

# **Fort Bend Independent School District**

## **Barrington Place Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designation**  
Postsecondary Readiness



# Mission Statement

**We are dedicated to providing a well-rounded education that embraces the whole child by fostering their intellectual, creative, emotional, and physical growth as lifelong learners.**

## Vision

BPE values authentic relationships between all students, staff, parents, and community partners and collective engagement that positively impacts the lives of our children and world.

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District Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#). [En Español](#).

We focus on providing an environment and experiences that motivate and support our students' positive attitudes towards learning.

We set and maintain high expectations of our students, our teachers, and ourselves about teaching and learning.

We strive to provide consistent and improved communication between parents, teachers, and administrators.

## Value Statement

At BPE, we care for the whole child. Together with families and our community, we build strong relationships and create a safe, supportive place where every student can learn, grow, and shine.

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# Comprehensive Needs Assessment

Revised/Approved: August 26, 2025

## Demographics

### Demographics Summary

| Student Demographics               | Count | Percent |
|------------------------------------|-------|---------|
| <b>Gender</b>                      |       |         |
| Female                             | 190   | 44.81%  |
| Male                               | 234   | 55.19%  |
| <b>Ethnicity</b>                   |       |         |
| Hispanic-Latino                    | 125   | 29.48%  |
| <b>Race</b>                        |       |         |
| American Indian - Alaskan Native   | 0     | 0.00%   |
| Asian                              | 168   | 39.62%  |
| Black - African American           | 65    | 15.33%  |
| Native Hawaiian - Pacific Islander | 0     | 0.00%   |
| White                              | 49    | 11.56%  |
| Two-or-More                        | 17    | 4.01%   |

| Student Programs                            | Count | Percent |
|---------------------------------------------|-------|---------|
| Dyslexia                                    | 19    | 4.48%   |
| Gifted and Talented                         | 17    | 4.01%   |
| Regional Day School Program for the Deaf    | 0     | 0.00%   |
| Section 504                                 | 10    | 2.36%   |
| Special Education (SPED)                    | 61    | 14.39%  |
| <b>Bilingual/ESL</b>                        |       |         |
| Emergent Bilingual (EB)                     | 162   | 38.21%  |
| Bilingual                                   | 0     | 0.00%   |
| English as a Second Language (ESL)          | 136   | 32.08%  |
| Alternative Methods for Bilingual Education | 0     | 0.00%   |
| Alternative Methods for ESL                 | 20    | 4.72%   |

## Student Programs

### Title I Part A

|                                             | Count | Percent |
|---------------------------------------------|-------|---------|
| Schoolwide Program                          | 0     | 0.00%   |
| Targeted Assistance                         | 0     | 0.00%   |
| Targeted Assistance Previously Participated | 0     | 0.00%   |
| Title I Homeless                            | 8     | 1.89%   |
| Neglected                                   | 0     | 0.00%   |

## Student Indicators

|                                         | Count | Percent |
|-----------------------------------------|-------|---------|
| At-Risk                                 | 262   | 61.79%  |
| Foster Care                             | 0     | 0.00%   |
| IEP Continuer                           | 0     | 0.00%   |
| Immigrant                               | 13    | 3.07%   |
| Intervention Indicator                  | 16    | 3.77%   |
| Migrant                                 | 0     | 0.00%   |
| Military Connected                      | 6     | 1.42%   |
| Transfer In Students                    | 1     | 0.2358% |
| Unschooler Asylee/Refugee               | 0     | 0%      |
| <b>Economic Disadvantage</b>            |       |         |
| Economic Disadvantage Total             | 259   | 61.08%  |
| Free Meals                              | 197   | 46.46%  |
| Reduced-Price Meals                     | 16    | 3.77%   |
| Other Economic Disadvantage             | 46    | 10.85%  |
| <b>Homeless and Unaccompanied Youth</b> |       |         |
| Homeless Status Total                   | 7     | 1.65%   |
| Shelter                                 | 0     | 0.00%   |
| Doubled Up                              | 4     | 0.94%   |
| Unsheltered                             | 1     | 0.24%   |
| Hotel/Motel                             | 2     | 0.47%   |
| Not Unaccompanied Youth                 | 7     | 1.65%   |
| Is Unaccompanied Youth                  | 0     | 0.00%   |

## Special Education Services

### Primary Disabilities

|               | Count | Percent |
|---------------|-------|---------|
| No Disability | 0     | 0.00%   |

## Special Education Services

|                                | Count | Percent |
|--------------------------------|-------|---------|
| Orthopedic impairment          | 0     | 0.00%   |
| Other health impairment        | 2     | 3.28%   |
| Auditory impairment            | 0     | 0.00%   |
| Visual impairment              | 1     | 1.64%   |
| Deaf-Blind                     | 0     | 0.00%   |
| Intellectual disability        | 2     | 3.28%   |
| Emotional disturbance          | 1     | 1.64%   |
| Learning disability            | 21    | 34.43%  |
| Speech impairment              | 10    | 16.39%  |
| Autism                         | 20    | 32.79%  |
| Developmental delay            | 0     | 0.00%   |
| Traumatic brain injury         | 0     | 0.00%   |
| Noncategorical early childhood | 4     | 6.56%   |

### Instructional Settings

|                           |    |        |
|---------------------------|----|--------|
| Speech Therapy            | 8  | 13.11% |
| Homebound                 | 0  | 0.00%  |
| Hospital Class            | 0  | 0.00%  |
| Mainstream                | 12 | 19.67% |
| Resource Room             | 25 | 40.98% |
| VAC                       | 0  | 0.00%  |
| Off Home Campus           | 0  | 0.00%  |
| State School              | 0  | 0.00%  |
| Residential Care          | 0  | 0.00%  |
| Self Contained            | 10 | 16.39% |
| Full-Time Early Childhood | 6  | 9.84%  |
| Nonpublic Day School      | 0  | 0.00%  |

## College and Career Readiness School Models

|                                                  | Count | Percent |
|--------------------------------------------------|-------|---------|
| Associate Degree <i>Does not include leavers</i> | 0     | 0.00%   |
| Early College High School (ECHS)                 | 0     | 0.00%   |
| New Tech                                         | 0     | 0.00%   |
| P-Tech                                           | 0     | 0.00%   |
| T-Stem                                           | 0     | 0.00%   |

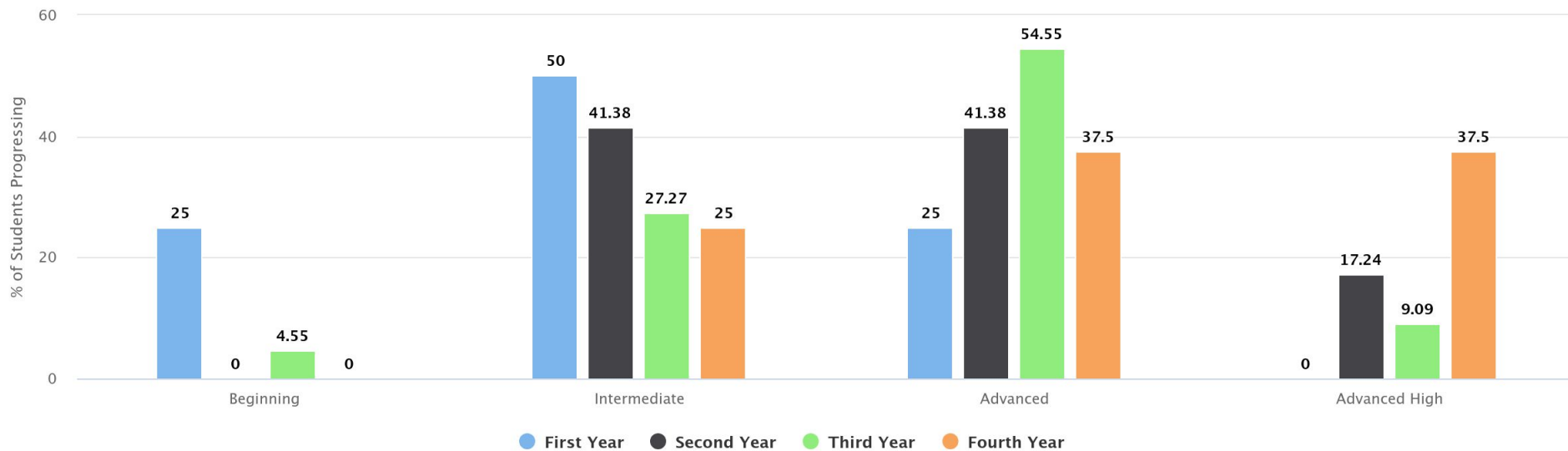
## Staff Information

|                        | Count | Percent |
|------------------------|-------|---------|
| Administrative Support | 7     | 13.73%  |
| Teacher                | 32    | 62.75%  |
| Educational Aide       | 12    | 23.53%  |
| Auxiliary              | 0     | 0.00%   |

## TELPAS Overall Composite Scores by Years in U.S. Schools for Barrington Place EL for 2024 - 2025

| Years in U.S. Schools | Total Students | Beginning |         |   |
|-----------------------|----------------|-----------|---------|---|
|                       |                | #         | % Total | # |
| First Year            | 4              | 1         | 25.00%  |   |
| Second Year           | 29             | 0         | 0.00%   |   |
| Third Year            | 22             | 1         | 4.55%   |   |
| Fourth Year           | 8              | 0         | 0.00%   |   |

### TELPAS Overall Composite Scores by Years in U.S. Schools for Barrington Place EL for 2024 - 2025



## Demographics Strengths

BPE's student population continues to be diverse, with 29.48% Hispanic/Latino, 39.62% Asian, and 38.21% Emergent Bilingual. BPE's number of GT-identified students has increased from 3.52% to 4.01%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** By May 2026, BPE will increase EB student performance on Reading assessments through intentional planning in PLC meetings, which focuses on teacher and peer clarity/feedback in appropriate formative assessments, feedback protocols, and an increase in rigor of instruction.

**Root Cause:** BPE has a large ELL population PK-5th. This specific group of students requires ESL-trained teachers and a campus EB specialist offering coaching and modeling as needed. Provide tutorials to ensure that instructional needs are being addressed.



# Student Learning

## Student Learning Summary



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report Grade 3 Reading Language Arts

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

| Administration Summary                             |  |  | Number of Students Tested | Average Scale Score | Did Not Meet |  | Approaches |  | Meets |  | Masters |                               | Results for Each Reporting Period |  |  |     |  |  |         |  |  |
|----------------------------------------------------|--|--|---------------------------|---------------------|--------------|--|------------|--|-------|--|---------|-------------------------------|-----------------------------------|--|--|-----|--|--|---------|--|--|
| Number    Percent                                  |  |  |                           |                     |              |  |            |  |       |  |         |                               | 1                                 |  |  |     |  |  |         |  |  |
| Students Tested                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               | 69                                |  |  | 100 |  |  | Reading |  |  |
| Students Not Tested                                |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
| Absent                                             |  |  |                           |                     |              |  |            |  |       |  |         |                               | 0                                 |  |  | 0   |  |  |         |  |  |
| Other                                              |  |  |                           |                     |              |  |            |  |       |  |         |                               | 0                                 |  |  | 0   |  |  |         |  |  |
| Total Documents Submitted                          |  |  |                           |                     |              |  |            |  |       |  |         |                               | 69                                |  |  | 100 |  |  |         |  |  |
| Legend                                             |  |  |                           |                     |              |  |            |  |       |  |         | Number of Points Possible     |                                   |  |  |     |  |  |         |  |  |
| -- = No Data Reported For Fewer Than Five Students |  |  |                           |                     |              |  |            |  |       |  |         | 26                            |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         | Avg. # of Points / % Achieved |                                   |  |  |     |  |  |         |  |  |
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|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |
|                                                    |  |  |                           |                     |              |  |            |  |       |  |         |                               |                                   |  |  |     |  |  |         |  |  |

|                                               |                         |      |      |     |     |     |     |     |     |     |      |      |     |     |
|-----------------------------------------------|-------------------------|------|------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Monitored 3rd Year (M3), reclassified from EB | 0                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Monitored 4th Year (M4), reclassified from EB | 0                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Former EB (Post Monitoring)                   | 0                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Non-Emergent Bilingual (Non-EB)               | 37                      | 1488 | 9    | 24  | 28  | 76  | 22  | 59  | 10  | 27  | 16.7 | 64   | 11  | --- |
| No Information Provided                       | 0                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Bilingual                                     | Participants            | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
|                                               | Nonparticipants         | 69   | 1464 | 16  | 23  | 53  | 77  | 33  | 48  | 15  | 22   | 15.7 | 60  | 10  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| ESL                                           | Participants            | 30   | 1424 | 7   | 23  | 23  | 77  | 9   | 30  | 4   | 13   | 14.2 | 55  | 9   |
|                                               | Nonparticipants         | 39   | 1494 | 9   | 23  | 30  | 77  | 24  | 62  | 11  | 28   | 16.8 | 65  | 11  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Special Education                             | Yes                     | 14   | 1351 | 7   | 50  | 7   | 50  | 4   | 29  | 0   | 0    | 12.6 | 48  | 6   |
|                                               | No                      | 55   | 1493 | 9   | 16  | 46  | 84  | 29  | 53  | 15  | 27   | 16.5 | 63  | 11  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Section 504                                   | Yes                     | 2    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
|                                               | No                      | 67   | 1467 | 15  | 22  | 52  | 78  | 33  | 49  | 15  | 22   | 15.8 | 61  | 10  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| Gifted/Talented                               | Participants            | 4    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
|                                               | Nonparticipants         | 65   | 1456 | 16  | 25  | 49  | 75  | 30  | 46  | 12  | 18   | 15.5 | 60  | 10  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |
| At-Risk                                       | Yes                     | 43   | 1434 | 12  | 28  | 31  | 72  | 17  | 40  | 6   | 14   | 14.6 | 56  | 9   |
|                                               | No                      | 26   | 1514 | 4   | 15  | 22  | 85  | 16  | 62  | 9   | 35   | 17.5 | 67  | 12  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report Grade 3 Mathematics

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Re  
Date

| Administration Summary                              |  |  | Number of Students Tested | Average Scale Score |              |      |            |     |       |     |         |     |                                             |     | Results for Each Reporting               |     |                       |    |   |
|-----------------------------------------------------|--|--|---------------------------|---------------------|--------------|------|------------|-----|-------|-----|---------|-----|---------------------------------------------|-----|------------------------------------------|-----|-----------------------|----|---|
| Number    Percent                                   |  |  |                           |                     |              |      |            |     |       |     |         |     |                                             |     | 1                                        |     | 2                     |    |   |
|                                                     |  |  |                           |                     | Did Not Meet |      | Approaches |     | Meets |     | Masters |     | Numerical Representations and Relationships |     | Computations and Algebraic Relationships |     | Geometric Measurement |    |   |
|                                                     |  |  |                           |                     |              |      |            |     |       |     |         |     |                                             |     | Number of Points Possible                |     |                       |    |   |
|                                                     |  |  |                           |                     |              |      |            |     |       |     |         |     |                                             |     | 12                                       |     | 14                    |    |   |
| Legend                                              |  |  |                           |                     |              |      |            |     |       |     |         |     |                                             |     | Avg. # of Points / % Achieved            |     |                       |    |   |
| --- = No Data Reported For Fewer Than Five Students |  |  |                           |                     | #            | %    | #          | %   | #     | %   | #       | %   | #                                           | %   | #                                        | %   | #                     |    |   |
| All Students                                        |  |  |                           |                     | 68           | 1478 | 17         | 25  | 51    | 75  | 33      | 49  | 17                                          | 25  | 7.5                                      | 62  | 7.5                   | 53 | 4 |
| Male                                                |  |  |                           |                     | 45           | 1492 | 10         | 22  | 35    | 78  | 24      | 53  | 12                                          | 27  | 7.7                                      | 64  | 7.7                   | 55 | 4 |
| Female                                              |  |  |                           |                     | 23           | 1451 | 7          | 30  | 16    | 70  | 9       | 39  | 5                                           | 22  | 7.0                                      | 58  | 7.0                   | 50 | 4 |
| No Information Provided                             |  |  | 0                         | ---                 | ---          | ---  | ---        | --- | ---   | --- | ---     | --- | ---                                         | --- | ---                                      | --- | ---                   |    |   |

|                                               |                         |    |      |     |     |     |     |     |     |     |     |     |     |     |     |     |
|-----------------------------------------------|-------------------------|----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Hispanic/Latino                               |                         | 13 | 1332 | 3   | 60  | 0   | 40  | 3   | 20  | 2   | 13  | 3.0 | 47  | 4.0 | 33  | 3   |
| American Indian or Alaska Native              |                         | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian                                         |                         | 30 | 1548 | 2   | 7   | 28  | 93  | 18  | 60  | 11  | 37  | 8.5 | 71  | 8.9 | 63  | 4   |
| Black or African American                     |                         | 12 | 1400 | 5   | 42  | 7   | 58  | 4   | 33  | 1   | 8   | 6.5 | 54  | 5.8 | 42  | 3   |
| Native Hawaiian or Other Pacific Islander     |                         | 1  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White                                         |                         | 9  | 1574 | 0   | 0   | 9   | 100 | 7   | 78  | 3   | 33  | 9.0 | 75  | 9.9 | 71  | 4   |
| Two or More Races                             |                         | 1  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided                       |                         | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged                    | Yes                     | 41 | 1441 | 15  | 37  | 26  | 63  | 18  | 44  | 9   | 22  | 6.9 | 58  | 6.7 | 48  | 4   |
|                                               | No                      | 27 | 1536 | 2   | 7   | 25  | 93  | 15  | 56  | 8   | 30  | 8.4 | 70  | 8.7 | 62  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A                               | Participants            | 2  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|                                               | Nonparticipants         | 66 | 1480 | 16  | 24  | 50  | 76  | 32  | 48  | 17  | 26  | 7.5 | 62  | 7.5 | 54  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant                                       | Yes                     | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|                                               | No                      | 68 | 1478 | 17  | 25  | 51  | 75  | 33  | 49  | 17  | 25  | 7.5 | 62  | 7.5 | 53  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Identified as Emergent Bilingual (EB)         |                         | 29 | 1463 | 5   | 17  | 24  | 83  | 13  | 45  | 5   | 17  | 7.4 | 62  | 6.9 | 49  | 4   |
| Monitored 1st Year (M1), reclassified from EB |                         | 1  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB |                         | 1  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB |                         | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB |                         | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Former EB (Post Monitoring)                   |                         | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)               |                         | 37 | 1481 | 12  | 32  | 25  | 68  | 18  | 49  | 10  | 27  | 7.4 | 62  | 7.7 | 55  | 4   |
| No Information Provided                       |                         | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual                                     | Participants            | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|                                               | Nonparticipants         | 68 | 1478 | 17  | 25  | 51  | 75  | 33  | 49  | 17  | 25  | 7.5 | 62  | 7.5 | 53  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL                                           | Participants            | 29 | 1463 | 5   | 17  | 24  | 83  | 13  | 45  | 5   | 17  | 7.4 | 62  | 6.9 | 49  | 4   |
|                                               | Nonparticipants         | 39 | 1490 | 12  | 31  | 27  | 69  | 20  | 51  | 12  | 31  | 7.5 | 63  | 7.9 | 57  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education                             | Yes                     | 13 | 1365 | 6   | 46  | 7   | 54  | 2   | 15  | 1   | 8   | 5.8 | 49  | 4.9 | 35  | 3   |
|                                               | No                      | 55 | 1505 | 11  | 20  | 44  | 80  | 31  | 56  | 16  | 29  | 7.9 | 66  | 8.1 | 58  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504                                   | Yes                     | 2  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|                                               | No                      | 66 | 1483 | 16  | 24  | 50  | 76  | 33  | 50  | 17  | 26  | 7.6 | 63  | 7.5 | 54  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented                               | Participants            | 4  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|                                               | Nonparticipants         | 64 | 1465 | 17  | 27  | 47  | 73  | 29  | 45  | 14  | 22  | 7.3 | 61  | 7.3 | 52  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk                                       | Yes                     | 42 | 1453 | 12  | 29  | 30  | 71  | 19  | 45  | 8   | 19  | 7.1 | 59  | 6.9 | 49  | 4   |
|                                               | No                      | 26 | 1520 | 5   | 19  | 21  | 81  | 14  | 54  | 9   | 35  | 8.2 | 68  | 8.5 | 60  | 4   |
|                                               | No Information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

### Summary Report

### Grade 4 Reading Language Arts

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Report Date  
Date of Testing

| Administration Summary | Number Reported | Total | Number Tested | Number Not Tested | Number Not Tested Reason | Results for Each Reporting Category |   |
|------------------------|-----------------|-------|---------------|-------------------|--------------------------|-------------------------------------|---|
|                        |                 |       |               |                   |                          | 1                                   | 2 |

| Number Percent                                      |                 |      | Number of Students Tested | Average Scale Score | Did Not Meet |     | Approaches |     | Meets |     | Masters |      | Reading |      | Writing |   |
|-----------------------------------------------------|-----------------|------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|------|---------|------|---------|---|
| Students Tested                                     | 71              | 100  |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
| Students Not Tested                                 |                 |      |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
| Absent                                              | 0               | 0    |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
| Other                                               | 0               | 0    |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
| Total Documents Submitted                           | 71              | 100  |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
| Legend                                              |                 |      |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
| --- = No Data Reported For Fewer Than Five Students |                 |      |                           |                     |              |     |            |     |       |     |         |      |         |      |         |   |
|                                                     |                 |      |                           |                     | #            | %   | #          | %   | #     | %   | #       | %    | #       | %    | #       | % |
| All Students                                        | 71              | 1559 | 7                         | 10                  | 64           | 90  | 38         | 54  | 16    | 23  | 15.0    | 58   | 13.6    | 52   |         |   |
| Male                                                | 37              | 1572 | 4                         | 11                  | 33           | 89  | 22         | 59  | 10    | 27  | 15.7    | 60   | 13.9    | 54   |         |   |
| Female                                              | 34              | 1545 | 3                         | 9                   | 31           | 91  | 16         | 47  | 6     | 18  | 14.1    | 54   | 13.2    | 51   |         |   |
| No Information Provided                             | 0               | ---  | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  |         |   |
| Hispanic/Latino                                     | 16              | 1572 | 2                         | 13                  | 14           | 88  | 8          | 50  | 6     | 38  | 15.2    | 58   | 14.2    | 55   |         |   |
| American Indian or Alaska Native                    | 0               | ---  | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  |         |   |
| Asian                                               | 31              | 1561 | 3                         | 10                  | 28           | 90  | 19         | 61  | 5     | 16  | 15.0    | 58   | 13.8    | 53   |         |   |
| Black or African American                           | 12              | 1517 | 2                         | 17                  | 10           | 83  | 4          | 33  | 3     | 25  | 14.3    | 55   | 10.8    | 41   |         |   |
| Native Hawaiian or Other Pacific Islander           | 0               | ---  | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  |         |   |
| White                                               | 8               | 1604 | 0                         | 0                   | 8            | 100 | 5          | 63  | 2     | 25  | 15.8    | 61   | 16.3    | 63   |         |   |
| Two or More Races                                   | 4               | ---  | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  |         |   |
| No Information Provided                             | 0               | ---  | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  |         |   |
| Economically Disadvantaged                          | Yes             | 47   | 1541                      | 7                   | 15           | 40  | 85         | 23  | 49    | 10  | 21      | 14.7 | 57      | 12.5 | 48      |   |
|                                                     | No              | 24   | 1595                      | 0                   | 0            | 24  | 100        | 15  | 63    | 6   | 25      | 15.4 | 59      | 15.7 | 60      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Title I, Part A                                     | Participants    | 1    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
|                                                     | Nonparticipants | 70   | 1561                      | 7                   | 10           | 63  | 90         | 38  | 54    | 16  | 23      | 15.0 | 58      | 13.7 | 53      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Migrant                                             | Yes             | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
|                                                     | No              | 71   | 1559                      | 7                   | 10           | 64  | 90         | 38  | 54    | 16  | 23      | 15.0 | 58      | 13.6 | 52      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Identified as Emergent Bilingual (EB)               |                 | 27   | 1508                      | 5                   | 19           | 22  | 81         | 12  | 44    | 2   | 7       | 13.2 | 51      | 11.5 | 44      |   |
| Monitored 1st Year (M1), reclassified from EB       |                 | 2    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Monitored 2nd Year (M2), reclassified from EB       |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Monitored 3rd Year (M3), reclassified from EB       |                 | 2    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Monitored 4th Year (M4), reclassified from EB       |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Former EB (Post Monitoring)                         |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Non-Emergent Bilingual (Non-EB)                     |                 | 40   | 1579                      | 2                   | 5            | 38  | 95         | 22  | 55    | 11  | 28      | 15.6 | 60      | 14.4 | 55      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Bilingual                                           | Participants    | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
|                                                     | Nonparticipants | 71   | 1559                      | 7                   | 10           | 64  | 90         | 38  | 54    | 16  | 23      | 15.0 | 58      | 13.6 | 52      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| ESL                                                 | Participants    | 27   | 1508                      | 5                   | 19           | 22  | 81         | 12  | 44    | 2   | 7       | 13.2 | 51      | 11.5 | 44      |   |
|                                                     | Nonparticipants | 44   | 1591                      | 2                   | 5            | 42  | 95         | 26  | 59    | 14  | 32      | 16.0 | 62      | 14.8 | 57      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Special Education                                   | Yes             | 9    | 1549                      | 2                   | 22           | 7   | 78         | 4   | 44    | 2   | 22      | 13.9 | 53      | 13.6 | 52      |   |
|                                                     | No              | 62   | 1561                      | 5                   | 8            | 57  | 92         | 34  | 55    | 14  | 23      | 15.1 | 58      | 13.6 | 52      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Section 504                                         | Yes             | 4    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
|                                                     | No              | 67   | 1563                      | 6                   | 9            | 61  | 91         | 36  | 54    | 16  | 24      | 15.2 | 58      | 13.7 | 53      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| Gifted/Talented                                     | Participants    | 7    | 1727                      | 0                   | 0            | 7   | 100        | 7   | 100   | 5   | 71      | 19.9 | 76      | 21.4 | 82      |   |
|                                                     | Nonparticipants | 64   | 1541                      | 7                   | 11           | 57  | 89         | 31  | 48    | 11  | 17      | 14.4 | 55      | 12.7 | 49      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |
| At-Risk                                             | Yes             | 42   | 1519                      | 7                   | 17           | 35  | 83         | 18  | 43    | 6   | 14      | 13.7 | 53      | 11.9 | 46      |   |
|                                                     | No              | 29   | 1617                      | 0                   | 0            | 29  | 100        | 20  | 69    | 10  | 34      | 16.8 | 65      | 16.1 | 62      |   |
| No Information Provided                             |                 | 0    | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | ---  | ---     | ---  | ---     |   |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 4 Mathematics

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Report Date: JUNE 2022  
Date of Testing: SPRING 2022

| Administration Summary                              |              |                                             | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category      |     |                          |     |                               |     |     |     |     |     |  |  |  |
|-----------------------------------------------------|--------------|---------------------------------------------|---------------------------|---------------------|--------------|------------|-------|---------|------------------------------------------|-----|--------------------------|-----|-------------------------------|-----|-----|-----|-----|-----|--|--|--|
|                                                     |              |                                             |                           |                     |              |            |       |         | 1                                        |     | 2                        |     | 3                             |     |     |     |     |     |  |  |  |
| Number                                              | Percent      | Numerical Representations and Relationships |                           |                     |              |            |       |         | Computations and Algebraic Relationships |     | Geometry and Measurement |     | Data Analysis and Probability |     |     |     |     |     |  |  |  |
| Students Tested                                     | 71           | 100                                         |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| Students Not Tested                                 |              |                                             |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| Absent                                              | 0            | 0                                           |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| Other                                               | 0            | 0                                           |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| Total Documents Submitted                           | 71           | 100                                         |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| Legend                                              |              |                                             |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| --- = No Data Reported For Fewer Than Five Students |              |                                             |                           |                     |              |            |       |         |                                          |     |                          |     |                               |     |     |     |     |     |  |  |  |
| All Students                                        | 71           | 1580                                        | 23                        | 32                  | 48           | 68         | 32    | 45      | 15                                       | 21  | 5.5                      | 55  | 6.9                           | 57  | 7.1 | 55  | 3.5 |     |  |  |  |
| Male                                                | 37           | 1637                                        | 8                         | 22                  | 29           | 78         | 24    | 65      | 11                                       | 30  | 6.5                      | 65  | 7.6                           | 63  | 8.2 | 63  | 3.8 |     |  |  |  |
| Female                                              | 34           | 1518                                        | 15                        | 44                  | 19           | 56         | 8     | 24      | 4                                        | 12  | 4.5                      | 45  | 6.1                           | 51  | 5.9 | 46  | 3.2 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Hispanic/Latino                                     | 16           | 1501                                        | 8                         | 50                  | 8            | 50         | 4     | 25      | 1                                        | 6   | 4.1                      | 41  | 5.5                           | 46  | 6.1 | 47  | 3.4 |     |  |  |  |
| American Indian or Alaska Native                    | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Asian                                               | 31           | 1649                                        | 6                         | 19                  | 25           | 81         | 19    | 61      | 10                                       | 32  | 6.5                      | 65  | 7.8                           | 65  | 8.3 | 64  | 3.7 |     |  |  |  |
| Black or African American                           | 12           | 1524                                        | 6                         | 50                  | 6            | 50         | 5     | 42      | 2                                        | 17  | 5.6                      | 56  | 5.7                           | 47  | 6.3 | 48  | 3.1 |     |  |  |  |
| Native Hawaiian or Other Pacific Islander           | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| White                                               | 8            | 1626                                        | 0                         | 0                   | 8            | 100        | 4     | 50      | 2                                        | 25  | 5.6                      | 56  | 8.6                           | 72  | 8.0 | 62  | 3.6 |     |  |  |  |
| Two or More Races                                   | 4            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Economically Disadvantaged                          | Yes          | 47                                          | 1552                      | 19                  | 40           | 28         | 60    | 20      | 43                                       | 6   | 13                       | 5.3 | 53                            | 6.1 | 51  | 6.9 | 53  | 3.3 |  |  |  |
| No                                                  | 24           | 1634                                        | 4                         | 17                  | 20           | 83         | 12    | 50      | 9                                        | 38  | 6.1                      | 61  | 8.4                           | 70  | 7.6 | 59  | 3.9 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Title I, Part A                                     | Participants | 1                                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Nonparticipants                                     | 70           | 1582                                        | 23                        | 33                  | 47           | 67         | 32    | 46      | 15                                       | 21  | 5.6                      | 56  | 6.9                           | 57  | 7.2 | 55  | 3.5 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Migrant                                             | Yes          | 0                                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| No                                                  | 71           | 1580                                        | 23                        | 32                  | 48           | 68         | 32    | 45      | 15                                       | 21  | 5.5                      | 55  | 6.9                           | 57  | 7.1 | 55  | 3.5 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Identified as Emergent Bilingual (EB)               | 27           | 1557                                        | 12                        | 44                  | 15           | 56         | 11    | 41      | 4                                        | 15  | 5.1                      | 51  | 6.0                           | 50  | 6.9 | 53  | 3.3 |     |  |  |  |
| Monitored 1st Year (M1), reclassified from EB       | 2            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Monitored 2nd Year (M2), reclassified from EB       | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Monitored 3rd Year (M3), reclassified from EB       | 2            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Monitored 4th Year (M4), reclassified from EB       | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Former EB (Post Monitoring)                         | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Non-Emergent Bilingual (Non-EB)                     | 40           | 1577                                        | 11                        | 28                  | 29           | 73         | 17    | 43      | 10                                       | 25  | 5.6                      | 56  | 7.2                           | 60  | 7.0 | 54  | 3.5 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Bilingual                                           | Participants | 0                                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Nonparticipants                                     | 71           | 1580                                        | 23                        | 32                  | 48           | 68         | 32    | 45      | 15                                       | 21  | 5.5                      | 55  | 6.9                           | 57  | 7.1 | 55  | 3.5 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| ESL                                                 | Participants | 27                                          | 1557                      | 12                  | 44           | 15         | 56    | 11      | 41                                       | 4   | 15                       | 5.1 | 51                            | 6.0 | 50  | 6.9 | 53  | 3.3 |  |  |  |
| Nonparticipants                                     | 44           | 1594                                        | 11                        | 25                  | 33           | 75         | 21    | 48      | 11                                       | 25  | 5.8                      | 58  | 7.4                           | 62  | 7.3 | 56  | 3.6 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |
| Special Education                                   | Yes          | 9                                           | 1506                      | 5                   | 56           | 4          | 44    | 1       | 11                                       | 1   | 11                       | 4.3 | 43                            | 5.7 | 47  | 5.4 | 42  | 3.1 |  |  |  |
| No                                                  | 62           | 1501                                        | 18                        | 29                  | 44           | 71         | 31    | 50      | 14                                       | 23  | 5.7                      | 57  | 7.0                           | 59  | 7.4 | 57  | 3.6 |     |  |  |  |
| No Information Provided                             | 0            | ---                                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                      | --- | ---                      | --- | ---                           | --- | --- | --- | --- |     |  |  |  |

|                 |                         |    |      |     |     |     |     |     |     |     |     |     |     |      |     |      |     |     |
|-----------------|-------------------------|----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|------|-----|-----|
|                 | No information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | --- | ---  | --- | --- |
| Section 504     | Yes                     | 4  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | --- | ---  | --- | --- |
|                 | No                      | 67 | 1584 | 21  | 31  | 46  | 69  | 31  | 46  | 14  | 21  | 5.6 | 56  | 6.9  | 57  | 7.2  | 55  | 3.5 |
|                 | No information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | --- | ---  | --- | --- |
| Gifted/Talented | Participants            | 7  | 1869 | 0   | 0   | 7   | 100 | 7   | 100 | 6   | 86  | 8.9 | 89  | 10.7 | 89  | 11.0 | 85  | 4.9 |
|                 | Nonparticipants         | 64 | 1548 | 23  | 36  | 41  | 64  | 25  | 39  | 9   | 14  | 5.2 | 52  | 6.4  | 54  | 6.7  | 52  | 3.3 |
|                 | No information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | --- | ---  | --- | --- |
| At-Risk         | Yes                     | 42 | 1540 | 20  | 48  | 22  | 52  | 15  | 36  | 6   | 14  | 5.0 | 50  | 6.0  | 50  | 6.3  | 49  | 3.3 |
|                 | No                      | 29 | 1638 | 3   | 10  | 26  | 90  | 17  | 59  | 9   | 31  | 6.2 | 62  | 8.1  | 68  | 8.3  | 64  | 3.8 |
|                 | No information Provided | 0  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | --- | ---  | --- | --- |

25060201M



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Grade 5 Reading Language Arts

District: 079-907 FORT BEND ISD

Campus: 127 BARRINGTON PLAC

Report

Date of Test

| Administration Summary                              |  |  | Number of Students Tested | Average Scale Score | Did Not Meet |     | Approaches |     | Meets |     | Masters |     | Results for Each Reporting Category |      |         |      |     |    |    |    |    |    |
|-----------------------------------------------------|--|--|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|------|---------|------|-----|----|----|----|----|----|
| Number    Percent                                   |  |  |                           |                     |              |     |            |     |       |     |         |     | 1                                   |      | 2       |      |     |    |    |    |    |    |
|                                                     |  |  |                           |                     |              |     |            |     |       |     |         |     | Reading                             |      | Writing |      |     |    |    |    |    |    |
|                                                     |  |  |                           |                     |              |     |            |     |       |     |         |     | Number of Points Possible           |      |         |      |     |    |    |    |    |    |
|                                                     |  |  |                           |                     |              |     |            |     |       |     |         |     | 26                                  |      | 26      |      |     |    |    |    |    |    |
| Legend                                              |  |  |                           |                     |              |     |            |     |       |     |         |     | Avg. # of Points / % Achieved       |      |         |      |     |    |    |    |    |    |
| --- = No Data Reported For Fewer Than Five Students |  |  |                           |                     |              |     |            |     |       |     |         |     | #                                   | %    | #       | %    | #   | %  | #  | %  | #  | %  |
| All Students                                        |  |  |                           |                     |              |     |            |     |       |     |         |     | 71                                  | 1628 | 15      | 21   | 56  | 79 | 45 | 63 | 24 | 34 |
| Male                                                |  |  | 35                        | 1595                | 9            | 26  | 26         | 74  | 20    | 57  | 10      | 29  | 17.1                                | 66   | 12.6    | 49   |     |    |    |    |    |    |
| Female                                              |  |  | 36                        | 1659                | 6            | 17  | 30         | 83  | 25    | 69  | 14      | 39  | 18.7                                | 72   | 15.2    | 58   |     |    |    |    |    |    |
| No Information Provided                             |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  |     |    |    |    |    |    |
| Hispanic/Latino                                     |  |  | 24                        | 1591                | 5            | 21  | 19         | 79  | 14    | 58  | 6       | 25  | 17.6                                | 68   | 12.4    | 48   |     |    |    |    |    |    |
| American Indian or Alaska Native                    |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  |     |    |    |    |    |    |
| Asian                                               |  |  | 25                        | 1743                | 1            | 4   | 24         | 96  | 22    | 88  | 15      | 60  | 20.4                                | 79   | 18.3    | 70   |     |    |    |    |    |    |
| Black or African American                           |  |  | 9                         | 1512                | 4            | 44  | 5          | 56  | 3     | 33  | 1       | 11  | 13.9                                | 53   | 10.3    | 40   |     |    |    |    |    |    |
| Native Hawaiian or Other Pacific Islander           |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  |     |    |    |    |    |    |
| White                                               |  |  | 9                         | 1566                | 3            | 33  | 6          | 67  | 4     | 44  | 2       | 22  | 16.3                                | 63   | 11.8    | 45   |     |    |    |    |    |    |
| Two or More Races                                   |  |  | 4                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  |     |    |    |    |    |    |
| No Information Provided                             |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  |     |    |    |    |    |    |
| Economically Disadvantaged                          |  |  | Yes                       | 40                  | 1614         | 10  | 25         | 30  | 75    | 23  | 58      | 14  | 35                                  | 17.5 | 67      | 13.6 | 52  |    |    |    |    |    |
|                                                     |  |  | No                        | 31                  | 1646         | 5   | 16         | 26  | 84    | 22  | 71      | 10  | 32                                  | 18.4 | 71      | 14.3 | 55  |    |    |    |    |    |
| No Information Provided                             |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  | --- |    |    |    |    |    |
| Title I, Part A                                     |  |  | Participants              | 2                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  | --- |    |    |    |    |    |
|                                                     |  |  | Nonparticipants           | 69                  | 1628         | 15  | 22         | 54  | 78    | 44  | 64      | 24  | 35                                  | 17.9 | 69      | 14.0 | 54  |    |    |    |    |    |
| No Information Provided                             |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  | --- |    |    |    |    |    |
| Migrant                                             |  |  | Yes                       | 0                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  | --- |    |    |    |    |    |
|                                                     |  |  | No                        | 71                  | 1628         | 15  | 21         | 56  | 79    | 45  | 63      | 24  | 34                                  | 17.9 | 69      | 13.9 | 54  |    |    |    |    |    |
| No Information Provided                             |  |  | 0                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  | --- |    |    |    |    |    |
| Identified as Emergent Bilingual (EB)               |  |  | 15                        | 1541                | 6            | 40  | 9          | 60  | 7     | 47  | 3       | 20  | 15.5                                | 59   | 11.3    | 43   |     |    |    |    |    |    |
| Monitored 1st Year (M1): reclassified from EB       |  |  | 3                         | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---     | ---  | --- |    |    |    |    |    |



|                                               |              |      |      |     |     |     |     |     |     |     |      |      |      |      |    |
|-----------------------------------------------|--------------|------|------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|----|
| Monitored 2nd Year (M2), reclassified from EB | 3            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Monitored 3rd Year (M3), reclassified from EB | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Monitored 4th Year (M4), reclassified from EB | 1            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Former EB (Post Monitoring)                   | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Non-Emergent Bilingual (Non-EB)               | 49           | 1636 | 9    | 18  | 40  | 82  | 31  | 63  | 16  | 33  | 18.1 | 69   | 14.0 | 54   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Bilingual                                     | Participants | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Nonparticipants                               | 71           | 1628 | 15   | 21  | 56  | 79  | 45  | 63  | 24  | 34  | 17.9 | 69   | 13.9 | 54   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| ESL                                           | Participants | 14   | 1528 | 6   | 43  | 8   | 57  | 6   | 43  | 2   | 14   | 14.9 | 57   | 10.9 | 42 |
| Nonparticipants                               | 57           | 1652 | 9    | 16  | 48  | 84  | 39  | 68  | 22  | 39  | 18.7 | 72   | 14.7 | 56   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Special Education                             | Yes          | 12   | 1467 | 7   | 58  | 5   | 42  | 2   | 17  | 0   | 0    | 12.4 | 48   | 8.8  | 34 |
| No                                            | 59           | 1660 | 8    | 14  | 51  | 86  | 43  | 73  | 24  | 41  | 19.0 | 73   | 15.0 | 58   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Section 504                                   | Yes          | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| No                                            | 71           | 1628 | 15   | 21  | 56  | 79  | 45  | 63  | 24  | 34  | 17.9 | 69   | 13.9 | 54   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| Gifted/Talented                               | Participants | 6    | 1919 | 0   | 0   | 6   | 100 | 6   | 100 | 6   | 100  | 23.2 | 89   | 23.3 | 90 |
| Nonparticipants                               | 65           | 1601 | 15   | 23  | 50  | 77  | 39  | 60  | 18  | 28  | 17.4 | 67   | 13.1 | 50   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |
| At-Risk                                       | Yes          | 45   | 1606 | 12  | 27  | 33  | 73  | 23  | 51  | 14  | 31   | 16.9 | 65   | 13.2 | 51 |
| No                                            | 26           | 1665 | 3    | 12  | 23  | 88  | 22  | 85  | 10  | 38  | 19.7 | 76   | 15.1 | 58   |    |
| No Information Provided                       | 0            | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |    |



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

### Summary Report

### Grade 5 Mathematics

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Report Date: JUN  
Date of Testing: SPR

| Administration Summary                              |  |  | Number of Students Tested | Average Scale Score | Results for Each Reporting Category |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|-----------------------------------------------------|--|--|---------------------------|---------------------|-------------------------------------|--|------------|--|-------|--|---------|--|---------------------------------------------|--|------------------------------------------|--|--------------------------|--|--|
| Number    Percent                                   |  |  |                           |                     | Did Not Meet                        |  | Approaches |  | Meets |  | Masters |  | 1                                           |  | 2                                        |  | 3                        |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  | Numerical Representations and Relationships |  | Computations and Algebraic Relationships |  | Geometry and Measurement |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
| Legend                                              |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
| --- = No Data Reported For Fewer Than Five Students |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |
|                                                     |  |  |                           |                     |                                     |  |            |  |       |  |         |  |                                             |  |                                          |  |                          |  |  |

|                                               |                         |      |      |     |     |     |     |     |     |     |     |     |      |      |     |     |     |
|-----------------------------------------------|-------------------------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|-----|
| Black or African American                     | 9                       | 1516 | 5    | 56  | 4   | 44  | 0   | 0   | 0   | 0   | 4.1 | 46  | 8.6  | 43   | 3.2 | 36  |     |
| Native Hawaiian or Other Pacific Islander     | 0                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |     |
| White                                         | 9                       | 1639 | 2    | 22  | 7   | 78  | 4   | 44  | 1   | 11  | 5.8 | 64  | 11.1 | 56   | 4.8 | 53  |     |
| Two or More Races                             | 4                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |     |
| No Information Provided                       | 0                       | ---  | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- |     |
| Economically Disadvantaged                    | Yes                     | 40   | 1655 | 12  | 30  | 28  | 70  | 20  | 50  | 12  | 30  | 6.2 | 69   | 11.5 | 58  | 5.1 | 57  |
|                                               | No                      | 30   | 1703 | 6   | 20  | 24  | 80  | 16  | 53  | 8   | 27  | 6.4 | 71   | 12.7 | 64  | 5.3 | 59  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Title I, Part A                               | Participants            | 2    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
|                                               | Nonparticipants         | 68   | 1679 | 17  | 25  | 51  | 75  | 36  | 53  | 20  | 29  | 6.4 | 71   | 12.1 | 60  | 5.3 | 58  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Migrant                                       | Yes                     | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
|                                               | No                      | 70   | 1676 | 18  | 26  | 52  | 74  | 36  | 51  | 20  | 29  | 6.3 | 70   | 12.0 | 60  | 5.2 | 58  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Identified as Emergent Bilingual (EB)         |                         | 15   | 1625 | 6   | 40  | 9   | 60  | 6   | 40  | 3   | 20  | 6.0 | 67   | 10.1 | 51  | 4.7 | 52  |
| Monitored 1st Year (M1), reclassified from EB |                         | 2    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB |                         | 3    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB |                         | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB |                         | 1    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Former EB (Post Monitoring)                   |                         | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)               |                         | 49   | 1675 | 12  | 24  | 37  | 76  | 24  | 49  | 14  | 29  | 6.2 | 69   | 12.1 | 61  | 5.2 | 58  |
| No Information Provided                       |                         | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Bilingual                                     | Participants            | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
|                                               | Nonparticipants         | 70   | 1676 | 18  | 26  | 52  | 74  | 36  | 51  | 20  | 29  | 6.3 | 70   | 12.0 | 60  | 5.2 | 58  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| ESL                                           | Participants            | 14   | 1602 | 6   | 43  | 8   | 57  | 5   | 36  | 2   | 14  | 5.9 | 65   | 9.4  | 47  | 4.4 | 49  |
|                                               | Nonparticipants         | 56   | 1694 | 12  | 21  | 44  | 79  | 31  | 55  | 18  | 32  | 6.4 | 71   | 12.7 | 63  | 5.4 | 60  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Special Education                             | Yes                     | 12   | 1530 | 5   | 42  | 7   | 58  | 3   | 25  | 0   | 0   | 4.6 | 51   | 8.7  | 43  | 3.8 | 42  |
|                                               | No                      | 58   | 1706 | 13  | 22  | 45  | 78  | 33  | 57  | 20  | 34  | 6.6 | 74   | 12.7 | 64  | 5.5 | 61  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Section 504                                   | Yes                     | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
|                                               | No                      | 70   | 1676 | 18  | 26  | 52  | 74  | 36  | 51  | 20  | 29  | 6.3 | 70   | 12.0 | 60  | 5.2 | 58  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| Gifted/Talented                               | Participants            | 5    | 2052 | 0   | 0   | 5   | 100 | 5   | 100 | 4   | 80  | 9.0 | 100  | 18.6 | 93  | 8.2 | 91  |
|                                               | Nonparticipants         | 65   | 1647 | 18  | 28  | 47  | 72  | 31  | 48  | 16  | 25  | 6.1 | 68   | 11.5 | 58  | 5.0 | 55  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |
| At-Risk                                       | Yes                     | 44   | 1651 | 14  | 32  | 30  | 68  | 20  | 45  | 9   | 20  | 6.0 | 66   | 11.1 | 55  | 5.0 | 56  |
|                                               | No                      | 26   | 1718 | 4   | 15  | 22  | 85  | 16  | 62  | 11  | 42  | 6.8 | 76   | 13.6 | 68  | 5.4 | 60  |
|                                               | No Information Provided | 0    | ---  | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---  | ---  | --- | --- | --- |

25060



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

### Summary Report

### Grade 5 Science

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Report Date: JUNE 20  
Date of Testing: SPRING

| Administration Summary |         |                   | Students Tested | Average Score | Standard Error | Number of Students | Results for Each Reporting Category |                 |                                   |  |
|------------------------|---------|-------------------|-----------------|---------------|----------------|--------------------|-------------------------------------|-----------------|-----------------------------------|--|
| Number                 | Percent | 1                 |                 |               |                |                    | 2                                   | 3               |                                   |  |
|                        |         | Matter and Energy |                 |               |                |                    | Force, Motion, and Energy           | Earth and Space | Organic and Environmental Science |  |
| Students Tested        | 71      | 100               |                 |               |                |                    |                                     |                 |                                   |  |
| Students Not Tested    |         |                   |                 |               |                |                    |                                     |                 |                                   |  |



| Absent<br>Other<br>Total Documents Submitted                  | 0<br>0<br>71            | 0<br>0<br>100 | Number of St | Average Scal | Did Not Me |     | Approache |     | Meets |     | Masters |     |                               |     |     |     |     |     |     |  |
|---------------------------------------------------------------|-------------------------|---------------|--------------|--------------|------------|-----|-----------|-----|-------|-----|---------|-----|-------------------------------|-----|-----|-----|-----|-----|-----|--|
|                                                               |                         |               |              |              |            |     |           |     |       |     |         |     | Number of Points Possible     |     |     |     |     |     |     |  |
|                                                               |                         |               |              |              |            |     |           |     |       |     |         |     | 6                             |     | 9   |     | 10  |     |     |  |
|                                                               |                         |               |              |              |            |     |           |     |       |     |         |     | Avg. # of Points / % Achieved |     |     |     |     |     |     |  |
| Legend<br>--- = No Data Reported For Fewer Than Five Students |                         |               |              |              | #          | %   | #         | %   | #     | %   | #       | %   | #                             | %   | #   | %   | #   | %   | #   |  |
| All Students                                                  |                         |               | 71           | 3852         | 22         | 31  | 49        | 69  | 26    | 37  | 10      | 14  | 3.0                           | 49  | 5.5 | 61  | 5.1 | 51  | 8   |  |
| Male                                                          |                         |               | 35           | 3823         | 12         | 34  | 23        | 66  | 10    | 29  | 4       | 11  | 2.7                           | 46  | 5.6 | 63  | 5.3 | 53  | 7   |  |
| Female                                                        |                         |               | 36           | 3881         | 10         | 28  | 26        | 72  | 16    | 44  | 6       | 17  | 3.2                           | 53  | 5.4 | 60  | 4.9 | 49  | 9   |  |
| No Information Provided                                       |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | --- |  |
| Hispanic/Latino                                               |                         |               | 24           | 3697         | 9          | 38  | 15        | 63  | 6     | 25  | 1       | 4   | 2.9                           | 49  | 5.0 | 56  | 4.9 | 49  | 7   |  |
| American Indian or Alaska Native                              |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Asian                                                         |                         |               | 25           | 4232         | 3          | 12  | 22        | 88  | 17    | 68  | 9       | 36  | 3.7                           | 62  | 6.7 | 75  | 6.4 | 64  | 10  |  |
| Black or African American                                     |                         |               | 9            | 3507         | 3          | 33  | 6         | 67  | 0     | 0   | 0       | 0   | 1.7                           | 28  | 4.7 | 52  | 3.6 | 36  | 7   |  |
| Native Hawaiian or Other Pacific Islander                     |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| White                                                         |                         |               | 9            | 3640         | 5          | 56  | 4         | 44  | 2     | 22  | 0       | 0   | 2.2                           | 37  | 5.3 | 59  | 3.7 | 37  | 7   |  |
| Two or More Races                                             |                         |               | 4            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| No Information Provided                                       |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Economically Disadvantaged                                    | Yes                     |               | 40           | 3813         | 13         | 33  | 27        | 68  | 14    | 35  | 6       | 15  | 2.8                           | 46  | 5.3 | 59  | 5.2 | 52  | 8   |  |
|                                                               | No                      |               | 31           | 3903         | 9          | 29  | 22        | 71  | 12    | 39  | 4       | 13  | 3.2                           | 53  | 5.8 | 65  | 5.0 | 50  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Title I, Part A                                               | Participants            |               | 2            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
|                                                               | Nonparticipants         |               | 69           | 3863         | 21         | 30  | 48        | 70  | 26    | 38  | 10      | 14  | 3.0                           | 50  | 5.6 | 62  | 5.1 | 51  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Migrant                                                       | Yes                     |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
|                                                               | No                      |               | 71           | 3852         | 22         | 31  | 49        | 69  | 26    | 37  | 10      | 14  | 3.0                           | 49  | 5.5 | 61  | 5.1 | 51  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Identified as Emergent Bilingual (EB)                         |                         |               | 15           | 3610         | 7          | 47  | 8         | 53  | 3     | 20  | 0       | 0   | 2.9                           | 49  | 4.9 | 54  | 4.0 | 40  | 6   |  |
| Monitored 1st Year (M1), reclassified from EB                 |                         |               | 3            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Monitored 2nd Year (M2), reclassified from EB                 |                         |               | 3            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Monitored 3rd Year (M3), reclassified from EB                 |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Monitored 4th Year (M4), reclassified from EB                 |                         |               | 1            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Former EB (Post Monitoring)                                   |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Non-Emergent Bilingual (Non-EB)                               |                         |               | 49           | 3846         | 15         | 31  | 34        | 69  | 17    | 35  | 8       | 16  | 2.8                           | 46  | 5.6 | 62  | 5.0 | 50  | 8   |  |
| No Information Provided                                       |                         |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Bilingual                                                     | Participants            |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
|                                                               | Nonparticipants         |               | 71           | 3852         | 22         | 31  | 49        | 69  | 26    | 37  | 10      | 14  | 3.0                           | 49  | 5.5 | 61  | 5.1 | 51  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| ESL                                                           | Participants            |               | 14           | 3568         | 7          | 50  | 7         | 50  | 2     | 14  | 0       | 0   | 2.9                           | 48  | 4.7 | 52  | 3.7 | 37  | 6   |  |
|                                                               | Nonparticipants         |               | 57           | 3922         | 15         | 26  | 42        | 74  | 24    | 42  | 10      | 18  | 3.0                           | 50  | 5.7 | 64  | 5.4 | 54  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Special Education                                             | Yes                     |               | 12           | 3426         | 9          | 75  | 3         | 25  | 1     | 8   | 0       | 0   | 2.1                           | 35  | 4.1 | 45  | 3.7 | 37  | 5   |  |
|                                                               | No                      |               | 59           | 3939         | 13         | 22  | 46        | 78  | 25    | 42  | 10      | 17  | 3.1                           | 52  | 5.8 | 65  | 5.4 | 54  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Section 504                                                   | Yes                     |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
|                                                               | No                      |               | 71           | 3852         | 22         | 31  | 49        | 69  | 26    | 37  | 10      | 14  | 3.0                           | 49  | 5.5 | 61  | 5.1 | 51  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| Gifted/Talented                                               | Participants            |               | 6            | 4776         | 0          | 0   | 6         | 100 | 6     | 100 | 4       | 67  | 5.0                           | 83  | 7.5 | 83  | 8.0 | 80  | 12  |  |
|                                                               | Nonparticipants         |               | 65           | 3767         | 22         | 34  | 43        | 66  | 20    | 31  | 6       | 9   | 2.8                           | 46  | 5.3 | 59  | 4.8 | 48  | 8   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |
| At-Risk                                                       | Yes                     |               | 45           | 3756         | 17         | 38  | 28        | 62  | 13    | 29  | 5       | 11  | 2.6                           | 43  | 5.3 | 59  | 4.7 | 47  | 8   |  |
|                                                               | No                      |               | 26           | 4018         | 5          | 19  | 21        | 81  | 13    | 50  | 5       | 19  | 3.7                           | 61  | 5.9 | 65  | 5.7 | 57  | 9   |  |
|                                                               | No Information Provided |               | 0            | ---          | ---        | --- | ---       | --- | ---   | --- | ---     | --- | ---                           | --- | --- | --- | --- | --- | -   |  |

25060201:

# Approaches or Above a

|  |                         |
|--|-------------------------|
|  | <b>All<br/>Students</b> |
|--|-------------------------|

|                               |  |
|-------------------------------|--|
| <b>Subject Area - STAAR 3</b> |  |
|-------------------------------|--|

|             |            |
|-------------|------------|
| <b>2025</b> | <b>82%</b> |
|-------------|------------|

|             |            |
|-------------|------------|
| <b>2024</b> | <b>82%</b> |
|-------------|------------|

|             |            |
|-------------|------------|
| <b>2023</b> | <b>83%</b> |
|-------------|------------|

|             |            |
|-------------|------------|
| <b>2022</b> | <b>85%</b> |
|-------------|------------|

|                               |  |
|-------------------------------|--|
| <b>Subject Area - STAAR 3</b> |  |
|-------------------------------|--|

|             |            |
|-------------|------------|
| <b>2025</b> | <b>N/A</b> |
|-------------|------------|

|             |             |
|-------------|-------------|
| <b>2023</b> | <b>100%</b> |
|-------------|-------------|

|                        |      |
|------------------------|------|
| 2022                   | 100% |
| Subject Area - STAAR 3 |      |
| 2025                   | 73%  |
| 2024                   | 77%  |
| 2023                   | 83%  |
| 2022                   | 83%  |
| Subject Area - STAAR 3 |      |
| 2025                   | 100% |
| 2023                   | 100% |
| 2022                   | 100% |
| Subject Area - STAAR 3 |      |
| 2025                   | 70%  |
| 2024                   | 64%  |

|                               |             |
|-------------------------------|-------------|
| <b>2023</b>                   | <b>59%</b>  |
| <b>2022</b>                   | <b>58%</b>  |
| <b>Subject Area - STAAR 3</b> |             |
| <b>2022</b>                   | <b>100%</b> |

|                                                               | Reading | Mathematics | Science | Total | Perc |
|---------------------------------------------------------------|---------|-------------|---------|-------|------|
| <b>Number of Assessments</b>                                  | 211     | 209         | 71      | 491   |      |
| <b>Approaches Grade Level or Above</b>                        | 176     | 151         | 49      | 376   | 7    |
| <b>Meets Grade Level or Above</b>                             | 128     | 141         | 25      | 294   | 6    |
| <b>Masters Grade Level</b>                                    | 64      | 60          | 10      | 134   | 2    |
| <b>Total Percentage Points</b>                                |         |             |         |       |      |
| <b>Student Achievement Domain STAAR Component (raw) Score</b> |         |             |         |       |      |
| <b>Scaled Score</b>                                           |         |             |         |       |      |
| <b>Letter Grade</b>                                           |         |             |         |       |      |

MAP Growth from BOY to EOY Reading 65% to 64% Math 67% to 63% Science 80 to 81%

#### Student Learning Strengths

BPE made gains in Science 5th grade from 64% to 70% and scores have increased each looking back since 2022. Reading scores overall stayed the same from 2024-2025 at 82%

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** By June of 2025, the percentage of rigor as observed in CST/Campus Walkthroughs walks will increase to 85%. BPE teachers will facilitate an increase of student ownership of learning by successfully planning for specific feedback. BPE will utilize consistent and intentional planning in our weekly PLC meetings and professional development throughout the year.

**Root Cause:** BPE CST data in the past reflected a decline in Rigor (from 87% in 19-20 to 72% in 20-21 school years), which will affect how engaged/successful our students will be in learning if not addressed. The CST data in 2022-23 was interrupted before being able to address this goal, so it will be continued. For the 2024-2025 school year, it was also noted that rigor was an area of focus during CST walks

**Problem Statement 2:** MAP Growth scores decreased by an average of 2% for reading and math and increased by 1% for science.

**Root Cause:** The assessment window provided by the district posed some barriers after the break. The assessment is new to teachers and students. The assessment is longer than anticipated. Not all teachers followed rigorous assessment expectations. Not all classrooms exhibited rigorous and aligned Tier 1 instruction on a consistent basis for all students.

**Problem Statement 3:** Although BPE has a "B" rating, we need to improve in Domain 1: Student Achievement. Historically, scores remained the same for reading 82% and math decreased from 77% to 73% from the 2024 to 2025 school year.

**Root Cause:** Teachers had not been following a true PLC model. It was a struggle for teachers to follow true PLC practices to address the rigor of 1st line instruction, look consistently at student data, and ensure we are meeting the needs of all students. SST Meetings were held monthly but teachers need to address the needs of not only students who are struggling, but all students to ensure all are growing.

# School Processes & Programs

## School Processes & Programs Summary

|                                         | Total Days<br>Absent | Total Eligible<br>Days Present | Total<br>Ineligible<br>Days Present | Membership<br>(Abs + Pres) | Average<br>Daily<br>Attendance | Percent In<br>Attendance | Total Days<br>Absent | Total Eligible<br>Days Present | Total<br>Ineligible<br>Days Present | Membership<br>(Abs + Pres) | Average<br>Daily<br>Attendance | Percent In<br>Attendance | Total Da<br>Absent |
|-----------------------------------------|----------------------|--------------------------------|-------------------------------------|----------------------------|--------------------------------|--------------------------|----------------------|--------------------------------|-------------------------------------|----------------------------|--------------------------------|--------------------------|--------------------|
| Campus                                  | 2022 - 2023          | 2022 - 2023                    | 2022 - 2023                         | 2022 - 2023                | 2022 - 2023                    | 2022 - 2023              | 2023 - 2024          | 2023 - 2024                    | 2023 - 2024                         | 2023 - 2024                | 2023 - 2024                    | 2023 - 2024              | 2024 - 2025        |
| (079907127) -<br>Barrington<br>Place EL | 3,836.0              | 62,300.0                       | 0.0                                 | 66,136.0                   | 358.107                        | 94.2%                    | 3,180.0              | 57,524.0                       | 0.0                                 | 60,704.0                   | 334.469                        | 94.8%                    | 3,610.0            |
| <b>Campus Total</b>                     | 3,836.0              | 62,300.0                       | 0.0                                 | 66,136.0                   | 358.107                        | 94.2%                    | 3,180.0              | 57,524.0                       | 0.0                                 | 60,704.0                   | 334.469                        | 94.8%                    | 3,610.0            |

## School Processes & Programs Strengths

Attendance rate is key to student success. We would like to see an improvement in our daily attendance rate for the 2024-25 school year. BPE students know what it takes to be a good student and feel that their teachers care about them. They have an adult in their life that they can talk with about problems.

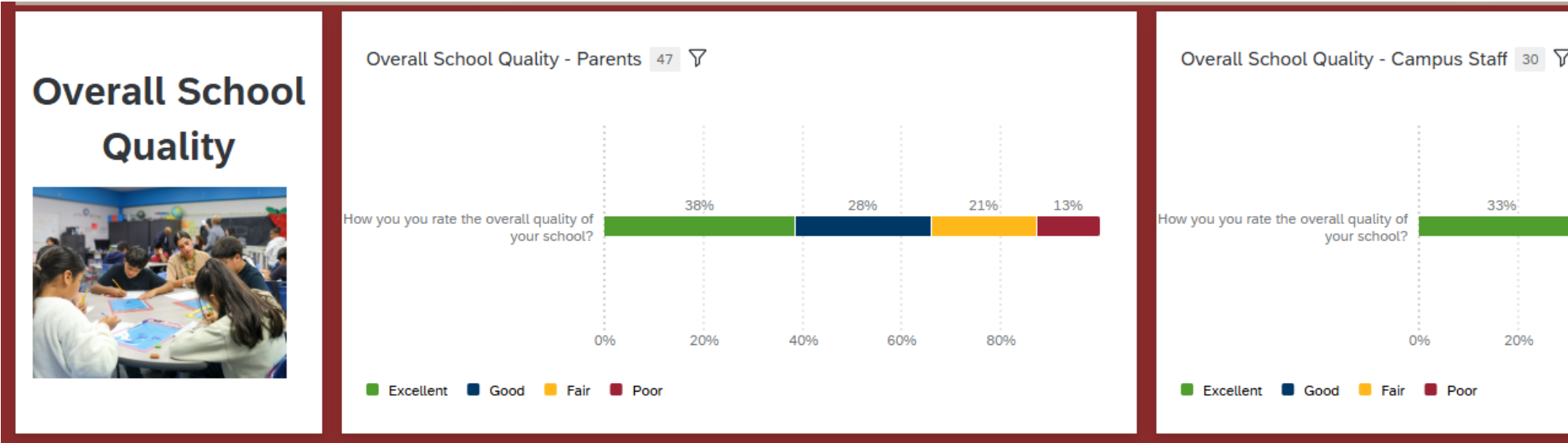
## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** BPE attendance has been below the district's expectations for the past three years. Students at BPE often go out of the country, participate in religious pilgrimages, and take family vacations during the instructional school year. BPE will continue to work with the community about the importance of school attendance.

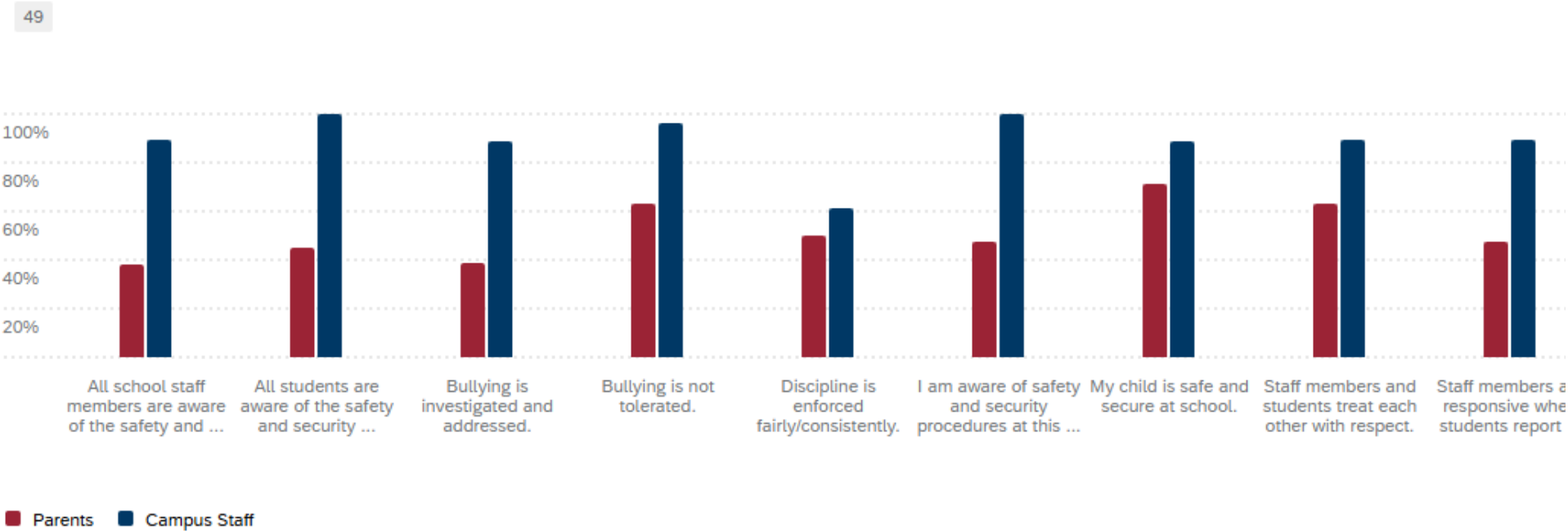
**Root Cause:** The campus is missing additional opportunities to increase student attendance and provide wrap-around support services for families needing assistance regarding attendance, and families need information sessions regarding importance of attendance., The attendance committee needs to schedule activities and incentives to promote and increase attendance for students and staff and support families.

# Perceptions

## Perceptions Summary



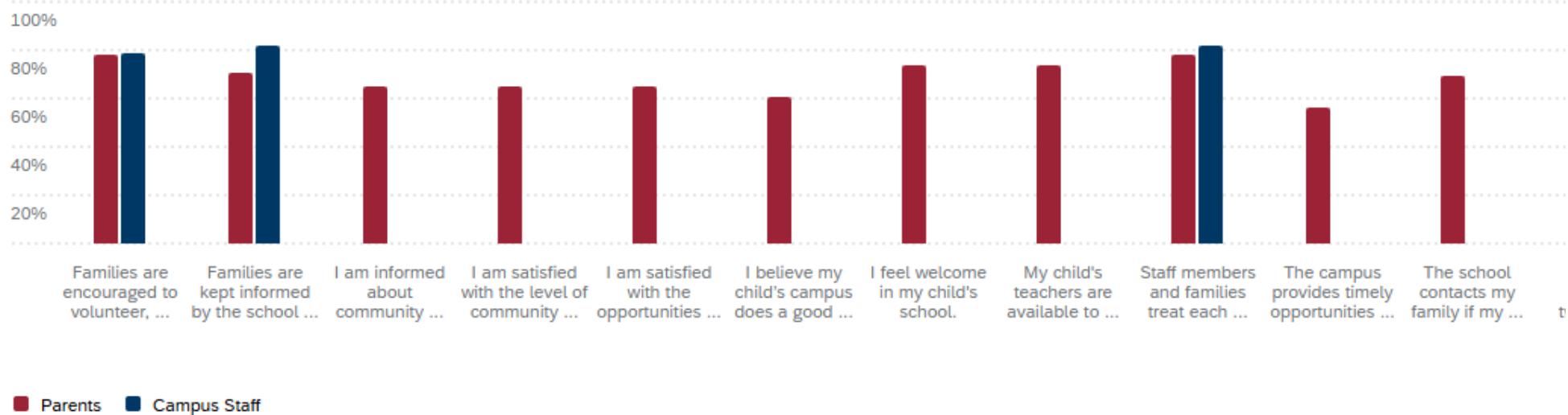
Percent of Parents vs Campus Staff that Agree/Strongly Agree with Safety and Discipline Q





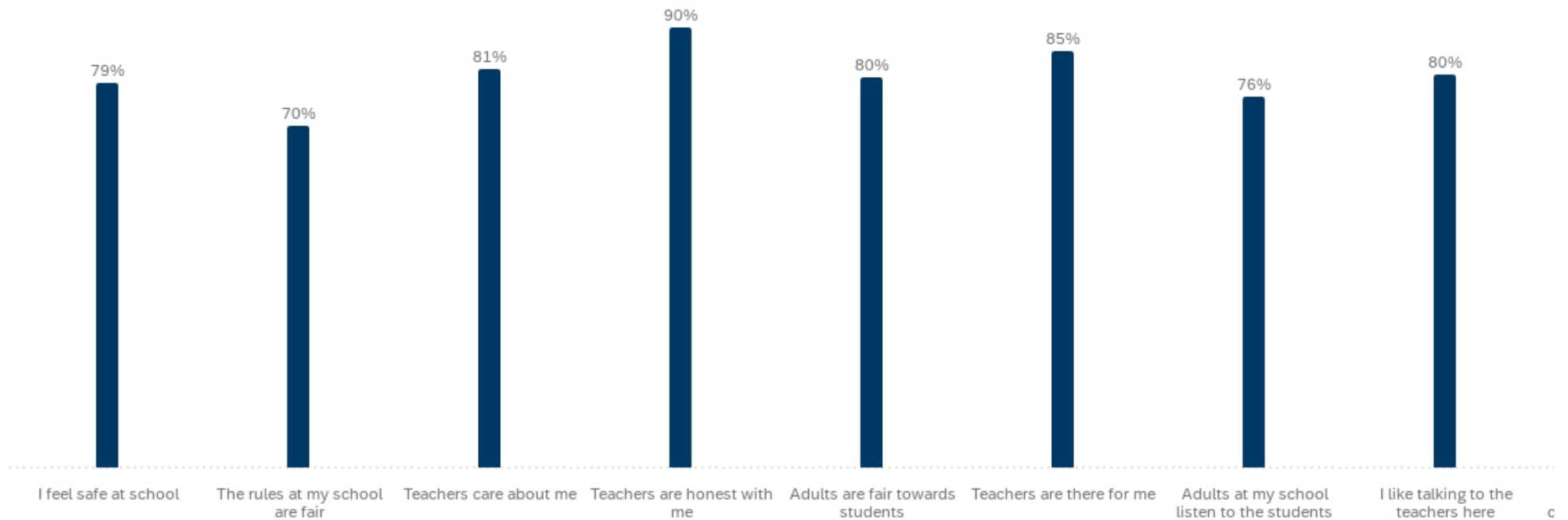
## Percent of Parents vs Campus Staff that Agree/Strongly Agree with Family Involvement Qu

52



### Perceptions Strengths





**The majority of students feel that the teachers care about them and that they are there for them.**

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent and staff perception of school quality is at 66% and 67% respectively.

**Root Cause:** As a campus, we did not have many extracurricular activities and clubs. We were not effective in promoting the academic and enrichment programs being offered during the school year. There needs to be more communication with parents so they are aware of what we offer at BPE.

**Problem Statement 2:** The parents feel that they are not aware of campus safety and security procedures.

**Root Cause:** We did not communicate the plans in detail with the community. Drill schedules were provided, but we did not share exactly what drills are performed and the school safety plan.

**Problem Statement 3:** The parents do not feel they have input in what happens at BPE

**Root Cause:** BPE only sent one survey to parents at the beginning of the school year. Meetings with the Principal were held 3 times during the school year, but were poorly attended. We need to provide more opportunities for the community to be involved and provide effective feedback opportunities.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 26, 2025

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** Barrington Place Elementary will improve student achievement by increasing the percentage of students meeting or exceeding grade-level expectations in reading, math, and science by at least 10% by the end of the 2025-2026 school year, as evidenced by STAAR.

**Evaluation Data Sources:** NWEA MAP Assessments, TELPAS, STAAR, Checkpoints, Common Formative Assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Oct       | Dec | Feb | June      |
| <p><b>Strategy 1:</b> Teachers will plan and implement daily small group instruction for ELAR and Math, along with data collection and running records practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br/>Students performing at Approaches will increase from 78% to 83% on STAAR.<br/>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br/>Students performing at Masters will increase from 25% to at least 30% on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists, &amp; Paras</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Teachers will plan and implement targeted intervention /flexible grouping for interventions during Broncos Academy and enrichment daily.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists, & Paras<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers will implement daily phonics instruction in grades K-2 for at least 15 - 25 minutes per day using the district's curriculum resources to increase literacy rates.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction                 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |           |     |     |           |



| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Students will write constructed responses across all content areas during Tier 1 instruction and on formative and summative assessments.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |
| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 5:</b> BPE science teachers will implement the 5E model and ensure that they are providing consistent hands-on investigations for all students based on the science curriculum lessons.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras<br><br><b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                                                                                                                                                                                                                                                                                | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |
| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 6:</b> Math teachers will implement a daily warm-up with number sense routines and problem-solving activities with all students.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras<br><br><b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                                                                                      | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 7:</b> Tutorials and extended learning days will take place for reading, math, and science for all mid-Tier 2 to Tier 3 students needing additional support in the fall and spring.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                                                                                                                                                              |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |     |     |           |
| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |     |           |
| <b>Strategy 8:</b> By May 2026 - All GT-identified students will show growth in their GT Learning plan, in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students. We are also implementing innovation hour at BPE this year.<br><b>Strategy's Expected Result/Impact:</b> By September of 2025, GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward.<br><br>By May 2026, 100% of GT students will report growth in their goals. Teachers will also meet regularly from September to May with students and parents to keep informed of student progress.<br><b>Staff Responsible for Monitoring:</b> Administrators, GT Champion, Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |     |     |           |

| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 9:</b> Staff Development Days-strategies by EB Specialist to promote structured speaking in the classrooms. Students will set and track goals in a particular domain to track their progress.<br><b>Strategy's Expected Result/Impact:</b> Goal attainment will be demonstrated by having 80% of students increase one proficiency level in speaking on TELPAS results.<br><b>Staff Responsible for Monitoring:</b> Administrators, EB Specialist, Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Oct       | Dec | Feb | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| Strategy 10 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 10:</b> By May 2026 (EOY), at least 70% of students in grades K-5 will show 10% growth on NWEA MAP Growth Reading and Math from BOY to MOY and MOY to EOY.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                       |           |     |     |           |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By May 2026 (EOY), at least 70% of students in grades K-5 will show at least 10% growth on NWEA MAP Growth Reading and Math from BOY to MOY and MOY to EOY.

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Teachers will plan and implement daily small group instruction for ELAR and Math, along with data collection and running records practices.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administrators and ILT<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 2:</b> Math teachers will implement a daily warm-up with number sense routines and problem-solving activities with all students.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administrators, ILT<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                      | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <p><b>Strategy 3:</b> We will implement effective PLC practices and use protocols to ensure we are answering the four essential questions: what do we want students to learn?, How will we know if they have learned it?, What will we do if they already know it?, and What will we do if they don't learn it?</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br/> Students performing at Approaches will increase from 78% to 83% on STAAR.<br/> Students performing at Meets will increase from 53% to at least 58% on STAAR.<br/> Students performing at Masters will increase from 25% to at least 30% on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, Teachers</p> <p><b>TEA Priorities:</b><br/> Build a foundation of reading and math<br/> - <b>ESF Levers:</b><br/> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, Barrington Place Elementary will achieve an average satisfaction rating of at least 90% on the annual culture and climate survey completed by key stakeholders--including staff, students, and families--by implementing targeted strategies to strengthen communication, collaboration, and a positive school environment.

**Evaluation Data Sources:** Culture/Climate Surveys, Stakeholder Feedback Sessions, PTA engagement meetings, CPAC Meetings

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Barrington Place Elementary will strengthen communication channels by providing consistent, transparent, and multilingual communication through newsletters, emails, social media, and parent-teacher conferences, while also establishing a feedback loop to gather input from staff, families, and students through surveys.<br><b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists, & Paras<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Barrington Place Elementary will foster a positive and inclusive school culture by recognizing and celebrating staff and student achievements on a monthly basis and implementing social-emotional learning (SEL) initiatives and student leadership opportunities to build a strong sense of community and belonging.<br><b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture          |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Increase stakeholder engagement, the campus will host monthly family engagement nights, community events, and parent education workshops, while also encouraging active participation in CPAC, PTA, and campus volunteer opportunities.<br><b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture                                                                                                                                                                                                                                                                                         | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 4:</b> The campus will monitor and respond to survey feedback by analyzing mid-year and end-of-year survey results to identify trends and areas of improvement, and will use this data to adjust strategies, celebrate successes, and ensure continuous improvement in school climate.<br><b>Strategy's Expected Result/Impact:</b> The campus will obtain culture/climate survey average ratings of 90% or higher<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 5:</b> The counselor will provide targeted supports for behavior, academics, and social-emotional needs of students, staff, and the school community.<br><b>Strategy's Expected Result/Impact:</b> Students will show 10% growth on NWEA MAP Growth from BOY to MOY and MOY to EOY.<br>Students performing at Approaches will increase from 78% to 83% on STAAR.<br>Students performing at Meets will increase from 53% to at least 58% on STAAR.<br>Students performing at Masters will increase from 25% to at least 30% on STAAR.<br><b>Staff Responsible for Monitoring:</b> Administration & Counselor<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
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**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** During the 2025-2026 school year, Barrington Place Elementary will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities.

**Evaluation Data Sources:** Input from Stakeholders, Budget Reports, Transaction Reports, Receipts, & Running Balances

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Conduct a biweekly review of budget allocations to ensure spending aligns with the district's strategic plan and campus priorities.<br><b>Strategy's Expected Result/Impact:</b> 100% of campus expenditures will be aligned to the district goals and priorities.<br><b>Staff Responsible for Monitoring:</b> Admin, Instructional Leadership Members, CPAC<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
| <b>Strategy 2:</b> Involve staff in budget planning through CPAC input to ensure equitable and purposeful use of funds.<br><b>Strategy's Expected Result/Impact:</b> 100% of campus expenditures will be aligned with the district goals and priorities<br><b>Staff Responsible for Monitoring:</b> Admin and Executive Director<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture                                                                                                                                                               | Formative |     |     | Summative |
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**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 2:** By May 2026, the administrative team will ensure 100% efficient staffing in all areas of the campus.

**Evaluation Data Sources:** Staffing meetings with relevant departments, Campus FTE allocations, and budget meetings.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Review staffing needs with the Admin team and ensure we have the staffing needed at BPE based on student enrollment and campus needs. Reach out to ED and pertinent District Leaders as needed to ensure they are aware of campus staffing needs.<br><br><b>Strategy's Expected Result/Impact:</b> BPE will be 100% fully staffed.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                           |           |     |     |           |