Only

Number Tested = 756

Avg Raw Score = 46

Avg Grade = 79%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	A.2(C) [R]	99		
2	Partial (0-1-2)	A.3(B) [R]	96		
3	Correct/Incorrect	A.6(C) [S]	98		
4	Correct/Incorrect	A.5(A) [R]	22		
5	Correct/Incorrect	A.10(E) [R]	86		
6	Correct/Incorrect	A.4(A) [S]	53		
7	Partial (0-1-2)	A.2(A) [R]	75		
8	Correct/Incorrect	A.7(B) [S]	91		
9	Partial (0-1-2)	A.9(D) [R]	68		
10	Correct/Incorrect	A.11(B) [R]	61		
11	Correct/Incorrect	A.6(A) [R]	76		
12	Partial (0-1-2)	A.2(H) [S]	78		
13	Correct/Incorrect	A.8(B) [S]	52		
14	Correct/Incorrect	A.9(C) [R]	66		
15	Correct/Incorrect	A.3(E) [S]	88		
16	Correct/Incorrect	A.10(C) [S]	83		
17	Correct/Incorrect	A.3(D) [R]	83		
18	Correct/Incorrect	A.9(A) [S]	65		
19	Correct/Incorrect	A.7(A) [R]	89		
20	Correct/Incorrect	A.11(A) [S]	96		
21	Correct/Incorrect	A.2(G) [S]	95		
22	Correct/Incorrect	A.3(C) [R]	95		
23	Correct/Incorrect	A.5(C) [R]	88		
24	Partial (0-1-2)	A.10(E) [R]	96		
25	Correct/Incorrect	A.6(B) [S]	84		
26	Correct/Incorrect	A.4(C) [S]	86		
27	Correct/Incorrect	A.9(B) [S]	90		
28	Correct/Incorrect	A.3(A) [S]	90		
29	Correct/Incorrect	A.5(A) [R]	92		
30	Correct/Incorrect	A.3(G) [S]	31		
31	Correct/Incorrect	A.12(C) [S]	61		
32	Correct/Incorrect	A.6(A) [R]	73		
33	Correct/Incorrect	A.10(B) [S]	91		
34	Correct/Incorrect	A.2(C) [R]	86		
35	Partial (0-1-2)	A.11(B) [R]	36		
36	Correct/Incorrect	A.9(C) [R]	88		
37	Correct/Incorrect	A.2(I) [R]	70		
38	Partial (0-1-2)	A.7(C) [R]	87		
39	Correct/Incorrect	A.10(D) [S]	77		
40	Correct/Incorrect	A.5(C) [R]	55		
41	Correct/Incorrect	A.8(A) [R]	77		
42	Correct/Incorrect	A.9(D) [R]	88		
43	Partial (0-1-2)	A.3(D) [R]	73		
44	Correct/Incorrect	A.2(E) [S]	92		
45	Correct/Incorrect	A.12(E) [S]	65		
46	Correct/Incorrect	A.2(A) [R]	63		
47	Correct/Incorrect	A.12(B) [S]	91		
48	Correct/Incorrect	A.3(C) [R]	98		
49	Partial (0-1-2)	A.7(A) [R]	96		
50	Correct/Incorrect	A.3(B) [R]	95		

Standards Report: Grade 5 ELAR

For Pasadena ISD

Word Study				Shared Reading				Writing			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Beginning Reading and Writing				Tools to Know: Reading Process				Tools to Know: Writing Process (Revision)			
Decoding (Reading)				5.3(B)	65	83	75	5.11(B.i)	NT	NT	73
5.2(A.i)	NT	NT	NT	5.6(C)	NT	NT	70	5.11(B.ii)	NT	NT	58
5.2(A.ii)	NT	NT	NT	5.4(A)	NT	NT	NT	5.11(C)	NT	NT	60
5.2(A.iii)	NT	NT	NT	5.6(A)	NT	NT	NT	5.11(A)	NT	NT	NT
5.2(A.iv)	NT	NT	NT	5.6(B)	NT	NT	NT	Tools to Know: Writing Process (Editing)			
5.2(A.v)	NT	NT	NT	5.6(D)	NT	NT	NT	5.11(D.i)	NT	NT	59
Encoding (Writing)				5.6(I)	NT	NT	NT	5.11(D.ii)	NT	NT	40
5.2(B.i)	NT	NT	56	Tools to Know: Comprehension				5.11(D.xi)	NT	NT	76
5.2(B.ii)	NT	NT	NT	5.6(E)	51	61	55	5.11(D.iii)	NT	NT	NT
5.2(B.vi)	NT	NT	NT	5.6(F)	62	66	51	5.11(D.iv)	NT	NT	NT
5.2(B.iii)	NT	NT	NT	5.6(G)	NT	69	57	5.11(D.v)	NT	NT	NT
5.2(B.iv)	NT	NT	NT	5.6(H)	NT	72	69	5.11(D.vi)	NT	NT	NT
5.2(B.v)	NT	NT	NT	Ways to Show: Thinking about the Meaning				5.11(D.vii)	NT	NT	NT
Vocabulary				5.8(B)	NT	73	NT	5.11(D.viii)	NT	NT	NT
5.3(B)	Data in "Tools to Know: Reading Process"			5.8(C)	50	71	70	5.11(D.ix)	NT	NT	76
5.3(A)	58	74	63	5.9(D.i)	60	68	58	5.11(D.x)	NT	NT	57
5.3(C)	NT	63	NT	5.9(E.i)	NT	80	NT	5.2(C)	NT	NT	NT
5.3(D)	NT	NT	63	5.9(E.ii)	NT	73	NT	5.11(E)	NT	NT	NT
applied to Shared Reading				5.10(A)	64	77	48				
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	5.8(A)	NT	68	NT				
Ways to Show: Response Skills				5.8(D)	NT	NT	NT				
5.7(B)	NT	NT	30	5.9(A)	NT	NT	NT				
5.7(C)	63	50	67	5.9(B)	NT	72	67				
5.7(D)	60	51	41	5.9(C)	NT	81	NT				
5.7(A)	NT	NT	NT	5.9(D.ii)	74	NT	NT				
5.7(E)	NT	NT	NT	5.9(D.iii)	50	60	46				
5.7(F)	NT	NT	NT	5.9(E.iii)	NT	72	NT				
5.7(G)	NT	NT	NT	5.9(F)	NT	NT	NT				
				Author's Craft: Thinking about the Writing							
				5.10(C)	NT	77	80				
				5.10(B)	NT	52	59				
				5.10(D)	68	76	NT				
				5.10(E)	61	NT	51				
				5.10(F)	NT	NT	46				
				5.10(G)	NT	NT	NT				

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• April 2021 STAAR Reading, Grade 5	• May 2022 STAAR Reading, Grade 5	• May 2023 STAAR Reading, Grade 5

Source Data: Grade 5 ELAR

Word Study				Shared Reading				Writing			
# of items assessed by Checkpoint				# of items assessed by Checkpoint				# of items assessed by Checkpoint			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Beginning Reading and Writing				Tools to Know: Reading Process				Tools to Know: Writing Process (Revision)			
Decoding (Reading)				5.3(B)	2	1	1	5.11(B.i)	NT	NT	1
5.2(A.i)	NT	NT	NT	5.6(C)	NT	NT	1	5.11(B.ii)	NT	NT	1
5.2(A.ii)	NT	NT	NT	5.4(A)	NT	NT	NT	5.11(C)	NT	NT	6
5.2(A.iii)	NT	NT	NT	5.6(A)	NT	NT	NT	5.11(A)	NT	NT	NT
5.2(A.iv)	NT	NT	NT	5.6(B)	NT	NT	NT	Tools to Know: Writing Process (Editing)			
5.2(A.v)	NT	NT	NT	5.6(D)	NT	NT	NT	5.11(D.i)	NT	NT	2
Encoding (Writing)				5.6(I)	NT	NT	NT	5.11(D.ii)	NT	NT	1
5.2(B.i)	NT	NT	1	Tools to Know: Comprehension				5.11(D.xi)	NT	NT	1
5.2(B.ii)	NT	NT	NT	5.6(E)	4	4	3	5.11(D.iii)	NT	NT	NT
5.2(B.vi)	NT	NT	NT	5.6(F)	7	2	1	5.11(D.iv)	NT	NT	NT
5.2(B.iii)	NT	NT	NT	5.6(G)	NT	2	2	5.11(D.v)	NT	NT	NT
5.2(B.iv)	NT	NT	NT	5.6(H)	NT	2	1	5.11(D.vi)	NT	NT	NT
5.2(B.v)	NT	NT	NT	Ways to Show: Thinking about the Meaning				5.11(D.vii)	NT	NT	NT
Vocabulary				5.8(B)	NT	2	NT	5.11(D.viii)	NT	NT	NT
5.3(B)	Data in "Tools to Know: Reading Process"			5.8(C)	4	3	1	5.11(D.ix)	NT	NT	1
5.3(A)	2	2	1	5.9(D.i)	1	1	1	5.11(D.x)	NT	NT	2
5.3(C)	NT	1	NT	5.9(E.i)	NT	1	NT	5.2(C)	NT	NT	NT
5.3(D)	NT	NT	1	5.9(E.ii)	NT	2	NT	5.11(E)	NT	NT	NT
applied to Shared Reading				5.10(A)	4	1	1				
# of items assessed by Checkpoint				5.8(A)	NT	2	NT				
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	5.8(D)	NT	NT	NT				
Ways to Show: Response Skills				5.9(A)	NT	NT	NT				
5.7(B)	NT	NT	1	5.9(B)	NT	1	1				
5.7(C)	5	3	2	5.9(C)	NT	1	NT				
5.7(D)	1	1	1	5.9(D.ii)	1	NT	NT				
5.7(A)	NT	NT	NT	5.9(D.iii)	2	1	1				
5.7(E)	NT	NT	NT	5.9(E.iii)	NT	1	NT				
5.7(F)	NT	NT	NT	5.9(F)	NT	NT	NT				
5.7(G)	NT	NT	NT	Author's Craft: Thinking about the Writing							
				5.10(C)	NT	1	1				
				5.10(B)	NT	1	2				
				5.10(D)	4	2	NT				
				5.10(E)	1	NT	1				
				5.10(F)	NT	NT	1				
				5.10(G)	NT	NT	NT				

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Vocabulary	2	3	2
Shared Reading	Tools to Know: Reading Process	2	1	2
	Tools to Know: Comprehension	11	10	7
	Ways to Show: Thinking about the Meaning	12	16	5
	Author's Craft: Thinking about the Writing	5	4	5
	Ways to Show: Response Skills	6	4	4
Writing	Tools to Know: Writing Process (Revision)	NT	NT	8
	Tools to Know: Writing Process (Editing)	NT	NT	7

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• April 2021 STAAR Reading, Grade 5	• May 2022 STAAR Reading, Grade 5	• May 2023 STAAR Reading, Grade 5

	May 2023 STAAR Reading, Grade 5														
	All Learning Standards														
	5.2(B.i) [R]	5.3(A) [S]	5.3(B) [R]	5.3(D) [S]	5.6(C) [S]	5.6(E) [R]	5.6(F) [R]	5.6(G) [R]	5.6(H) [R]	5.7(B) [R]	5.7(C) [R]	5.7(D) [R]	5.8(C) [R]	5.9(B) [S]	5.9(D.i) [R]
Melillo	70%	59%	82%	75%	82%	64%	59%	60%	73%	37%	73%	40%	84%	70%	63%
Roberts	58%	61%	78%	66%	71%	55%	57%	59%	72%	32%	69%	41%	71%	64%	60%
Lomax	61%	65%	75%	69%	74%	60%	56%	59%	71%	32%	70%	46%	75%	68%	64%
Milstead	61%	68%	74%	60%	71%	56%	48%	59%	65%	30%	68%	45%	69%	67%	61%
Morris	61%	63%	72%	64%	74%	58%	53%	57%	67%	29%	67%	41%	71%	68%	57%
All Students	56%	63%	75%	63%	70%	55%	51%	57%	69%	30%	67%	41%	70%	67%	58%
Kendrick	53%	65%	71%	61%	69%	54%	54%	55%	68%	33%	65%	39%	70%	63%	59%
Sullivan	54%	64%	74%	64%	66%	50%	50%	55%	69%	30%	65%	42%	67%	68%	54%
Schneider	53%	64%	72%	58%	64%	51%	45%	56%	65%	38%	68%	40%	63%	66%	52%
Shaw	51%	60%	74%	59%	70%	57%	46%	57%	68%	23%	65%	40%	68%	71%	61%
Keller	46%	60%	74%	60%	67%	52%	47%	57%	68%	28%	66%	42%	71%	62%	52%
De Zavala	50%	62%	77%	62%	58%	48%	42%	55%	70%	24%	58%	39%	62%	64%	56%

	May 2023 STAAR Reading, Grade 5													
	All Learning Standards													
	5.9(D.iii) [S]	5.10(A) [R]	5.10(B) [S]	5.10(C) [S]	5.10(E) [S]	5.10(F) [S]	5.11(B.i) [R]	5.11(B.ii) [R]	5.11(C) [R]	5.11(D.i) [R]	5.11(D.ii) [R]	5.11(D.ix) [S]	5.11(D.x) [S]	5.11(D.xi) [R]
Melillo	59%	57%	67%	88%	62%	48%	80%	67%	66%	68%	49%	84%	60%	84%
Roberts	48%	53%	58%	83%	51%	47%	74%	58%	62%	60%	40%	78%	62%	80%
Lomax	52%	53%	64%	81%	54%	53%	74%	63%	61%	62%	40%	73%	57%	72%
Milstead	44%	51%	61%	80%	53%	47%	67%	60%	61%	59%	41%	78%	54%	82%
Morris	47%	47%	58%	85%	56%	55%	81%	64%	64%	57%	43%	82%	62%	80%
All Students	46%	48%	59%	80%	51%	46%	73%	58%	60%	59%	40%	76%	57%	76%
Kendrick	45%	46%	60%	77%	47%	49%	76%	57%	59%	58%	35%	67%	59%	75%
Sullivan	51%	48%	59%	76%	50%	36%	71%	61%	59%	60%	39%	73%	58%	77%
Schneider	39%	43%	56%	78%	49%	44%	67%	51%	58%	57%	39%	80%	53%	70%
Shaw	41%	38%	58%	79%	50%	44%	66%	55%	56%	55%	40%	76%	55%	73%
Keller	43%	44%	57%	80%	50%	43%	74%	55%	59%	58%	40%	68%	55%	71%
De Zavala	37%	46%	51%	76%	42%	39%	68%	51%	53%	56%	35%	74%	55%	75%

May 2023 STAAR Reading, Grade 5

Number Tested = 3216

Avg Raw Score = 28

Avg Grade = 54%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	5.10(B) [S]	60		
2	Correct/Incorrect	5.6(G) [R]	63		
3	Correct/Incorrect	5.6(F) [R]	51		
4	Correct/Incorrect	5.9(D.iii) [S]	46		
5	Correct/Incorrect	5.7(C) [R]	59		
6	Correct/Incorrect	5.10(F) [S]	46		
7	Correct/Incorrect	5.9(D.i) [R]	58		
8	Correct/Incorrect	5.10(C) [S]	80		
9	Correct/Incorrect	5.6(H) [R]	69		
10	Correct/Incorrect	5.3(A) [S]	63		
11	Partial (0-1-2)	5.7(D) [R]	41		
12	Correct/Incorrect	5.9(B) [S]	67		
13	Correct/Incorrect	5.3(B) [R]	75		
14	Correct/Incorrect	5.10(E) [S]	51		
15	Correct/Incorrect	5.6(C) [S]	70		
16	Correct/Incorrect	5.6(E) [R]	71		
17	Correct/Incorrect	5.6(E) [R]	43		
18	Correct/Incorrect	5.6(E) [R]	51		
19	Correct/Incorrect	5.3(D) [S]	63		
20	Partial (0-1-2)	5.6(G) [R]	54		
21	Correct/Incorrect	5.7(C) [R]	75		
22	Correct/Incorrect	5.8(C) [R]	70		
23	Correct/Incorrect	5.10(B) [S]	58		
24	Correct/Incorrect	5.10(A) [R]	48		
25	ECR (0-10)	5.7 (B)	30		
26	Correct/Incorrect	5.11(B.i) [R]	73		
27	Correct/Incorrect	5.11(C) [R]	53		
28	Correct/Incorrect	5.11(C) [R]	60		
29	Correct/Incorrect	5.11(C) [R]	64		
30	SCR (0-1)	5.11(C) [R]	48		
31	Correct/Incorrect	5.11(C) [R]	63		
32	Correct/Incorrect	5.11(C) [R]	73		
33	Correct/Incorrect	5.11(B.ii) [R]	59		
34	Correct/Incorrect	5.11(D.x) [S]	53		
35	Correct/Incorrect	5.2(B.i) [R]	56		
36	Correct/Incorrect	5.11(D.x) [S]	62		
37	Correct/Incorrect	5.11(D.i) [R]	51		
38	Correct/Incorrect	5.11(D.ix) [S]	76		
39	Correct/Incorrect	5.11(D.ii) [R]	40		
40	Correct/Incorrect	5.11(D.i) [R]	67		
41	Correct/Incorrect	5.11(D.xi) [R]	76		

Standards Report: Grade 5 Math

For Pasadena ISD

Readiness Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(B)	57	71	65
5.3(E)	53	75	61
5.3(G)	55	60	56
5.3(K)	35	32	55
5.3(L)	59	64	65
5.4(B)	58	48	54
5.4(C)	52	53	48
5.4(F)	42	57	58
5.4(H)	35	57	30
5.5(A)	54	66	39
5.8(C)	54	63	44
5.9(C)	50	38	51

Supporting Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(A)	57	NT	58
5.2(C)	NT	34	10
5.3(A)	63	81	NT
5.3(B)	60	NT	73
5.3(C)	60	59	NT
5.3(D)	49	NT	NT
5.3(F)	NT	42	25
5.3(H)	NT	42	19
5.3(I)	NT	57	NT
5.3(J)	64	NT	24
5.4(A)	29	NT	46
5.4(D)	NT	67	59
5.4(E)	NT	80	NT
5.6(A)	63	NT	NT
5.6(B)	NT	49	NT
5.7(A)	37	NT	59
5.8(A)	57	65	55
5.8(B)	NT	51	NT
5.9(A)	NT	NT	NT
5.9(B)	NT	62	NT
5.10(A)	NT	NT	51
5.10(B)	NT	NT	NT
5.10(E)	53	68	NT
5.10(F)	49	NT	47

Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.1(A)	NT	NT	NT
5.1(B)	NT	NT	NT
5.1(C)	NT	NT	NT
5.1(D)	NT	NT	NT
5.1(E)	NT	NT	NT
5.1(F)	NT	NT	NT
5.1(G)	NT	NT	NT

Non-Tested Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.4(G)	NT	NT	NT
5.10(C)	NT	NT	NT
5.10(D)	NT	NT	NT

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
April 2021 STAAR Mathematics, Grade 5	May 2022 STAAR Mathematics, Grade 5	May 2023 STAAR Mathematics, Grade 5

Source Data: Grade 5 Math

(by Student Expectation and TEKS Cluster) For Pasadena ISD

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(B)	2	2	2	5.2(A)	1	NT	1	5.1(A)	NT	NT	NT
5.3(E)	2	1	2	5.2(C)	NT	1	1	5.1(B)	NT	NT	NT
5.3(G)	2	2	2	5.3(A)	1	1	NT	5.1(C)	NT	NT	NT
5.3(K)	2	2	1	5.3(B)	1	NT	1	5.1(D)	NT	NT	NT
5.3(L)	2	2	2	5.3(C)	1	1	NT	5.1(E)	NT	NT	NT
5.4(B)	2	2	2	5.3(D)	1	NT	NT	5.1(F)	NT	NT	NT
5.4(C)	2	2	1	5.3(F)	NT	1	1	5.1(G)	NT	NT	NT
5.4(F)	2	2	2	5.3(H)	NT	1	1	Non-Tested Standards			
5.4(H)	2	2	2	5.3(I)	NT	1	NT				
5.5(A)	2	2	1	5.3(J)	1	NT	1	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.8(C)	2	2	2	5.4(A)	1	NT	2	5.4(G)	NT	NT	NT
5.9(C)	2	2	2	5.4(D)	NT	1	1	5.10(C)	NT	NT	NT
				5.4(E)	NT	1	NT	5.10(D)	NT	NT	NT
				5.6(A)	1	NT	NT				
				5.6(B)	NT	1	NT				
				5.7(A)	1	NT	1				
				5.8(A)	1	1	1				
				5.8(B)	NT	1	NT				
				5.9(A)	NT	NT	NT				
				5.9(B)	NT	1	NT				
				5.10(A)	NT	NT	1				
				5.10(B)	NT	NT	NT				
				5.10(E)	1	1	NT				
				5.10(F)	1	NT	1				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards			
Tools to Know	NT	NT	NT
Ways to Show	NT	NT	NT
TEKS Cluster			
Whole Number Operations	5	4	3
>> Decimals	12	12	12
>> Fractions	4	4	6
>> Graphing on Coordinate Plane	5	7	5
>> Geometry and Measurement	6	5	4
Data Analysis	2	3	2
Personal Financial Literacy	2	1	2

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• April 2021 STAAR Mathematics, Grade 5	• May 2022 STAAR Mathematics, Grade 5	• May 2023 STAAR Mathematics, Grade 5

	May 2023 STAAR Mathematics, Grade 5											
	All Learning Standards											
	5.2(A) [S]	5.2(B) [R]	5.2(C) [S]	5.3(B) [S]	5.3(E) [R]	5.3(F) [S]	5.3(G) [R]	5.3(H) [S]	5.3(J) [S]	5.3(K) [R]	5.3(L) [R]	5.4(A) [S]
Melillo	66%	73%	19%	86%	71%	32%	65%	17%	22%	66%	81%	49%
Lomax	64%	69%	14%	74%	64%	30%	51%	20%	23%	63%	60%	49%
Morris	58%	69%	10%	74%	59%	27%	59%	17%	27%	68%	68%	52%
Roberts	56%	69%	17%	85%	71%	26%	65%	22%	24%	59%	69%	45%
Kendrick	63%	63%	8%	69%	62%	23%	56%	19%	25%	56%	60%	50%
Shaw	58%	68%	8%	75%	65%	23%	64%	20%	26%	52%	77%	43%
Milstead	61%	62%	13%	66%	58%	29%	53%	23%	26%	60%	61%	47%
All Students	58%	65%	10%	73%	61%	25%	56%	19%	24%	55%	65%	46%
Schneider	61%	60%	7%	67%	56%	25%	51%	17%	21%	62%	55%	45%
Keller	58%	64%	7%	72%	57%	23%	54%	17%	26%	39%	65%	44%
De Zavala	50%	61%	8%	64%	55%	22%	53%	19%	20%	47%	63%	45%
Sullivan	46%	58%	2%	73%	57%	16%	50%	14%	20%	32%	55%	36%

	May 2023 STAAR Mathematics, Grade 5											
	All Learning Standards											
	5.4(B) [R]	5.4(C) [R]	5.4(D) [S]	5.4(F) [R]	5.4(H) [R]	5.5(A) [R]	5.7(A) [S]	5.8(A) [S]	5.8(C) [R]	5.9(C) [R]	5.10(A) [S]	5.10(F) [S]
Melillo	61%	58%	66%	66%	36%	47%	66%	59%	49%	59%	74%	61%
Lomax	55%	51%	66%	59%	35%	44%	58%	59%	49%	57%	46%	48%
Morris	57%	52%	66%	61%	30%	41%	64%	59%	43%	56%	55%	48%
Roberts	60%	52%	63%	63%	33%	40%	62%	53%	46%	51%	54%	51%
Kendrick	53%	48%	60%	57%	29%	40%	56%	54%	47%	51%	43%	47%
Shaw	52%	48%	55%	58%	28%	38%	56%	62%	50%	49%	62%	44%
Milstead	55%	49%	57%	58%	31%	40%	61%	52%	47%	50%	55%	44%
All Students	54%	48%	59%	58%	30%	39%	59%	55%	44%	51%	51%	47%
Schneider	53%	49%	61%	57%	27%	36%	54%	58%	43%	47%	40%	46%
Keller	51%	42%	54%	58%	28%	38%	59%	48%	39%	50%	45%	46%
De Zavala	51%	41%	48%	52%	27%	35%	56%	42%	33%	47%	39%	41%
Sullivan	51%	39%	55%	50%	25%	28%	61%	54%	34%	40%	54%	44%

May 2023 STAAR Mathematics, Grade 5

Number Tested = 3187

Avg Raw Score = 20

Avg Grade = 49%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	5.3(E) [R]	69		
2	Correct/Incorrect	5.4(F) [R]	82		
3	Correct/Incorrect	5.9(C) [R]	70		
4	Correct/Incorrect	5.2(A) [S]	59		
5	Correct/Incorrect	5.4(B) [R]	45		
6	Correct/Incorrect	5.8(C) [R]	54		
7	Correct/Incorrect	5.3(L) [R]	73		
8	Correct/Incorrect	5.4(A) [S]	24		
9	Partial (0-1-2)	5.3(H) [S]	19		
10	Correct/Incorrect	5.4(H) [R]	22		
11	Correct/Incorrect	5.10(F) [S]	48		
12	Correct/Incorrect	5.3(J) [S]	24		
13	Partial (0-1-2)	5.2(B) [R]	77		
14	Correct/Incorrect	5.3(G) [R]	40		
15	Correct/Incorrect	5.7(A) [S]	59		
16	Partial (0-1-2)	5.4(C) [R]	48		
17	Partial (0-1-2)	5.4(B) [R]	59		
18	Correct/Incorrect	5.8(A) [S]	55		
19	Correct/Incorrect	5.2(C) [S]	10		
20	Correct/Incorrect	5.5(A) [R]	39		
21	Correct/Incorrect	5.3(E) [R]	54		
22	Partial (0-1-2)	5.8(C) [R]	39		
23	Partial (0-1-2)	5.4(D) [S]	59		
24	Correct/Incorrect	5.2(B) [R]	41		
25	Correct/Incorrect	5.3(B) [S]	73		
26	Partial (0-1-2)	5.4(A) [S]	58		
27	Correct/Incorrect	5.3(L) [R]	57		
28	Correct/Incorrect	5.4(F) [R]	35		
29	Correct/Incorrect	5.3(K) [R]	55		
30	Correct/Incorrect	5.9(C) [R]	32		
31	Partial (0-1-2)	5.3(F) [S]	25		
32	Correct/Incorrect	5.4(H) [R]	38		
33	Correct/Incorrect	5.10(A) [S]	51		
34	Correct/Incorrect	5.3(G) [R]	73		

	May 2023 STAAR Science, Grade 5												
	All Learning Standards												
	3.5(C) [S]	3.6(B) [S]	3.9(A) [S]	3.10(B) [S]	4.7(A) [S]	4.7(C) [S]	4.8(A) [S]	4.8(B) [S]	4.8(C) [S]	5.5(A) [R]	5.5(B) [S]	5.5(C) [S]	5.6(A) [R]
Melillo	58%	53%	41%	55%	11%	57%	58%	32%	46%	61%	31%	61%	51%
Lomax	55%	55%	33%	54%	15%	69%	54%	37%	47%	60%	25%	58%	56%
Morris	53%	48%	36%	56%	16%	57%	50%	27%	45%	57%	28%	57%	54%
Roberts	52%	52%	28%	54%	15%	55%	55%	36%	47%	54%	20%	58%	53%
Kendrick	48%	49%	41%	45%	11%	57%	52%	22%	51%	52%	20%	64%	48%
All Students	48%	48%	35%	48%	13%	57%	50%	26%	45%	52%	23%	59%	49%
Shaw	41%	49%	38%	42%	12%	55%	44%	25%	41%	54%	15%	63%	49%
Milstead	45%	51%	41%	48%	13%	58%	46%	22%	48%	44%	20%	59%	49%
Keller	44%	39%	30%	43%	12%	50%	51%	20%	42%	44%	22%	57%	47%
Sullivan	48%	49%	39%	49%	11%	57%	58%	19%	36%	52%	20%	56%	41%
Schneider	45%	39%	30%	43%	15%	61%	51%	27%	45%	49%	20%	57%	45%
De Zavala	39%	41%	28%	38%	8%	49%	39%	20%	46%	45%	28%	54%	48%

	May 2023 STAAR Science, Grade 5											
	All Learning Standards											
	5.6(B) [R]	5.6(C) [R]	5.6(D) [S]	5.7(A) [R]	5.7(B) [R]	5.8(C) [R]	5.9(A) [R]	5.9(B) [R]	5.9(C) [S]	5.9(D) [S]	5.10(A) [R]	5.10(B) [R]
Melillo	64%	59%	28%	42%	70%	38%	75%	76%	49%	29%	61%	97%
Lomax	54%	54%	27%	54%	76%	32%	73%	77%	40%	37%	59%	96%
Morris	56%	53%	23%	51%	77%	31%	66%	76%	48%	37%	58%	95%
Roberts	57%	51%	27%	43%	67%	19%	67%	67%	41%	31%	56%	94%
Kendrick	54%	45%	26%	45%	66%	28%	65%	66%	45%	29%	56%	92%
All Students	55%	51%	22%	47%	67%	26%	65%	68%	40%	31%	54%	92%
Shaw	64%	51%	20%	51%	67%	31%	65%	72%	33%	32%	51%	91%
Milstead	52%	47%	25%	47%	58%	22%	66%	65%	39%	26%	55%	90%
Keller	51%	52%	20%	46%	61%	17%	61%	58%	41%	33%	47%	88%
Sullivan	63%	53%	17%	51%	72%	30%	60%	66%	42%	26%	50%	93%
Schneider	48%	48%	19%	52%	58%	20%	61%	58%	30%	28%	52%	90%
De Zavala	40%	46%	15%	35%	58%	20%	57%	60%	33%	30%	50%	90%

May 2023 STAAR Science, Grade 5

Number Tested = 3228

Avg Raw Score = 19

Avg Grade = 49%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Partial (0-1-2)	5.5(C) [S]	59		
2	Partial (0-1-2)	5.10(B) [R]	92		
3	Correct/Incorrect	5.5(A) [R]	49		
4	Correct/Incorrect	5.9(C) [S]	40		
5	Correct/Incorrect	5.6(B) [R]	53		
6	Correct/Incorrect	3.5(C) [S]	48		
7	Correct/Incorrect	5.6(C) [R]	29		
8	Partial (0-1-2)	5.9(B) [R]	75		
9	Correct/Incorrect	4.8(B) [S]	26		
10	Correct/Incorrect	5.9(A) [R]	53		
11	Correct/Incorrect	4.7(C) [S]	57		
12	Correct/Incorrect	5.10(A) [R]	70		
13	Partial (0-1-2)	4.8(A) [S]	50		
14	Correct/Incorrect	3.6(B) [S]	48		
15	SCR (0-2)	5.6(D) [S]	23		
16	Correct/Incorrect	3.10(B) [S]	48		
17	Correct/Incorrect	5.7(B) [R]	67		
18	Correct/Incorrect	5.7(A) [R]	65		
19	Correct/Incorrect	5.10(A) [R]	39		
20	Correct/Incorrect	5.5(B) [S]	23		
21	Correct/Incorrect	4.8(C) [S]	45		
22	Correct/Incorrect	5.9(D) [S]	31		
23	Correct/Incorrect	5.8(C) [R]	26		
24	Correct/Incorrect	5.5(A) [R]	55		
25	Correct/Incorrect	3.9(A) [S]	35		
26	Partial (0-1-2)	4.7(A) [S]	13		
27	Correct/Incorrect	5.9(B) [R]	53		
28	Partial (0-1-2)	5.6(A) [R]	49		
29	Correct/Incorrect	5.6(B) [R]	57		
30	Correct/Incorrect	5.7(A) [R]	30		
31	Correct/Incorrect	5.6(C) [R]	72		
32	Correct/Incorrect	5.9(A) [R]	78		

Standards Report: Grade 5 Science

For Pasadena ISD

Readiness Standards					Supporting Standards				
2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.5(A)		64	65	52	5.5(B)	5.5(C)	51	50	23
5.6(A)		76	56	49	5.5(C)	5.5(D)	61	76	59
5.6(B)		41	77	55	5.6(D)		40	54	22
5.6(C)		47	66	51	5.8(A)		NT	NT	NT
5.7(A)		62	54	47	5.8(B)		50	NT	NT
5.7(B)		53	59	67	5.8(D)		50	NT	NT
5.8(C)		66	65	26	5.9(C)		60	61	40
5.9(A)		70	64	65	5.9(D)	5.7(D)	50	38	31
5.9(B)		60	73	68	4.7(A)		NT	43	13
5.10(A)		43	66	54	4.7(C)		48	62	57
5.10(B)		50	67	92	4.8(A)		NT	NT	50
					4.8(B)		NT	47	26
					4.8(C)		NT	NT	45
					3.5(C)		61	NT	48
					3.6(B)		39	56	48
					3.7(B)		NT	NT	NT
					3.8(D)		65	69	NT
					3.9(A)		53	60	35
					3.10(B)	3.10(C)	51	56	48

Process Standards				
2018 TEKS	2010 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.1(A)		NT	NT	NT
5.1(B)		NT	NT	NT
5.2(A)		40	42	NT
5.2(B)		50	59	NT
5.2(C)		NT	NT	NT
5.2(D)		49	61	NT
5.2(E)		NT	NT	NT
5.2(F)		61	NT	NT
5.2(G)		48	NT	NT
5.3(A)		45	54	NT
5.3(B)	5.3(C)	61	69	NT
5.3(C)	5.3(D)	65	56	NT
5.4(A)		86	59	NT

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Science, Grade 5	• May 2022 STAAR Science, Grade 5	• May 2023 STAAR Science, Grade 5

Source Data: Grade 5 Science

(by Student Expectation and TEKS Cluster) For Pasadena ISD

Readiness Standards					Supporting Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint			2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3			Checkpoint 1	Checkpoint 2	Checkpoint 3
5.5(A)		3	4	2	5.5(B)	5.5(C)	1	1	1
5.6(A)		2	2	1	5.5(C)	5.5(D)	1	1	1
5.6(B)		2	2	2	5.6(D)		1	1	1
5.6(C)		2	2	2	5.8(A)		NT	NT	NT
5.7(A)		2	2	2	5.8(B)		1	NT	NT
5.7(B)		2	2	1	5.8(D)		1	NT	NT
5.8(C)		2	2	1	5.9(C)		1	1	1
5.9(A)		2	2	2	5.9(D)	5.7(D)	1	1	1
5.9(B)		2	2	2	4.7(A)		NT	1	1
5.10(A)		2	2	2	4.7(C)		1	1	1
5.10(B)		2	2	1	4.8(A)		NT	NT	1
					4.8(B)		NT	1	1
					4.8(C)		NT	NT	1
					3.5(C)		1	NT	1
					3.6(B)		1	1	1
					3.7(B)		NT	NT	NT
					3.8(D)		1	1	NT
					3.9(A)		1	1	1
					3.10(B)	3.10(C)	1	1	1

Process Standards				
2018 TEKS	2010 TEKS	# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
5.1(A)		NT	NT	NT
5.1(B)		NT	NT	NT
5.2(A)		1	1	NT
5.2(B)		1	3	NT
5.2(C)		NT	NT	NT
5.2(D)		12	13	NT
5.2(E)		NT	NT	NT
5.2(F)		1	NT	NT
5.2(G)		1	NT	NT
5.3(A)		1	1	NT
5.3(B)	5.3(C)	2	1	NT
5.3(C)	5.3(D)	1	1	NT
5.4(A)		1	3	NT

TEKS Cluster Data		# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards				
Tools to Know		3	7	NT
Ways to Show		18	16	NT
TEKS Cluster				
>> Physical Properties of Matter		6	6	5
>> Force, Motion, and Energy		8	8	7
Natural Resources and Changes to Earth's Surface		5	6	5
Weather		1	1	2
Space		4	3	2
>> Organisms and Environments		7	7	7
Animal Adaptations and Behaviors		5	5	4

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Science, Grade 5	• May 2022 STAAR Science, Grade 5	• May 2023 STAAR Science, Grade 5

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Standards Report: Grade 6 ELAR

For Pasadena ISD

Word Study				Core Reading				Writing			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary				Tools to Know: Reading Process				Tools to Know: Writing Process (Revision)			
6.2(B)	Data in "Tools to Know: Reading Process"			6.2(B)	57	60	NT	6.10(B.i)	NT	NT	48
6.2(A)	76	64	52	6.5(C)	NT	61	NT	6.10(B.ii)	NT	NT	53
6.2(C)	49	51	43	6.3(A)	NT	NT	NT	6.10(C)	NT	NT	49
applied to Core Reading				6.5(A)	NT	NT	NT	6.10(A)	NT	NT	NT
				6.5(B)	NT	NT	NT	Tools to Know: Writing Process (Editing)			
				6.5(D)	NT	NT	NT	6.10(D.i)	NT	NT	50
				6.5(I)	NT	NT	NT	6.10(D.ii)	NT	NT	52
				Tools to Know: Comprehension				6.10(D.ix)	NT	NT	68
Ways to Show: Response Skills				6.5(E)	45	58	42	6.10(D.iii)	NT	NT	39
6.6(B)	NT	NT	NT	6.5(F)	57	72	51	6.10(D.iv)	NT	NT	62
6.6(C)	46	60	54	6.5(G)	NT	67	51	6.10(D.v)	NT	NT	NT
6.6(D)	58	63	50	6.5(H)	49	59	70	6.10(D.vi)	NT	NT	NT
6.6(G)	NT	NT	NT	Ways to Show: Thinking about the Meaning				6.10(D.vii)	NT	NT	68
6.6(A)	NT	NT	NT	6.7(B)	NT	67	44	6.10(D.viii)	NT	NT	NT
6.6(E)	NT	NT	NT	6.7(C)	76	63	49	6.10(E)	NT	NT	NT
6.6(F)	NT	NT	NT	6.8(D.i)	63	83	71	6.10(D)	NT	NT	28
6.6(H)	NT	NT	NT	6.8(E.i)	NT	NT	NT				
6.6(I)	NT	NT	NT	6.8(E.ii)	NT	NT	NT				
6.11(B)	NT	NT	37	6.9(A)	49	61	29				
				6.7(A)	58	49	NT				
				6.7(D)	NT	NT	NT				
				6.8(A)	NT	53	NT				
				6.8(B)	NT	NT	62				
				6.8(C)	NT	69	NT				
				6.8(D.ii)	NT	32	30				
				6.8(D.iii)	55	52	NT				
				6.8(E.iii)	NT	NT	NT				
				6.8(F)	NT	NT	NT				
				Author's Craft: Thinking about the Writing							
				6.9(B)	NT	65	57				
				6.9(C)	NT	40	50				
				6.9(D)	70	43	42				
				6.9(E)	77	NT	54				
				6.9(F)	NT	70	63				
				6.9(G)	NT	NT	NT				

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Reading, Grade 6	• May 2022 STAAR Reading, Grade 6	• May 2023 STAAR Reading, Grade 6

Source Data: Grade 6 ELAR

Word Study				Core Reading				Writing			
# of items assessed by Checkpoint				# of items assessed by Checkpoint				# of items assessed by Checkpoint			
2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary				Tools to Know: Reading Process				Tools to Know: Writing Process (Revision)			
6.2(B)	Data in "Tools to Know: Reading Process"			6.2(B)	1	2	NT	6.10(B.i)	NT	NT	3
6.2(A)	1	1	1	6.5(C)	NT	2	NT	6.10(B.ii)	NT	NT	3
6.2(C)	2	1	1	6.3(A)	NT	NT	NT	6.10(C)	NT	NT	3
				6.5(A)	NT	NT	NT	6.10(A)	NT	NT	NT
				6.5(B)	NT	NT	NT	Tools to Know: Writing Process (Editing)			
				6.5(D)	NT	NT	NT	6.10(D.i)	NT	NT	3
				6.5(I)	NT	NT	NT	6.10(D.ii)	NT	NT	1
				Tools to Know: Comprehension				6.10(D.ix)	NT	NT	1
				6.5(E)	4	4	4	6.10(D.iii)	NT	NT	1
				6.5(F)	12	3	2	6.10(D.iv)	NT	NT	1
				6.5(G)	NT	2	1	6.10(D.v)	NT	NT	NT
				6.5(H)	1	2	1	6.10(D.vi)	NT	NT	NT
				Ways to Show: Thinking about the Meaning				6.10(D.vii)	NT	NT	1
				6.7(B)	NT	1	1	6.10(D.viii)	NT	NT	NT
				6.7(C)	2	3	2	6.10(E)	NT	NT	NT
				6.8(D.i)	1	1	1	6.10(D)	NT	NT	1
				6.8(E.i)	NT	NT	NT				
				6.8(E.ii)	NT	NT	NT				
				6.9(A)	3	2	1				
				6.7(A)	1	2	NT				
				6.7(D)	NT	NT	NT				
				6.8(A)	NT	1	NT				
				6.8(B)	NT	NT	1				
				6.8(C)	NT	1	NT				
				6.8(D.ii)	NT	1	1				
				6.8(D.iii)	2	1	NT				
				6.8(E.iii)	NT	NT	NT				
				6.8(F)	NT	NT	NT				
				Author's Craft: Thinking about the Writing							
				6.9(B)	NT	1	1				
				6.9(C)	NT	2	1				
				6.9(D)	4	1	1				
				6.9(E)	1	NT	1				
				6.9(F)	NT	2	1				
				6.9(G)	NT	NT	NT				

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Vocabulary	3	2	2
Shared Reading	Tools to Know: Reading Process	1	4	NT
	Tools to Know: Comprehension	17	11	8
	Ways to Show: Thinking about the Meaning	9	13	7
	Author's Craft: Thinking about the Writing	40	40	45
	Ways to Show: Response Skills	5	4	4
Writing	Tools to Know: Writing Process (Revision)	NT	NT	9
	Tools to Know: Writing Process (Editing)	NT	NT	8

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Reading, Grade 6	• May 2022 STAAR Reading, Grade 6	• May 2023 STAAR Reading, Grade 6

Standards Report: Grade 6 Math

For Pasadena ISD

Readiness Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
6.2(D)	36	42	40
6.3(D)	29	53	38
6.3(E)	40	68	39
6.4(B)	24	45	28
6.4(G)	31	38	38
6.4(H)	49	53	75
6.5(B)	20	53	21
6.6(C)	61	20	31
6.7(A)	29	38	23
6.7(D)	44	21	31
6.8(D)	37	34	35
6.10(A)	52	42	55
6.11(A)	57	53	22
6.12(C)	55	32	49
6.12(D)	47	29	35
6.13(A)	50	42	61

Supporting Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
6.2(A)	NT	NT	NT
6.2(B)	NT	NT	54
6.2(C)	NT	NT	NT
6.2(E)	NT	79	NT
6.3(A)	NT	27	NT
6.3(B)	NT	56	46
6.3(C)	64	NT	55
6.4(A)	NT	68	NT
6.4(C)	48	NT	NT
6.4(D)	62	NT	NT
6.4(E)	39	NT	NT
6.4(F)	NT	35	60
6.5(A)	60	NT	NT
6.5(C)	NT	48	NT
6.6(A)	58	44	NT
6.6(B)	36	NT	60
6.7(B)	NT	NT	28
6.7(C)	NT	29	NT
6.8(A)	49	NT	30
6.8(B)	NT	46	50
6.8(C)	55	71	NT
6.9(A)	NT	45	NT
6.9(B)	37	NT	NT
6.9(C)	NT	26	NT
6.10(B)	NT	NT	36
6.12(A)	NT	55	54
6.12(B)	45	NT	NT
6.13(B)	NT	NT	NT
6.14(A)	NT	NT	NT
6.14(B)	NT	48	32
6.14(C)	24	NT	NT
6.14(E)	NT	NT	57
6.14(F)	38	NT	NT
6.14(G)	NT	NT	NT
6.14(H)	NT	39	NT

Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
6.1(A)	NT	NT	NT
6.1(B)	NT	NT	NT
6.1(C)	NT	NT	NT
6.1(D)	NT	NT	NT
6.1(E)	NT	NT	NT
6.1(F)	NT	NT	NT
6.1(G)	NT	NT	NT

Non-Tested Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
6.14(D)	NT	NT	NT

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Mathematics, Grade 6	• May 2022 STAAR Mathematics, Grade 6	• May 2023 STAAR Mathematics, Grade 6

Source Data: Grade 6 Math

(by Student Expectation and TEKS Cluster) For Pasadena ISD

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
6.2(D)	2	1	1	6.2(A)	NT	NT	NT	6.1(A)	NT	NT	NT
6.3(D)	2	1	2	6.2(B)	NT	NT	1	6.1(B)	NT	NT	NT
6.3(E)	2	1	2	6.2(C)	NT	NT	NT	6.1(C)	NT	NT	NT
6.4(B)	2	2	2	6.2(E)	NT	1	NT	6.1(D)	NT	NT	NT
6.4(G)	2	1	2	6.3(A)	NT	1	NT	6.1(E)	NT	NT	NT
6.4(H)	1	1	1	6.3(B)	NT	1	1	6.1(F)	NT	NT	NT
6.5(B)	2	2	2	6.3(C)	1	NT	1	6.1(G)	NT	NT	NT
6.6(C)	1	1	1	6.4(A)	NT	1	NT	Non-Tested Standards			
6.7(A)	1	2	1	6.4(C)	1	NT	NT				
6.7(D)	2	2	1	6.4(D)	1	NT	NT	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
6.8(D)	2	2	1	6.4(E)	1	NT	NT	6.14(D)	NT	NT	NT
6.10(A)	1	2	2	6.4(F)	NT	1	1				
6.11(A)	1	1	2	6.5(A)	1	NT	NT				
6.12(C)	1	1	1	6.5(C)	NT	1	NT				
6.12(D)	1	1	1	6.6(A)	1	1	NT				
6.13(A)	2	2	2	6.6(B)	1	NT	1				
				6.7(B)	NT	NT	1				
				6.7(C)	NT	1	NT				
				6.8(A)	1	NT	1				
				6.8(B)	NT	1	1				
				6.8(C)	1	1	NT				
				6.9(A)	NT	1	NT				
				6.9(B)	1	NT	NT				
				6.9(C)	NT	1	NT				
				6.10(B)	NT	NT	1				
				6.12(A)	NT	1	1				
				6.12(B)	1	NT	NT				
				6.13(B)	NT	NT	NT				
				6.14(A)	NT	NT	NT				
				6.14(B)	NT	1	1				
				6.14(C)	1	NT	NT				
				6.14(E)	NT	NT	1				
				6.14(F)	1	NT	NT				
				6.14(G)	NT	NT	NT				
				6.14(H)	NT	1	NT				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards			
Tools to Know	NT	NT	NT
Ways to Show	NT	NT	NT
TEKS Cluster			
Representation and Comparison of Rational Numbers	2	1	1
>> All Operations with Rational Numbers	5	5	7
>> Proportional Reasoning	11	8	8
>> Expressions, Equations, and Inequalities	5	9	6
Algebraic Representations	4	4	4
Geometry and Measurement	4	4	3
>> Data Analysis	5	5	5
Personal Financial Literacy	2	2	2

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Mathematics, Grade 6	• May 2022 STAAR Mathematics, Grade 6	• May 2023 STAAR Mathematics, Grade 6

Standards Report: Grade 7 Math (Middle School)

For Pasadena ISD

Readiness Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.3(B)	62	79	70
7.4(A)	77	63	78
7.4(D)	56	69	60
7.5(C)	53	28	96
7.6(G)	63	75	61
7.6(H)	68	87	86
7.6(I)	47	43	62
7.7(A)	57	75	49
7.9(A)	58	79	78
7.9(B)	56	70	77
7.9(C)	56	67	61
7.11(A)	32	48	64
7.12(A)	70	79	77

Supporting Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.2(A)	NT	NT	NT
7.3(A)	60	45	NT
7.4(B)	76	50	96
7.4(C)	NT	NT	77
7.4(E)	63	91	NT
7.5(A)	49	NT	43
7.5(B)	NT	62	65
7.6(A)	75	NT	93
7.6(C)	NT	55	NT
7.6(D)	NT	NT	66
7.6(E)	61	72	NT
7.9(D)	75	71	55
7.10(A)	71	67	70
7.10(B)	NT	68	36
7.10(C)	72	80	NT
7.11(B)	68	89	75
7.11(C)	25	51	22
7.12(B)	NT	NT	NT
7.12(C)	NT	NT	72
7.13(A)	NT	39	NT
7.13(B)	59	NT	93
7.13(C)	45	NT	NT
7.13(D)	NT	71	NT
7.13(E)	NT	53	NT
7.13(F)	58	NT	NT

Non-Tested Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.6(B)	NT	NT	NT
7.6(F)	NT	NT	NT
7.8(A)	NT	NT	NT
7.8(B)	NT	NT	NT
7.8(C)	NT	NT	NT

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Mathematics, Grade 7	• May 2022 STAAR Mathematics, Grade 7	• May 2023 STAAR Mathematics, Grade 7

Source Data: Grade 7 Math (Middle School)
(by Student Expectation and TEKS Cluster) For Pasadena ISD

Readiness Standards			
SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.3(B)	2	1	2
7.4(A)	2	2	2
7.4(D)	2	2	2
7.5(C)	2	2	1
7.6(G)	2	2	2
7.6(H)	2	2	2
7.6(I)	2	2	2
7.7(A)	2	2	2
7.9(A)	2	2	2
7.9(B)	2	2	2
7.9(C)	2	2	2
7.11(A)	2	2	2
7.12(A)	2	2	2

Supporting Standards			
SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.2(A)	NT	NT	NT
7.3(A)	1	1	NT
7.4(B)	1	1	1
7.4(C)	NT	NT	1
7.4(E)	1	1	NT
7.5(A)	1	NT	1
7.5(B)	NT	1	1
7.6(A)	1	NT	1
7.6(C)	NT	1	NT
7.6(D)	NT	NT	1
7.6(E)	1	1	NT
7.9(D)	1	1	1
7.10(A)	1	1	1
7.10(B)	NT	1	1
7.10(C)	1	1	NT
7.11(B)	1	1	1
7.11(C)	1	1	1
7.12(B)	NT	NT	NT
7.12(C)	NT	NT	1
7.13(A)	NT	1	NT
7.13(B)	1	NT	1
7.13(C)	1	NT	NT
7.13(D)	NT	1	NT
7.13(E)	NT	1	NT
7.13(F)	1	NT	NT

Process Standards			
SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.1(A)	NT	NT	NT
7.1(B)	NT	NT	NT
7.1(C)	NT	NT	NT
7.1(D)	NT	NT	NT
7.1(E)	NT	NT	NT
7.1(F)	NT	NT	NT
7.1(G)	NT	NT	NT

Non-Tested Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
7.6(B)	NT	NT	NT
7.6(F)	NT	NT	NT
7.8(A)	NT	NT	NT
7.8(B)	NT	NT	NT
7.8(C)	NT	NT	NT

TEKS Cluster Data		# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards				
Tools to Know		NT	NT	NT
Ways to Show		NT	NT	NT
TEKS Cluster				
Rational Number Representations and Operations		3	2	2
>> Proportional Reasoning		8	8	8
>> Probability		6	6	6
>> Equations and Inequalities		5	6	5
>> Geometry and Measurement		11	11	11
Data Analysis		4	4	5
Personal Financial Literacy		3	3	1

Values represent percentages of total points earned out of total points possible. Items that are worth more than one point are included.

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
• May 2021 STAAR Mathematics, Grade 7	• May 2022 STAAR Mathematics, Grade 7	• May 2023 STAAR Mathematics, Grade 7

	May 2023 STAAR Reading, Grade 6														
	All Learning Standards														
	6.2(A) [S]	6.2(C) [S]	6.5(E) [R]	6.5(F) [R]	6.5(G) [R]	6.5(H)	6.6(C) [R]	6.6(D) [R]	6.7(B) [R]	6.7(C) [R]	6.8(B) [S]	6.8(D.i) [R]	6.8(D.ii) [S]	6.9(A) [R]	6.9(B) [S]
Melillo	58%	55%	48%	60%	61%	83%	61%	60%	54%	59%	72%	79%	42%	31%	67%
Lomax	51%	50%	44%	55%	61%	80%	57%	52%	46%	56%	68%	75%	36%	36%	63%
Morris	55%	43%	45%	53%	56%	76%	56%	52%	47%	52%	67%	73%	33%	33%	62%
Roberts	57%	47%	47%	52%	56%	71%	56%	50%	39%	49%	62%	72%	30%	29%	55%
Sullivan	53%	40%	43%	51%	49%	69%	56%	51%	48%	49%	67%	74%	29%	29%	60%
All Students	52%	43%	42%	51%	51%	70%	54%	50%	44%	49%	62%	71%	30%	29%	57%
Kendrick	52%	41%	42%	51%	50%	70%	55%	50%	46%	48%	60%	72%	34%	27%	53%
Keller	48%	38%	38%	50%	51%	68%	53%	50%	45%	51%	59%	72%	22%	27%	57%
Shaw	52%	38%	39%	50%	50%	69%	54%	50%	46%	48%	58%	70%	31%	29%	56%
Schneider	50%	39%	39%	46%	46%	61%	49%	43%	36%	47%	57%	69%	19%	27%	53%
Milstead	48%	40%	40%	48%	43%	64%	49%	47%	38%	40%	59%	67%	25%	25%	53%
De Zavala	48%	37%	36%	46%	42%	55%	48%	39%	38%	44%	57%	66%	26%	29%	50%

	May 2023 STAAR Reading, Grade 6														
	All Learning Standards														
	6.9(C) [S]	6.9(D) [S]	6.9(E) [S]	6.9(F) [S]	6.10(B.i) [R]	6.10(B.ii) [R]	6.10(C) [R]	6.10(D) [S]	6.10(D.i) [R]	6.10(D.ii) [R]	6.10(D.iii) [S]	6.10(D.iv) [S]	6.10(D.vii) [S]	6.10(D.ix) [R]	6.11(B) [R]
Melillo	59%	47%	61%	80%	56%	61%	61%	33%	57%	61%	50%	69%	83%	76%	45%
Lomax	57%	46%	62%	72%	51%	58%	54%	29%	52%	56%	43%	71%	75%	70%	52%
Morris	54%	44%	52%	68%	49%	59%	54%	18%	54%	55%	44%	63%	75%	73%	44%
Roberts	54%	42%	58%	66%	47%	54%	51%	28%	48%	56%	45%	65%	72%	70%	41%
Sullivan	50%	46%	52%	65%	50%	52%	50%	29%	55%	55%	33%	57%	68%	69%	38%
All Students	50%	42%	54%	63%	48%	53%	49%	28%	50%	52%	39%	62%	68%	68%	37%
Kendrick	46%	45%	53%	66%	49%	55%	49%	31%	50%	52%	38%	66%	65%	73%	32%
Keller	51%	42%	55%	59%	46%	50%	46%	28%	48%	46%	39%	61%	66%	64%	32%
Shaw	44%	42%	50%	60%	46%	51%	47%	33%	50%	49%	40%	58%	63%	68%	36%
Schneider	46%	37%	52%	52%	40%	48%	43%	28%	46%	50%	33%	60%	57%	61%	36%
Milstead	41%	34%	52%	55%	44%	50%	44%	29%	49%	49%	34%	54%	58%	64%	31%
De Zavala	45%	37%	44%	55%	46%	45%	41%	17%	45%	45%	26%	59%	63%	66%	26%

c

May 2023 STAAR Reading, Grade 6

Number Tested = 3458

Avg Raw Score = 27

Avg Grade = 48%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	6.7(C) [R]	45		
2	Correct/Incorrect	6.9(D) [S]	42		
3	Correct/Incorrect	6.7(B) [R]	44		
4	Correct/Incorrect	6.9(F) [S]	63		
5	Correct/Incorrect	6.5(F) [R]	46		
6	Correct/Incorrect	6.6(C) [R]	53		
7	Correct/Incorrect	6.9(A) [R]	29		
8	Correct/Incorrect	6.6(D) [R]	53		
9	Partial (0-1-2)	6.8(D.i) [R]	72		
10	Correct/Incorrect	6.2(C) [S]	43		
11	Correct/Incorrect	6.8(D.ii) [S]	30		
12	Correct/Incorrect	6.8(B) [S]	62		
13	Correct/Incorrect	6.7(C) [R]	53		
14	Correct/Incorrect	6.9(E) [S]	54		
15	Correct/Incorrect	6.5(E) [R]	31		
16	Correct/Incorrect	6.5(E) [R]	41		
17	Correct/Incorrect	6.5(E) [R]	39		
18	Correct/Incorrect	6.5(E) [R]	56		
19	Correct/Incorrect	6.5(H)	70		
20	Correct/Incorrect	6.5(G) [R]	51		
21	Correct/Incorrect	6.9(B) [S]	57		
22	Correct/Incorrect	6.2(A) [S]	52		
23	Correct/Incorrect	6.6(D) [R]	47		
24	Correct/Incorrect	6.5(F) [R]	56		
25	Correct/Incorrect	6.9(C) [S]	50		
26	Partial (0-1-2)	6.6(C) [R]	55		
27	ECR (0 to 10)	6.11(B)	37		
28	Correct/Incorrect	6.10(B.ii) [R]	66		
29	Correct/Incorrect	6.10(C) [R]	52		
30	Correct/Incorrect	6.10(B.i) [R]	44		
31	SCR (0-1)	6.10(C) [R]	45		
32	Correct/Incorrect	6.10(B.i) [R]	35		
33	Correct/Incorrect	6.10(C) [R]	52		
34	Correct/Incorrect	6.10(B.ii) [R]	39		
35	Correct/Incorrect	6.10(B.i) [R]	64		
36	Correct/Incorrect	6.10(B.ii) [R]	55		
37	Correct/Incorrect	6.10(D.i) [R]	42		
38	Correct/Incorrect	6.10(D.ix) [R]	69		
39	Correct/Incorrect	6.10(D) [S]	28		
40	Correct/Incorrect	6.10(D.i) [R]	69		
41	Correct/Incorrect	6.10(D.i) [R]	41		
42	Correct/Incorrect	6.10(D.iii) [S]	39		
43	Correct/Incorrect	6.10(D.iv) [S]	62		
44	Correct/Incorrect	6.10(D.ii) [R]	52		
45	Correct/Incorrect	6.10(D.vii) [S]	68		

	May 2023 STAAR Mathematics, Grade 6													
	All Learning Standards													
	6.2(B) [S]	6.2(D) [R]	6.3(B) [S]	6.3(C) [S]	6.3(D) [R]	6.3(E) [R]	6.4(B) [R]	6.4(F) [S]	6.4(G) [R]	6.4(H) [R]	6.5(B) [R]	6.6(B) [S]	6.6(C) [R]	6.7(A) [R]
Melillo	72%	65%	51%	57%	51%	51%	33%	74%	54%	83%	33%	78%	45%	41%
Morris	59%	51%	47%	52%	39%	43%	28%	66%	49%	79%	24%	71%	48%	28%
Roberts	54%	43%	47%	55%	41%	45%	30%	67%	39%	83%	23%	66%	37%	25%
Kendrick	56%	48%	45%	55%	42%	38%	25%	60%	40%	78%	24%	60%	33%	18%
Sullivan	53%	36%	47%	56%	43%	40%	29%	60%	37%	76%	21%	56%	36%	24%
All Students	54%	40%	46%	55%	38%	39%	28%	60%	38%	75%	21%	60%	31%	23%
Lomax	55%	36%	46%	61%	37%	39%	30%	58%	32%	78%	20%	62%	21%	22%
Milstead	49%	34%	44%	54%	37%	34%	29%	57%	39%	68%	19%	56%	20%	19%
Keller	53%	41%	45%	51%	34%	38%	24%	60%	34%	68%	18%	52%	20%	15%
Schneider	47%	30%	42%	51%	34%	37%	26%	54%	28%	74%	16%	59%	26%	17%
Shaw	48%	34%	45%	56%	33%	34%	28%	55%	32%	72%	17%	50%	34%	22%
De Zavala	45%	22%	45%	60%	30%	34%	24%	49%	29%	68%	14%	52%	25%	17%

	May 2023 STAAR Mathematics, Grade 6													
	All Learning Standards													
	6.7(B) [S]	6.7(D) [R]	6.8(A) [S]	6.8(B) [S]	6.8(D) [R]	6.10(A) [R]	6.10(B) [S]	6.11(A) [R]	6.12(A) [S]	6.12(C) [R]	6.12(D) [R]	6.13(A) [R]	6.14(B) [S]	6.14(E) [S]
Melillo	55%	50%	52%	42%	42%	69%	43%	23%	66%	67%	41%	76%	55%	74%
Morris	30%	34%	29%	66%	41%	69%	36%	24%	60%	58%	36%	69%	40%	62%
Roberts	27%	36%	28%	47%	37%	56%	42%	20%	61%	44%	36%	68%	34%	61%
Kendrick	28%	32%	28%	54%	34%	57%	34%	22%	62%	60%	42%	63%	35%	59%
Sullivan	32%	30%	29%	47%	39%	57%	38%	28%	59%	41%	39%	66%	33%	63%
All Students	28%	31%	30%	50%	35%	55%	36%	22%	54%	49%	35%	61%	32%	57%
Lomax	31%	30%	27%	56%	41%	63%	34%	25%	58%	55%	30%	66%	30%	57%
Milstead	26%	26%	28%	39%	32%	46%	31%	24%	41%	46%	36%	54%	26%	53%
Keller	21%	27%	24%	50%	30%	51%	37%	23%	52%	45%	31%	56%	23%	48%
Schneider	21%	24%	29%	51%	31%	48%	36%	18%	46%	45%	35%	56%	23%	50%
Shaw	19%	23%	28%	53%	32%	45%	35%	18%	43%	38%	31%	50%	28%	55%
De Zavala	19%	25%	23%	48%	27%	38%	28%	19%	47%	44%	31%	51%	25%	41%

May 2023 STAAR Mathematics, Grade 6

Number Tested = 2898

Avg Raw Score = 18

Avg Grade = 42%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	6.14(E) [S]	57		
2	Correct/Incorrect	6.4(H) [R]	75		
3	Correct/Incorrect	6.4(G) [R]	51		
4	Correct/Incorrect	6.3(E) [R]	47		
5	Partial (0-1-2)	6.12(D) [R]	35		
6	Correct/Incorrect	6.6(C) [R]	31		
7	Correct/Incorrect	6.13(A) [R]	54		
8	Correct/Incorrect	6.5(B) [R]	4		
9	Correct/Incorrect	6.8(B) [S]	50		
10	Partial (0-1-2)	6.4(F) [S]	60		
11	Correct/Incorrect	6.3(D) [R]	18		
12	Correct/Incorrect	6.7(B) [S]	28		
13	Correct/Incorrect	6.4(B) [R]	23		
14	Correct/Incorrect	6.11(A) [R]	10		
15	Correct/Incorrect	6.6(B) [S]	60		
16	Correct/Incorrect	6.7(A) [R]	23		
17	Correct/Incorrect	6.10(A) [R]	54		
18	Correct/Incorrect	6.2(D) [R]	40		
19	Correct/Incorrect	6.3(C) [S]	55		
20	Correct/Incorrect	6.14(B) [S]	32		
21	Partial (0-1-2)	6.3(B) [S]	46		
22	Correct/Incorrect	6.11(A) [R]	35		
23	Correct/Incorrect	6.10(B) [S]	36		
24	Correct/Incorrect	6.8(A) [S]	30		
25	Partial (0-1-2)	6.8(D) [R]	35		
26	Correct/Incorrect	6.3(D) [R]	59		
27	Partial (0-1-2)	6.12(A) [S]	54		
28	Correct/Incorrect	6.3(E) [R]	32		
29	Partial (0-1-2)	6.2(B) [S]	54		
30	Correct/Incorrect	6.5(B) [R]	38		
31	Correct/Incorrect	6.7(D) [R]	31		
32	Partial (0-1-2)	6.4(B) [R]	30		
33	Correct/Incorrect	6.4(G) [R]	24		
34	Correct/Incorrect	6.12(C) [R]	50		
35	Correct/Incorrect	6.10(A) [R]	55		
36	Correct/Incorrect	6.13(A) [R]	69		

	May 2023 STAAR Mathematics, Grade 7												
	All Learning Standards												
	7.3(B) [R]	7.4(A) [R]	7.4(B) [S]	7.4(C) [S]	7.4(D) [R]	7.5(A) [S]	7.5(B) [S]	7.5(C) [R]	7.6(A) [S]	7.6(D) [S]	7.6(G) [R]	7.6(H) [R]	7.6(I) [R]
Morris	78%	86%	98%	90%	69%	49%	98%	100%	98%	69%	74%	97%	72%
Roberts	83%	86%	100%	93%	74%	76%	85%	93%	100%	74%	72%	90%	80%
Lomax	76%	89%	95%	74%	70%	45%	83%	100%	98%	78%	76%	85%	74%
Sullivan	66%	80%	94%	76%	62%	46%	56%	91%	94%	71%	58%	84%	66%
Melillo	85%	83%	97%	85%	71%	54%	79%	98%	99%	67%	77%	95%	80%
Schneider	69%	86%	100%	57%	64%	31%	76%	100%	90%	62%	62%	94%	62%
Kendrick	75%	84%	96%	80%	70%	37%	52%	98%	91%	76%	62%	88%	57%
Gr6 Students	70%	78%	96%	77%	60%	43%	65%	96%	93%	66%	61%	86%	62%
Milstead	69%	71%	93%	64%	52%	33%	58%	96%	88%	57%	60%	86%	51%
Keller	74%	77%	98%	82%	45%	38%	45%	98%	90%	61%	58%	83%	72%
Shaw	52%	67%	93%	75%	50%	39%	39%	91%	89%	58%	41%	79%	40%
De Zavala	59%	62%	98%	80%	43%	39%	66%	94%	90%	56%	38%	77%	48%

	May 2023 STAAR Mathematics, Grade 7												
	All Learning Standards												
	7.7(A) [R]	7.9(A) [R]	7.9(B) [R]	7.9(C) [R]	7.9(D) [S]	7.10(A) [S]	7.10(B) [S]	7.11(A) [R]	7.11(B) [S]	7.11(C) [S]	7.12(A) [R]	7.12(C) [S]	7.13(B) [S]
Morris	68%	91%	90%	69%	63%	79%	46%	73%	88%	17%	81%	81%	99%
Roberts	73%	93%	89%	76%	67%	81%	67%	72%	93%	41%	86%	78%	98%
Lomax	53%	83%	87%	71%	67%	76%	43%	75%	86%	17%	84%	71%	96%
Sullivan	41%	81%	69%	66%	53%	74%	32%	72%	71%	21%	80%	74%	91%
Melillo	72%	89%	83%	77%	59%	77%	50%	73%	88%	36%	83%	82%	99%
Schneider	56%	81%	79%	67%	57%	86%	29%	71%	81%	33%	75%	67%	93%
Kendrick	48%	72%	79%	64%	61%	63%	33%	67%	74%	24%	79%	72%	98%
Gr6 Students	49%	78%	77%	61%	55%	70%	36%	64%	75%	22%	77%	72%	93%
Milstead	38%	69%	69%	57%	52%	61%	32%	59%	78%	25%	71%	62%	91%
Keller	45%	76%	77%	53%	39%	68%	20%	64%	75%	9%	73%	73%	86%
Shaw	32%	72%	67%	43%	40%	61%	22%	48%	58%	16%	73%	67%	89%
De Zavala	41%	65%	65%	45%	58%	70%	34%	47%	52%	18%	61%	74%	84%

May 2023 STAAR Mathematics, Grade 7, (Middle School)

Number Tested = 593

Avg Raw Score = 32

Avg Grade = 69%

Question #	Scoring Type	Standard(s) Tested	% of Points Earned		
			District	Campus	Teacher
1	Correct/Incorrect	7.4(D) [R]	67		
2	Partial (0-1-2)	7.6(A) [S]	93		
3	Correct/Incorrect	7.10(A) [S]	70		
4	Correct/Incorrect	7.5(C) [R]	96		
5	Partial (0-1-2)	7.13(B) [S]	93		
6	Correct/Incorrect	7.6(D) [S]	66		
7	Correct/Incorrect	7.7(A) [R]	69		
8	Correct/Incorrect	7.9(B) [R]	70		
9	Correct/Incorrect	7.4(A) [R]	70		
10	Correct/Incorrect	7.12(A) [R]	79		
11	Correct/Incorrect	7.5(B) [S]	65		
12	Correct/Incorrect	7.6(G) [R]	51		
13	Correct/Incorrect	7.9(C) [R]	66		
14	Correct/Incorrect	7.3(B) [R]	59		
15	Correct/Incorrect	7.6(H) [R]	94		
16	Correct/Incorrect	7.6(I) [R]	74		
17	Correct/Incorrect	7.9(A) [R]	67		
18	Correct/Incorrect	7.11(A) [R]	48		
19	Partial (0-1-2)	7.5(A) [S]	43		
20	Correct/Incorrect	7.12(C) [S]	72		
21	Correct/Incorrect	7.4(D) [R]	53		
22	Correct/Incorrect	7.11(C) [S]	22		
23	Partial (0-1-2)	7.4(A) [R]	82		
24	Correct/Incorrect	7.9(D) [S]	55		
25	Partial (0-1-2)	7.7(A) [R]	39		
26	Correct/Incorrect	7.9(C) [R]	56		
27	Correct/Incorrect	7.10(B) [S]	36		
28	Partial (0-1-2)	7.6(G) [R]	66		
29	Correct/Incorrect	7.11(B) [S]	75		
30	Correct/Incorrect	7.6(I) [R]	49		
31	Correct/Incorrect	7.3(B) [R]	82		
32	Partial (0-1-2)	7.12(A) [R]	75		
33	Correct/Incorrect	7.4(C) [S]	77		
34	Correct/Incorrect	7.9(A) [R]	89		
35	Partial (0-1-2)	7.6(H) [R]	82		
36	Correct/Incorrect	7.4(B) [S]	96		
37	Correct/Incorrect	7.9(B) [R]	84		
38	Correct/Incorrect	7.11(A) [R]	80		