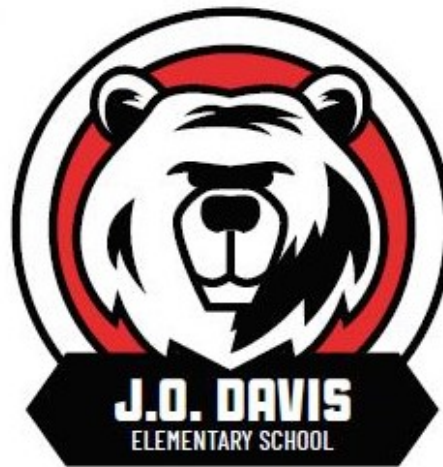


Irving Independent School District

Davis Elementary School

2023-2024 Improvement Plan



Mission Statement

It is the mission of J. O. Davis Elementary School to ensure high levels of learning in a positive school environment.

Vision

J. O. Davis Bruins will be responsible, respectful, and unified members of their communities.

Motto

Home of the Bruins.

Home of the Best!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Davis Elementary is located in the southwest area of Irving, TX.serves a student population with 88.24% identified as Economically Disadvantaged (EcoDis) students, and more than 65% qualify for free or reduced meals. The percentage of students identified Emergent Bilingual (EB) is 49.22% or 410 students. Slightly more than three-fourths (77.31%) of students are identified as At-Risk.

Student Demographics

- Female 48%
- Male 52%
- Hispanic 63%
- African American 29%
- White 4%
- Asian 3%
- Gifted and Talented 10%
- Special Education 10%
- Bilingual 42%
- ESL 6%
- Enrollment 791
- Attendance 92.42%
- Chronic Absenteeism 13.9 (2020-2021 compared to 4.1% 20219-2020)

Staff Demographics

- Female 90%
- Male 10%
- Hispanic 56%
- African American 29%
- White 10%
- Asian 3%

Student-to-Teacher Ratio

- PK 1:1:19.7
- Kindergarten 1:1:14
- 1st grade 1:24
- 2nd grade 1:19.3
- 3rd grade 1:20.1

- 4th grade 1:18
- 5th grade 1:19.8

Demographics Strengths

Staff diversity reflects the student population of the top two student groups, with 56% Hispanic and 29% African American. More than half of the teachers on campus have more than six years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has not rebounded post-pandemic (92.42% in 2022, compared to 97.025% for the four-year pre-pandemic average). **Root Cause:** Lack of consistent communication from central office.

Student Learning

Student Learning Summary

Math and Reading in grade 3 show slight declines in the performance levels Approaches, Meets, and Masters from 2022 to 2023 on STAAR assessments. There is a significant decline in grade 3 learners at the performance levels Meets and Masters from 2022 to 2023 STAAR Math administrations.

Math and Reading in grade 4 show increases in learners performing at the Approaches level on STAAR assessments. Significant increases are seen in grade 4 reading at the performance level Approaches and grade 4 math at the performance levels Meets and Masters from the 2022-2023 STAAR administrations. Some slight decreases were seen with learners who are performing at Meets and Masters in grade 4 reading from 2022-2023 STAAR administrations.

Math and Reading in grade 5 show decreases in learners performing at the Approaches and Meets level on STAAR assessments. Reading in grade 5 is seeing a slight decrease in learners performing at the Masters level, while Math in grade 5 shows a slight increase in learners performing at the Masters level from the 2022-2023 STAAR administrations. Significant decreases are seen in learners performing at all three levels in STAAR Science from 2022-2023 STAAR administrations.

Student Learning Strengths

1. STAAR assessment data in Reading in Grades 3 and 5 show a 6% decline in learners who received an Approaches or above when comparing learning from 2022 to 2023, while 4th grade grew 12% from 2022 to 2023. Despite the slight declines and gains, reading is still the area of strength at Davis compared to math and science.
2. STAAR Grade 4 reading and math showed improvements from 2022 to 2023 for learners receiving Approaches or above.
3. Forty-one percent of learners in K-2 were considered "on or above" grade level according to the 2023 Spring mClass. This is an increase of 6% when compared to 2022 Spring mClass.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Despite mClass showing improvements in K-2 Spring mClass, 40% of incoming 3rd graders were considered "at or above" level at the end of last school year.

Root Cause: Teachers may lack an understanding of the complexities of teaching structured literacy and therefore unable to deliver effective instruction.

Problem Statement 2 (Prioritized): Math STAAR scores for learners in grades 3, 4, and 5 remained steady at 55% at Approaches and above for 2022 and 2023. **Root Cause:** Math instructional blocks did not provide consistent and daily opportunities for learners to problem-solve through mathematical situations. Additionally, effective lesson planning for Tier 1 and small group instruction did not provide appropriate scaffolding and differentiation.

Problem Statement 3 (Prioritized): On the Grade 5 Science STAAR, learners receiving Approaches or above significantly decreased from 54% in 2022 to 30% in 2023. **Root Cause:** In grade 5, science instruction was hindered by a lack of content knowledge and a lack of consistent use of high-quality instructional material.

School Processes & Programs

School Processes & Programs Summary

Teacher Recruitment

The District hosts a yearly job fair to recruit highly-qualified educators. Members from our campus attend the job fair to meet candidates and schedule interviews. We utilize a district database where open positions are posted and applications are reviewed for vacant positions. Highly-qualified teachers are placed in classrooms based on the campus needs. Staff members are encouraged to refer professional and paraprofessional staff members who would be a good fit for our campus needs.

Intervention and Enrichment

Our school is going into its 5th year as a Professional Learning Community. Time for intervention is included during the school day. The campus schedule allows time for teacher teams to disaggregate data and plan Tier 1 instruction. Professional learning opportunities for teachers and paraprofessionals are based on staff requests and learner data. Extracurricular opportunities are available to learners at our school. Student offerings include Cooking, Dance, Soccer, Board Games, Chess, Book Clubs, National Elementary Honor Society, & Choir.

School Processes & Programs Strengths

All learners have access to Tier 1 instruction and materials. The campus learning schedule includes non-Tier 1 instructional time for academic enrichments and interventions, which includes pull-out for dyslexia and special education services. Each learner has a technology device at school. All learners have access to small group instruction with their teacher during the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The percentage of African American learners identified for Gifted and Talented services is 12.9%, which is more than 8% points lower than expected. **Root Cause:** Teachers' lack of training resulted in insufficient GT nominations for African American learners.

Perceptions

Perceptions Summary

The May 2023 district climate survey included students in grades 3rd - 5th grades, teachers, & staff. There were 215 responses that identified with Davis Elementary. The district climate survey was distributed using email, text, and the district website.

Perceptions Strengths

Survey responses from teachers for all Core Values were higher than the district average.

Accountability

- Campus Teachers - 63
- District Teachers - 59

Ambition

- Campus Teachers - 71
- District Teachers - 61

Empathy

- Campus Teachers - 67
- District Teachers - 65

Integrity

- Campus Teachers - 77
- District Teachers - 70

Safeguard

- Campus Teachers - 70
- District Teachers - 67

Core Value Index

- Campus - 76
- District - 72

RCP Index

- Campus 70
- District 65

Priority Problem Statements

Problem Statement 1: The percentage of African American learners identified for Gifted and Talented services is 12.9%, which is more than 8% points lower than expected.

Root Cause 1: Teachers' lack of training resulted in insufficient GT nominations for African American learners.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: On the Grade 5 Science STAAR, learners receiving Approaches or above significantly decreased from 54% in 2022 to 30% in 2023.

Root Cause 2: In grade 5, science instruction was hindered by a lack of content knowledge and a lack of consistent use of high-quality instructional material.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math STAAR scores for learners in grades 3, 4, and 5 remained steady at 55% at Approaches and above for 2022 and 2023.

Root Cause 3: Math instructional blocks did not provide consistent and daily opportunities for learners to problem-solve through mathematical situations. Additionally, effective lesson planning for Tier 1 and small group instruction did not provide appropriate scaffolding and differentiation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance has not rebounded post-pandemic (92.42% in 2022, compared to 97.025% for the four-year pre-pandemic average).

Root Cause 4: Lack of consistent communication from central office.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 1: We will increase the percentage of learners in K-2 who achieve "At Benchmark or Above" in mClass reading by 10% from 41% to 51% in 2024.

High Priority

HB3 Goal

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will set goals and track progress for all Tier 3 learners using the CORE phonics survey. Progress will be tracked in Eduphoria.</p> <p>Strategy's Expected Result/Impact: Observe and record student improvement on essential standards.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning on planning days to ensure that teachers understand all HQIM and best practices around Structured Literacy.</p> <p>Strategy's Expected Result/Impact: Provide teachers with a better understanding of curriculum documents so instructional delivery improves.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: We will increase the percentage of learners in K-2 who achieve 41st %tile or higher on Math MAP from 50% in 2023 to 55% in 2024.

High Priority

Evaluation Data Sources: Spring 2023 MAP Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have days built into their contract for ongoing curriculum supports.</p> <p>Strategy's Expected Result/Impact: Provide time for teachers to internalize curriculum documents and be better prepared for instruction.</p> <p>Staff Responsible for Monitoring: Academic Specialist & Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Math STAAR scores for learners in grades 3, 4, and 5 remained steady at 55% at Approaches and above for 2022 and 2023. Root Cause: Math instructional blocks did not provide consistent and daily opportunities for learners to problem-solve through mathematical situations. Additionally, effective lesson planning for Tier 1 and small group instruction did not provide appropriate scaffolding and differentiation.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: We will increase the percentage of learners in 3-5 who achieve "Meets Grade Level or Above" on Reading STAAR from 29% in 2023 to 35% in 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will set goals and track progress for all Tier 2 and 3 learners using formative data (CFA, DCA, & MAP data),</p> <p>Strategy's Expected Result/Impact: Observe and record student improvement on essential standards.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy 	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning on planning days to ensure that teachers understand all HQIM and best practices around Structured Literacy.</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy's Expected Result/Impact: Provide teachers with a better understanding of curriculum documents so instructional delivery improves.

Staff Responsible for Monitoring: Academic Specialist

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: We will increase the percentage of learners in grades 3-5 who achieve "Meets Grade Level or Above" on Math STAAR from 23% in 2023 to 30% in 2024.

High Priority

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have days built into their contract for ongoing curriculum supports.</p> <p>Strategy's Expected Result/Impact: Provide time for teachers to internalize curriculum documents and be better prepared for instruction.</p> <p>Staff Responsible for Monitoring: Academic Specialist & Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 2: Math STAAR scores for learners in grades 3, 4, and 5 remained steady at 55% at Approaches and above for 2022 and 2023. Root Cause: Math instructional blocks did not provide consistent and daily opportunities for learners to problem-solve through mathematical situations. Additionally, effective lesson planning for Tier 1 and small group instruction did not provide appropriate scaffolding and differentiation.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: For STAAR Science, we will increase the percentage of 5th-grade learners who achieve "Approaches" or above from 29% in 2023 to 60% in 2024.

High Priority

Evaluation Data Sources: Spring 2024 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have days built into their contract for ongoing curriculum supports.</p> <p>Strategy's Expected Result/Impact: Provide time for teachers to internalize curriculum documents and be better prepared for instruction.</p> <p>Staff Responsible for Monitoring: Academic Specialist and Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: On the Grade 5 Science STAAR, learners receiving Approaches or above significantly decreased from 54% in 2022 to 30% in 2023. Root Cause: In grade 5, science instruction was hindered by a lack of content knowledge and a lack of consistent use of high-quality instructional material.</p>





Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: We will maintain an average daily attendance of 95%.

High Priority

Evaluation Data Sources: COGNOS

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an aggressive attendance plan that includes a parent information campaign regarding compulsory attendance laws.</p> <p>Strategy's Expected Result/Impact: Increase average daily attendance from 92.42% at the end of 2023 to 95% for 2024..</p> <p>Staff Responsible for Monitoring: Attendance clerk Administrator</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers on the use of Power School (Kininvolved) so attendance tools are utilized regularly to communicate with parents.</p> <p>Strategy's Expected Result/Impact: Improve two-way communication between school and home regarding compulsory attendance laws.</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Campus Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Offer parent classes on a variety of topics to increase opportunities for parents to be involved in their child's education.</p> <p>Strategy's Expected Result/Impact: Increase volunteer hours</p> <p>Staff Responsible for Monitoring: Parent liaison Administrator</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Attendance has not rebounded post-pandemic (92.42% in 2022, compared to 97.025% for the four-year pre-pandemic average). Root Cause: Lack of consistent communication from central office.</p>
School Processes & Programs
<p>Problem Statement 1: The percentage of African American learners identified for Gifted and Talented services is 12.9%, which is more than 8% points lower than expected. Root Cause: Teachers' lack of training resulted in insufficient GT nominations for African American learners.</p>

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: We will increase our staff retention from 85% in 2023 to 90% in 2024.

High Priority

Evaluation Data Sources: Manning table





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning on planning days to ensure that teachers are able to identify and understand how to implement high-quality instructional materials and best practices.</p> <p>Strategy's Expected Result/Impact: Increase retention by providing effective support of staff members</p> <p>Staff Responsible for Monitoring: Academic Specialist Administrator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 2: Increase the percentage of African American learners in the gifted and talented program. from 12.9% in 2023 to 21% in 2024.

High Priority

Evaluation Data Sources: COGNOS

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will train all classroom teachers on the nomination and screening process for the gifted and talented program.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of African American learners identified as gifted and talented.</p> <p>Staff Responsible for Monitoring: Counselors Administrator</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The percentage of African American learners identified for Gifted and Talented services is 12.9%, which is more than 8% points lower than expected. Root Cause: Teachers' lack of training resulted in insufficient GT nominations for African American learners.</p>

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will set goals and track progress for all Tier 3 learners using the CORE phonics survey. Progress will be tracked in Eduphoria.
1	1	2	Provide professional learning on planning days to ensure that teachers understand all HQIM and best practices around Structured Literacy.
1	2	1	Teachers will have days built into their contract for ongoing curriculum supports.
1	3	1	Teachers will set goals and track progress for all Tier 2 and 3 learners using formative data (CFA, DCA, & MAP data),
1	3	2	Provide professional learning on planning days to ensure that teachers understand all HQIM and best practices around Structured Literacy.
1	4	1	Teachers will have days built into their contract for ongoing curriculum supports.
1	5	1	Teachers will have days built into their contract for ongoing curriculum supports.

State Compensatory

Budget for Davis Elementary School

Total SCE Funds: \$32,407.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Staffing of a general educational aide whose duties include small group intervention and social-emotional support during the school day.

Personnel for Davis Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Meza	General Instructional Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Camila Douglas	intervention specialist		1
Daisy Silos	intervention specialist		1
Eduardo Mendoza Garcia	general instructional aide		1
Maricruz Romero	parent liaison	Parent & Family Engagement	1

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Angela Long	
CIC Coordinator	Jaime Mendoza	
Community Representative	Tammeka Foreman	
Parent	Shontrice Maloney	
Parent	Jessica Flax	
Parent	Shelton Johnson	
Business Representative	Tashaye Doss	
Classroom Teacher	Cassandra King	
Community Representative	Thania Chavez	
Parent	Vanessa Rodriguez	
Business Representative	Georgina Martinez	
District-level Professional	Ashley Jones	

Addendums

STAAR Grade 3:

Reading	Approaches	Meets	Masters
2023	60	22	6
2022	66	25	14

Math	Approaches	Meets	Masters
2023	49	13	2
2022	51	27	14

STAAR Grade 4:

Reading	Approaches	Meets	Masters
2023	70	30	8
2022	58	32	15

Math	Approaches	Meets	Masters
2023	51	31	15
2022	44	15	7

STAAR Grade 5:

Reading	Approaches	Meets	Masters
2023	67	31	13
2022	73	37	21

Math	Approaches	Meets	Masters
2023	68	23	10
2022	70	28	5

Science	Approaches	Meets	Masters
2023	30	9	3
2022	54	21	6

J. O. Davis Climate Summary 2022-2023

Core Value Index By Participant Role 215

