

Fort Bend Independent School District

Drabek Elementary

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary: *Attached addendum provides data, graphs, and graphics to support the summary.*

Rita Drabek Elementary is in its 23rd year of operation. We currently have an enrollment of 737 students in grades Pre-Kindergarten through 5th grade. We are proudly one of the most diverse elementary schools in the FBISD community with over 30 languages spoken and over 50% active EB students enrolled. Four special education programs are offered at RDE: ECSE-Inclusion, ECSE-Traditional, ABC, and SAILS; this allows many of our special needs population to remain at their home campus. Drabek's feeder pattern includes Sugar Land Middle School and Kempner High School.

RDE enrollment has remained consistent with a slight increase for the last 2 years, as opposed to the trending decline during and after COVID. According to the attendance data trends, our overall attendance has continued to climb, and our overall 95.3% campus attendance average is the highest it has been since pre-covid. Pre-Kindergarten (92.5%) and Kindergarten (94.0%) continue to have the lowest attendance rate averages for the 23-24 SY; this has been a trend for the last 5 years. According to the reasons for absences, we have found a trend in parents choosing not to send their students to school for minor issues (allergies, bug bite, tired, slight cough, etc.). As a campus, we put an emphasis on staying home for the slightest issue during Covid and have struggled to change the mindset back to school being a priority of minor issues. Communication by email, phone, in-person, and by notes home were increased to keep our families informed of current attendance rates and the expectations for promotion: for the 23-24 SY, 463 attendance letters were sent home and 147 TAP meetings were held with parents. Many of our families travel out of the country around long breaks; they leave early or return late around those breaks causing October, January, and April/May to have the greatest number of absences/unexcused absences. Discipline data shows an increase leading up to the winter break, then again leading up to the end of school year. Our largest number of referrals are for bus misconduct. The second largest number was for disruptive behaviors; the large numbers were attributed to primarily 2 students who are now receiving SPED services. The At-Risk percentage remains constant at 57% compared to the previous 2 years; a large part of this at-risk percentage is tied to the number of students that qualify for EB services. Our SPED population increased from 10.8% (22-23) to 13.84% (23-24). Our Economically disadvantaged percentage remained consistent 60% (22-23) to 61% (23-24). GT percentage also remained consistent at 2% for the last 2 years. We continue to have a low teacher turnover rate, resulting in a larger number of teachers with 5 or more years of experience.

Demographics Strengths

- 2nd - 5th grades are at/above the district attendance goal of 95%
- Black/Af. American and White have the highest attendance rates.
- The last 10 years of mobility data show waves of increase and decrease over time.
- At-risk population has remained constant for last 3 years.
- Attendance committee meets monthly, at minimum.
- All teachers are highly qualified and certified in their content and grade level.
- All teachers are ESL certified.
- Our staff's ethnic distribution accurately represents our students.
- 65% of our staff have over 5 years of experience; 35% have 5 years or less.
- 97.5% teacher retention rate.
- Beginning teachers provided TAPP Mentors; new to campus teachers provided campus mentors

Problem Statements Identifying Demographics Needs

Problem Statement 1: Highest number of unexcused absences and lowest attendance rates are before/after long breaks.

Root Cause: Families travel out of the country for extended period of time around school breaks. Lack of understanding about compulsory attendance per state.

Student Learning

Student Learning Summary

Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

REN/BAS Data: Grades 1-2 REN EOY Reading average 74.5% (+18% from BOY) at/above grade level and BAS EOY Reading average 83% (+24% from BOY) at/above grade level. Grades 3-5 REN EOY Reading average 67.3% (+11% from BOY) at/above grade level. Grades 1-2 REN EOY Math average 88% (+19% from BOY) at/above average. Grades 3-5 REN EOY Math average 84% (+9% from BOY) at/above average. 63.2% Met 35 SGP in 2023 increased to 66% Met 35 SGP in 2024. 60% of EB students met their Reading SGP goal of 35; this is consistent with the previous 2 years. REN data showed SPED students made almost two years' growth: 77% of SPED students scored a median SGP of 60 in Math and 65% of SPED students scored a median SGP of 58 in Reading.

Learning Walk data: 93% (+20% from 2023) students could articulate what learning and what success looks like. 48% (-10% from 2023) classrooms observed co-construct success criteria using exemplars. 66% (+21% from 2023) students interact with success criteria using tools and 37% (+11% from 2023) used student work to annotate success criteria. 46% (-4% from 2023) engaged in protocols that include language supports. 82% (+6% from 2023) students engage in authentic work showing evidence of thinking, while 48% (+19% from 2023) engaged in giving/receiving feedback using tools to identify success criteria in authentic student work. Data over the last 3 years have continued to show an upward trend in all areas, while focusing on student ownership to build a solid foundation in clarity and transitioning into feedback. Campus CST walks show rigor, alignment, and instructional model remained above the 95% mark in all three areas.

STAAR data: Math (all students) shows 3rd grade at 79% (-4% from 2023) passing; 4th grade at 71% (+2% from 2023) passing; 5th grade at 81% (-7% from 2023) passing. Campus average of 77% passing (-3% from 2023). However, when comparing cohorts of students, passing rates were maintained/increased: 3rd 2023 at 82% to 4th 2024 at 81%; 4th 2023 at 69% to 5th 2024 at 81%. Reading (all students) shows 3rd grade at 81% (-10% from 2023) passing; 4th grade 90% (+9% from 2023) passing; 5th grade at 79% (-5% from 2023) passing when comparing grade level data from year to year. However, when comparing cohorts of students, passing rates were maintained: 3rd 2023 at 91% to 4th 2024 at 90%; 4th 2023 at 79% to 5th 2024 at 79%. Campus average of 83% passing (-3% from 2023) for Reading. RDE has remained a TEA Target campus for the last 5 years due to the Asian population not meeting Sub-pop target standards. The Asian population scores for 2024 for Math show 3rd grade at 84% passing, 4th grade at 74% passing, and 5th grade at 86% passing. The Asian population scores for 2024 for Reading show 3rd grade at 86% passing, 4th grade at 94% passing, and 5th grade at 80% passing. The Asian sub-pop is expected to meet target standard for the 2024 SY. Overall, the EB campus averages by content area slightly decreased in Reading from 84% in 2023 to 79% in 2024 (-5%) and slightly decreased in Math from 80% in 2023 to 76% in 2024 (-4%). 5th grade science rate of passing is 56% (-7% from 2023). The Asian population scored the highest at 68% passing, while the white population scored the lowest at 19% passing. SPED population showed a decrease in passing rates from 2023 to 2024: Campus averages for Reading from 83% to 64% and Math from 74% to 43%. However, REN data showed SPED students made almost two years' growth in both areas: 77% of SPED students scored a median SGP of 60 in Math and 65% of SPED students scored a median SGP of 58 in Reading

PreK Circle data: 70% (-7% from 2023) on track in vocabulary; 94% (-3% from 2023) in Math; 94% (-6% from 2023) in SEL; and 86% (-5% from 2023) in Phonological awareness. EOY Circle data showed slight decreases from 2023 EOY to 2024 EOY but remains above district average.

Teachers participated in monthly SST meetings and EAA protocols after each assessment window to identify strengths, challenges, and opportunities. Professional development was specific to primary/secondary needs so that it is aligned with grade level data/needs. We will continue to focus on providing literacy systems to reduce learning deficits through small groups and reduce gaps through intervention. We will also focus on phonics/phonemic awareness in primary grades.

Student Learning Strengths

- Kindergarten students at/above grade level in Reading increased from 55% at MOY to 80% at EOY in REN (and from 59% at BOY to 83% at EOY in BAS (12% over 23-24 CIP goal)
- Reading at/above increased from BOY to EOY in all grades: 1st grade from 52% to 69%; 2nd from 61% to 80%; 3rd from 51% to 71%; 4th from 67% to 77%; 5th from 52% to 77%

54%.

- Students at/above grade level in Math increased from BOY to EOY in all grades: 1st grade from 82% to 87%; 2nd from 57% to 88%; 3rd from 71% to 90%; 4th from 80% to 85%; 5th from 75% to 78%.
- Overall 4th grade Reading scores increased: +8% in passing; +13% in meets/above; +7% in masters
- Reading passing rates for Asian population (TEA Target group) increased to 80%-90% in all grades.
- 4th to 5th grade cohort of students scoring meets or above increased in Reading (+13% meets/above; +12% masters) and in Math (+10% meets/above; +8% masters)
- Learning Walk data showed maintenance with compliance for scope and sequence, rigor of standards, and instructional model all 95% and above.
- Learning Walk data shows 20% growth in students could articulate what learning and what success looks like (increase from 73% in 2023 to 93% in 2024).
- Learning Walk data shows the percentage of students interacting with SC using tools at 66% (+21% from 2023 EOY to 2024 EOY).
- Learning Walk data shows the percentage of students engaging in giving/receiving feedback using tools to identify success criteria in authentic student work at 48% (+19% from 2023 EOY to 2024 EOY)
- Reading and Math STAAR passing rates remained within a 2% deviation range from the previous year.
- Our TEA Targeted Asian sub-pop showed an increase in their passing rate: all grades for Reading and Math at 80% or higher.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EB campus averages by STAAR content area slightly decreased in Reading and in Math from 2023 to 2024.

Root Cause: There was an increase of newcomer and beginner EB sts enroll mid-year for 2024 compared to previous 3 years. Teachers in grades 3-5 need support with newcomer/limited English speaker instruction and resources.

Problem Statement 2: SPED population showed a decrease in passing rates from 2023 to 2024. However, REN SGP data showed most 3-5 SPED students made almost two years' growth in both Reading and Math.

Root Cause: Increased percentage of SPED students working on pre-requisite skills in 3rd. Increased number of students receiving resource due to being 2 or more years behind grade level working on pre-requisite skills. Large percentage of these students receive SPED services during intervention and, therefore, do not receive additional targeted reading/math intervention.

Problem Statement 3: 3rd and 5th grade STAAR scores showed a slight decrease in campus averages in Reading and Math.

Root Cause: Increase # of SPED sts working on pre-requisite skills. Increased # of new to RDE sts in 5th did not previously receive our Tier 1 or intervention programs in years prior. New to RDE teachers in 3rd & 5th: more than half of sts not meeting standard received instruction from these teachers. Sts withdraw/re-enroll for long periods for international travel. Need to focus on SG & differentiation.

Problem Statement 4: Science scores have fallen below 70% for the last 5 years.

Root Cause: K-5 lessons currently follow a more teacher-led or note-taking/discussion model, rather than heavily focus on hands-on, student discovery following the 5E instructional model more strictly. Assessments/Products are not aligned to STAAR rigor and state standard expectations. Sts struggle with academic vocabulary, instructional clarity, and making connections to prior knowledge.

School Processes & Programs

School Processes & Programs Summary

Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

All teachers on campus are highly qualified: certified in grade level, content, and ESL. Teacher turnover rate is low with a 97.7% (+14% from 2023) retention rate for 2024. Paraprofessional turnover rate is low with a 100% (+38% from 2023) retention rate for 2024. All beginning teachers and new campus teachers were provided with a mentor. Paras were provided professional development on each assigned day that was specific to student support needs and compliance. Teachers engaged in a minimum of 9 PLCs per nine weeks.

Campus Student Needs Assessment (grades 3-5; 247 students surveyed): Data shows 96% of students feel that their teachers care about them and 93% feel as though they have an adult they trust and talk to about problems. 87% of students feel like they belong at school, 81% feel as though they can handle disagreements with friends well, and 83% know how to make new friends. 91% of students feel safe at school.

Learning Walk data: 99% (+2% from 2023) of classrooms observed had behavior expectations visible and written positively, and 90% (+1% from 2023) of teacher positively acknowledges expected student behaviors. 95% of students observed were using strategies to purposefully build relationships with peers (community circles, co-created respect agreements, SEL supports, etc.)

SAS Data: There were 2 areas identified as 85% or below of the campus staff believe the practice is currently in place (according to perception); therefore, they could be opportunities for growth: 1) Student / Family / Community Communication: My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website). The campus currently provides families with access to the student code of conduct through the website and newsletter. PBIS team has created a new system for accountability and ownership of behavior that will increase student and parent understanding for the 2024-2025 school year. 2) Behavior Data System: My school has a system for collecting social-emotional behavioral data and summarizing patterns of student behavior.

School Processes & Programs Strengths

- Eight club options are offered to K-5 students.
- Counselor planned activities were above the minimum requirements.
- Admin and teachers retaught campus-wide and classroom expectations each quarter; respect agreements revisited from BOY in January after break.
- Learning walk data 99% of classrooms observed had behavior expectations visible and written positively.
- Learning walk data showed 90% of teachers observed positively acknowledge expected student behaviors.
- Learning walk data showed 95% of students observed use strategies to purposefully build relationships with peers (community circles, co-created respect agreements, SEL supports, etc.)
- Learning walk data showed 59% of students were observed engaging in effective communication with peers and teaching using communication protocols.
- Teachers engaged in PLC work aligned to the PLC model. Teachers engaged in grade level SSTs twice per term to discuss and plan for specific student needs according to data and aligned to research-based strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase of discipline referrals for disruptive behavior, disruptive environment, and derogatory statements.

Root Cause: Lacking teacher resources/strategies for supporting student SEL needs in classroom for early intervention.

Perceptions

Perceptions Summary

Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

Culture and Climate Survey: (Waiting for data from District)

Campus Student Needs Assessment (grades 3-5; 247 students surveyed): Data shows 96% of students feel that their teachers care about them and 93% feel as though they have an adult they trust and talk to about problems. 87% of students feel like they belong at school, 81% feel as though they can handle disagreements with friends well, and 83% know how to make new friends. 91% of students feel safe at school.

Learning Walk data: 99% of classrooms observed had behavior expectations visible and written positively, and 90% of teacher positively acknowledges expected student behaviors. 95% of students observed were using strategies to purposefully build relationships with peers (community circles, co-created respect agreements, SEL supports, etc.)

Community/Parent Involvement: For the past 3 years, a school-led parent committee was formed to increase parent involvement and try to re-establish a PTO on campus. This year we had 47 members sign up to participate, support, and volunteer their time. We hosted a minimum of 2 meetings per term and provided parents with an in-person and virtual option to attend. We also provided our all of our school families a minimum of 2 campus events per month. Our whole campus events (open house, literacy night, STEAM night, Multicultural Night, etc.) had an attendance rate of 47%-52% of the total school population. We also provided a minimum of 1 parent information meeting per term (internet safety, dangers of social media, substance exposure and abuse, etc.) Through this work, we were able to identify parents who communicated an interest in re-establishing a PTO. A board was nominated and voted on in January 2024, and by-laws were finalized and approved in March 2024. The new PTO board has communicated that the remaining required items are in the process of being finalized and collected to become active for the 2024-2025 School Year.

Perceptions Strengths

- Campus Wellness Survey showed a score of 49-gold.
- Campus wellness committee committed to staff mental health well-being; teachers were provided an SEL session at each PD.
- Counselor planned activities were above the minimum requirements.
- Evidence captured for co-constructed respect agreements increased from 70% (2023) to 95% (2024).
- Teachers provide feedback and participate in campus data analysis and professional development topics to be addressed.
- Paras provided with targeted PD on staff PD days based on data.
- According to the campus Student Needs Assessment: 96% of Sts felt like their teachers cared about them; 93% felt they had a trusted adult in their life; and 91% felt safe inside their school.
- 47 parents signed up to participate, support, and volunteer their time through the parent committee.
- We hosted a minimum of 2 parent committee meetings per term and provided parents with an in-person and virtual option to attend.
- We provided our families a minimum of 2 campus events per month.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 23% of sts reported feeling left out or excluded. 19% of sts reported being unable to handle disagreements with friends.

Root Cause: Lacking a system for collecting social-emotional behavioral data and summarizing patterns of student behavior for proactive, teaching purposes.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, Rita Drabek Elementary will increase the effectiveness of instruction by focusing on small group implementation, targeted intervention, and student ownership of learning practices as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative Indicators of Success:

By October 2024, Science teachers will engage in PD to support Science lesson alignment to curriculum, instructional model, and rigor. Teachers will also establish a baseline for student knowledge of utilizing the CER model to show science content knowledge.

By December, March, and May 2025, Science CER data will show as increase of 5% each quarter.

By October 2024, ELA teachers will engage in PD to effectively implement small group lessons, intervention lessons, and phonics/word work lessons.

By October 2024, a baseline for students' literacy levels will be collected according to MAP and/or teacher small group data.

By December 2024 and May 2025, 80% of students will grow 2-3 reading levels each semester.

By December, March, and May 2025, percentage of students at/above grade level reading level will increase 3% each quarter.

By October, December, March, and May 2025, campus observation data will show a 3% increase each quarter of classrooms engaging in structured feedback protocols.

By October, December, March, and May 2025, campus observation data will show a 2% increase each quarter of students engaging in feedback protocols.

Summative Indicators of Success:

By May 2025, increase STAAR Reading meets/masters from 60% to 65%.

By May 2026, increase STAAR Science passing rate from 56% to 70%.

By May 2025, increase percentage of students reading at/above grade level by 10%.

By May 2025, 80% of students will make 1-1.5 year's growth according to MAP assessment.

By May 2025, increase percentage of students engaging in feedback protocols from 43% to 50%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in professional development to support knowledge and increased understanding of instructional model, small group instruction, and student ownership of learning.</p> <p>Strategy's Expected Result/Impact: Students will engage in rigorous lessons and be provided formative assessments that check for understanding prior to summative assessments. Students will be provided with differentiation through small group to support individualized growth according to data collection; this will directly support our TEA identified target groups. Students will engage in feedback with teachers and peers to meet instructional goals aligned to success criteria/learning progressions. This will directly impact our percentage of students engaging in feedback protocols, percentage of students reading at/above level, and increase our STAAR results.</p> <p>Staff Responsible for Monitoring: Administration; Specialists; Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 General Fund - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage in professional development on how to implement accommodations and/or modification for Emergent Bilingual and Special Education students with accuracy and fidelity.</p> <p>Strategy's Expected Result/Impact: Students will be provided support according to individual data while also making expected growth toward closing their learning gap. This will directly impact the percentage of students reading at/above reading level and increase our STAAR results.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will engage in effective PLCs with protocols to support planning and delivery of lessons aligned to instructional model, small group instructional model, and student ownership of learning practices.</p> <p>Strategy's Expected Result/Impact: Students will be provided instruction aligned to the TEKS and rigor expectations. Students will engage in intentionally planned SG instruction to support their differentiated learning needs; this will directly support our TEA identified target groups. Students will engage in practices that will provide clarity of the learning objectives. This will directly impact our percentage of students engaging in feedback protocols, percentage of students reading at/above level, and increase our STAAR results.</p> <p>Staff Responsible for Monitoring: Administrators, Specialists, Teacher leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will monitor student progress and use data to plan small group and intervention lessons to support individual student growth.</p> <p>Strategy's Expected Result/Impact: Students will be provided with differentiation through small group and intervention to support individualized growth according to data collection. This will directly impact our percentage of students reading at/above level and increase our STAAR results, as well as our TEA identified target groups.</p> <p>Staff Responsible for Monitoring: Administration; Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will support GT students through parent partnerships with increased communication, detailing current learning objectives, additional practice resources, upcoming assessments and projects, and opportunities for parental support.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that student proficiency increases. This will directly impact our percentage of students reading at/above level and increase our STAAR results.</p> <p>Staff Responsible for Monitoring: Administration; Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Dec	Feb	June
	 30%	 50%	 65%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Rita Drabek Elementary will empower students to take ownership of their behavior by providing PBIS and classroom systems to promote a culture of belonging and safety as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By October 2024, campus staff will be provided PD on campus systems, procedures, and how to effectively implement PBIS strategies to clearly communicate and model behavior expectations.

By October 2024, a baseline of students' needs will be established according to the student needs assessment.

By December, March, and May 2025, students will engage in a minimum of 4 SEL lessons per nine weeks and a minimum of 3 community circle activities per week through classroom and/or counselor sessions to problem solve and build relationships.

Summative Indicators of Success:

By May 2025, students will engage in a minimum of 12 SEL lessons for the school year.

By May 2025, students will engage in a minimum of 4 PBIS "house parties" to encourage and reward positive behavior interactions and goal attainment.

By May 2025, student needs assessment survey will show a positive response of 85% or higher in all areas.

By May 2025, percentage of office referrals will decrease by 10%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in professional development on student social-emotional learning and well-being, as well as strategies, resources, and implementation of campus programs.</p> <p>Strategy's Expected Result/Impact: Foster a positive school culture, relationships, and school pride resulting in increased number of positive responses on student engagement surveys and decreased office referrals.</p> <p>Staff Responsible for Monitoring: Administration; Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with opportunities to engage in SEL learning, including but not limited to respect agreements, community circles, guidance lessons, and a campus-wide incentive and recognition program.</p> <p>Strategy's Expected Result/Impact: Foster a positive school culture, relationships, and school pride resulting in increased number of positive responses on student engagement surveys and decreased office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus and classroom systems and expectations will be explicitly taught and modeled.</p> <p>Strategy's Expected Result/Impact: Increased student understanding of systems, procedures, and guidelines for success. Increase respect among students/peers, teachers, and staff. Increase the percentage of students who feel equipped with appropriate conflict resolution strategies.</p> <p>Staff Responsible for Monitoring: Administration; Counselor; Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will be provided opportunities to attend informational sessions for supporting student SEL needs and student ownership of behavior.</p> <p>Strategy's Expected Result/Impact: Provide parental support as well as build understanding and collaboration in order to build partnerships between home and school. This will directly impact the percentage of office referrals and increase the percentage of students who feel equipped with appropriate conflict resolution strategies.</p> <p>Staff Responsible for Monitoring: Administration; Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a PBIS "House System" to support positive reinforcement, encourage positive interactions, and build a positive student community.</p> <p>Strategy's Expected Result/Impact: Foster a positive school culture, relationships, and school pride resulting in increased number of positive responses on student engagement surveys and decreased office referrals.</p> <p>Staff Responsible for Monitoring: Administrators; Teachers; Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 30%	 50%	 75%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025, Rita Drabek Elementary will implement measures to increase daily student attendance as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By December 2024, K-2 attendance will increase from 91.8% to 93%.

By December 2024, K-5 attendance will increase from 95% to 95.3%.

Summative Indicators of Success:

By May 2025, K-2 attendance will increase from 93% to 94.5%.

By May 2025, K-5 attendance will increase from 95% to 95.6%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will provide families with attendance information and state expectations/compulsory attendance laws to support student growth and improvement.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that student academic proficiency and attendance increases.</p> <p>Staff Responsible for Monitoring: Administration; Teachers; Counselor; Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will celebrate attendance goals with students through PBIS systems.</p> <p>Strategy's Expected Result/Impact: Reduce number of tardies, absences, and early check-outs and improve academic performance by increasing time in the classroom. Increase student attendance.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will provide families with on-going communication about their student's attendance through emails, letters, and/or meetings to reduce the number of days of instruction missed.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that student academic proficiency and attendance increases.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,500.00
2	1	1			\$500.00
2	1	2			\$1,500.00
Sub-Total					\$3,500.00

Addendums

Comprehensive Needs Assessment 2024-25 Summaries

Overall Campus Summary: (Include Mission, Vision, Logo of campus, description of campus)



Rita Drabek Mission & Vision

Vision: We envision Drabek Elementary to be a school where children and adults work productively towards success for all students. We aspire to create in each child a life-long desire to learn.

Mission: The mission of Rita Drabek Elementary is to empower students to reach academic and personal goals in a positive, nurturing environment.

Rita Drabek Elementary is in its 23rd year of operation. We currently have an enrollment of 737 students in grades Pre-Kindergarten through 5th grade. We are proudly one of the most diverse elementary schools in the FBISD community with over 30 languages spoken and over 50% active EB students enrolled. Four special education programs are offered at RDE: ECSE-Inclusion, ECSE-Traditional, ABC, and SAILS; this allows many of our special needs population to remain at their home campus. Drabek's feeder pattern includes Sugar Land Middle School and Kempner High School.

Demographics

Ensure understanding of system data. Observing trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.

School Population (2022 - 2023 Summer PEIMS file loaded 07/15/2023)	Count	Percent
Student Total	737	100%
Pre-Kindergarten Grade	91	12.35%
Kindergarten Grade	105	14.25%
1st Grade	112	15.20%
2nd Grade	100	13.57%
3rd Grade	118	16.01%
4th Grade	103	13.98%
5th Grade	108	14.65%

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/15/2023)	Count	Percent
Gender		
Female	377	51.15%
Male	360	48.85%
Ethnicity		
Hispanic-Latino	88	11.94%
Race		
American Indian - Alaskan Native	7	0.95%
Asian	395	53.60%
Black - African American	127	17.23%
Native Hawaiian - Pacific Islander	0	0.00%
White	94	12.75%
Two-or-More	26	3.53%

Student Programs (2022 - 2023 Summer PEIMS file loaded 07/15/2023)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	15	2.04%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	1	0.14%
Section 504	22	2.99%
Special Education (SPED)	102	13.84%
Bilingual/ESL		
Emergent Bilingual (EB)	416	56.45%
Standard or Alternative Bilingual/ESL	416	56.45%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	16	2.17%
Dyslexia Risk Code	217	29.44%
Dyslexia Services Code	16	2.17%
Title 1 Part A		
Schoolwide Program	2	0.27%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	0.41%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/15/2023)

	Count	Percent
Foster Care	4	0.54%
IGC Reviewed	0	0.00%
Intervention Indicator	188	25.51%
Migrant	0	0.00%
Military Connected	17	2.31%
Unschooler/Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	447	60.65%
Free Meals	387	52.51%
Reduced-Price Meals	39	5.29%
Other Economic Disadvantage	21	2.85%
Homeless Statuses		
Homeless Status Total	2	0.27%
Shelter	0	0.00%
Doubled Up	2	0.27%
Unsheltered	0	0.00%
Hotel/Motel Shelter	0	0.00%
Not Unaccompanied Youth	1	0.14%
Unaccompanied Youth	1	0.14%

Special Education Services (2022 - 2023 Summer PEIMS file loaded 07/15/2023)

	Count	Percent
Instructional Settings		
Speech Therapy	75	9.86%
Homebound	6	0.79%
Hospital Class	0	0.00%
Resource Room	33	4.34%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	29	3.81%
Full-Time Early Childhood	0	0.00%
Mainstream	22	2.89%

District Name: FORT BEND ISD
District ID: 079907

Fall 5 Years Displayed (079907140) - Rita Drabek EL Submit Tools

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

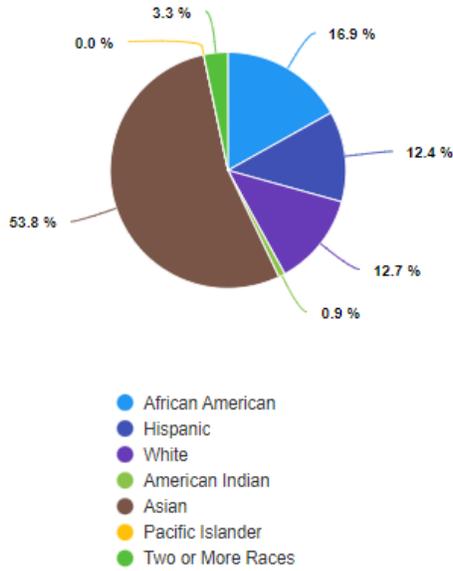
	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	SPED Pop	Total Pop	Percent												
079907140 - Rita Drabek EL	83	787	10.55%	80	721	11.10%	75	672	11.16%	72	669	10.76%	101	705	14.33%
079907 - Fort Bend ISD	83	787	10.55%	80	721	11.10%	75	672	11.16%	72	669	10.76%	101	705	14.33%

2024 Fall Special Program Counts District Summary for Grades: EE, PK, KG, 01, 02, 03, 04, 05

Summary Detail

District/Campus	Grade	Enrollment Count	At Risk	Bilingual	BIL-Alt Lng	Dyslexia	ESL	ESL - Alt Lng	EB	Eco Dis	GT	Homeless	Migrant	Section 504	SPED
Fort Bend ISD	EE	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Fort Bend ISD	PK	80	54	-	-	-	51	-	52	48	-	-	-	-	6
Fort Bend ISD	KG	97	59	-	-	-	59	-	59	54	-	-	-	-	9
Fort Bend ISD	01	96	65	-	-	1	61	-	61	-	-	-	-	-	15
Fort Bend ISD	02	109	45	-	-	3	43	-	43	66	3	-	-	-	12
Fort Bend ISD	03	96	53	-	-	7	49	-	49	61	5	-	-	-	20
Fort Bend ISD	04	118	67	-	-	6	63	-	63	64	8	-	-	-	16
Fort Bend ISD	05	107	60	-	-	7	54	-	54	64	2	-	-	-	21
Total		705	403	-	-	24	380	-	381	419	18	-	-	11	101

Ethnic Distribution 2023

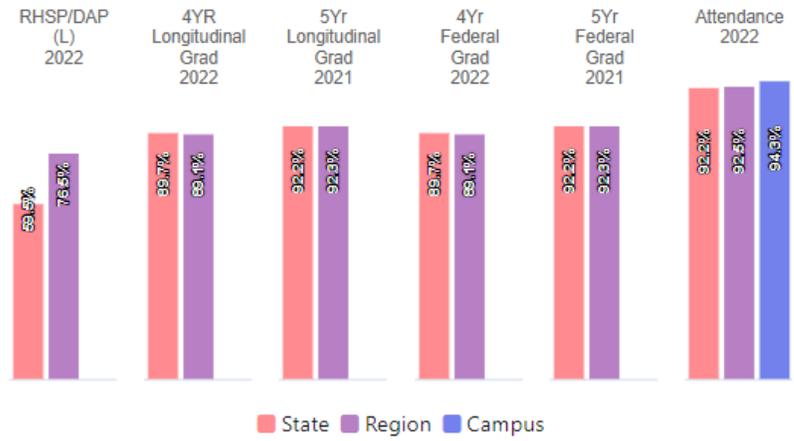


669
Students
2023

0
Graduates
2022

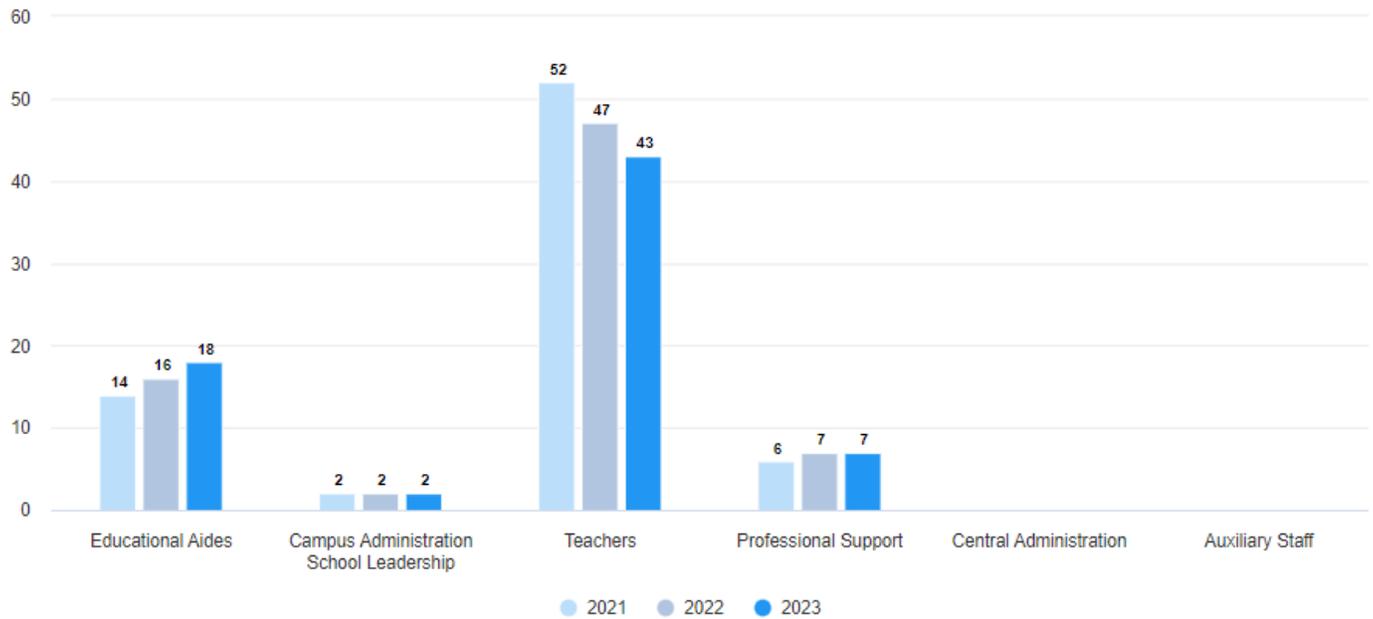
0
College
and Career
Ready
Graduates
2022

0
Adv/Dual Credit
Course
Completions
2022



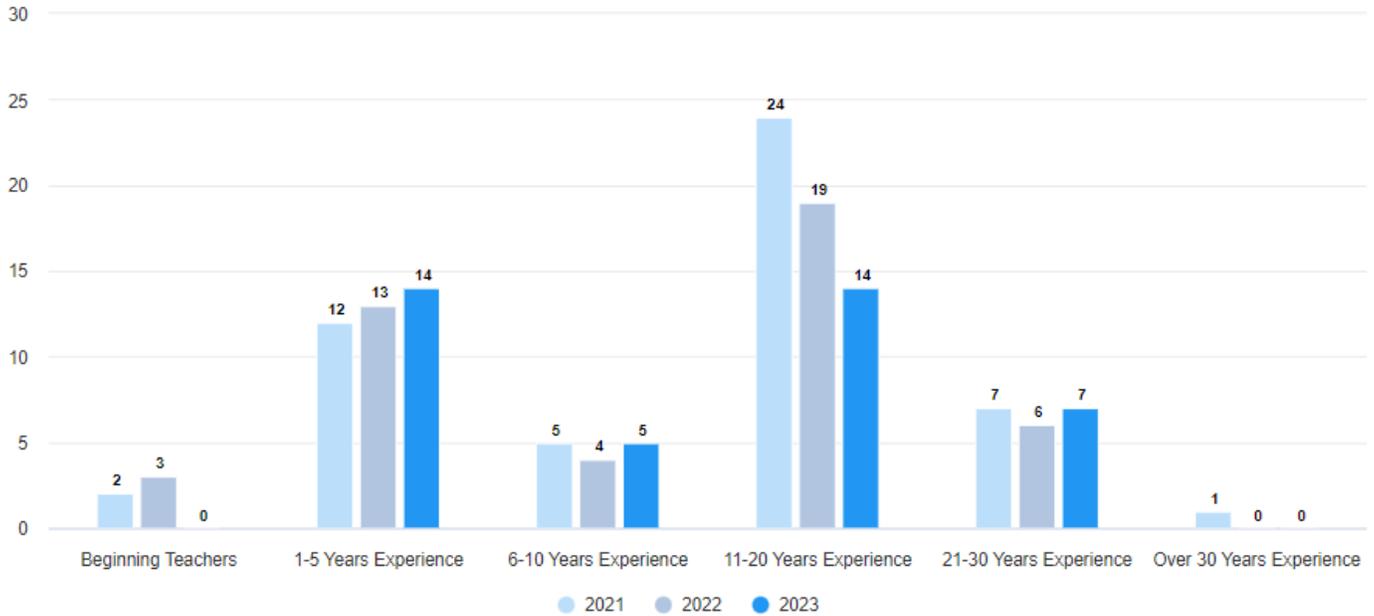
Staff Assignment

[Print/Download](#)



Teachers by Years Experience

Print/Download



Campus Attendance for Years: 2023, 2024 for All Campuses

Campus	Total Days Absent 2022 - 2023	Total Eligible Days Present 2022 - 2023	Total Ineligible Days Present 2022 - 2023	Membership (Abs + Pres) 2022 - 2023	Average Daily Attendance 2022 - 2023	Percent In Attendance 2022 - 2023	Total Days Absent 2023 - 2024	Total Eligible Days Present 2023 - 2024	Total Ineligible Days Present 2023 - 2024	Membership (Abs + Pres) 2023 - 2024	Average Daily Attendance 2023 - 2024	Percent In Attendance 2023 - 2024
(079907140) - Rita Drabek EL	5,707.0	103,739.0	390.5	109,836.5	595.520	94.8%	4,475.5	87,858.0	366.0	92,699.5	614.448	95.2%
Campus Total	5,707.0	103,739.0	390.5	109,836.5	595.520	94.8%	4,475.5	87,858.0	366.0	92,699.5	614.448	95.2%

	PIA Reporting Period 1 2023-2024	PIA Reporting Period 2 2023-2024	PIA Reporting Period 3 2023-2024	PIA Reporting Period 4 2023-2024	PIA Reporting Period 5 2023-2024	PIA Reporting Period 6 2023-2024	PIA Cumulative 2023-2024
All Students	95.3%	95.8%	94.9%	94.5%	95.4%	-	95.2%
Ethnicity							
Hispanic/Latino	93.7%	94.7%	93.4%	93.8%	94.6%	-	94.0%
American Indian or Alaska Native	92.4%	96.9%	94.6%	97.4%	95.5%	-	95.3%
Asian	95.8%	95.8%	95.0%	93.9%	95.1%	-	95.1%
Black or African American	95.1%	96.3%	94.4%	94.9%	96.9%	-	95.5%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	96.3%	96.4%	96.5%	95.9%	95.7%	-	96.2%
Two or More Races	94.0%	94.9%	95.6%	96.6%	94.4%	-	95.1%

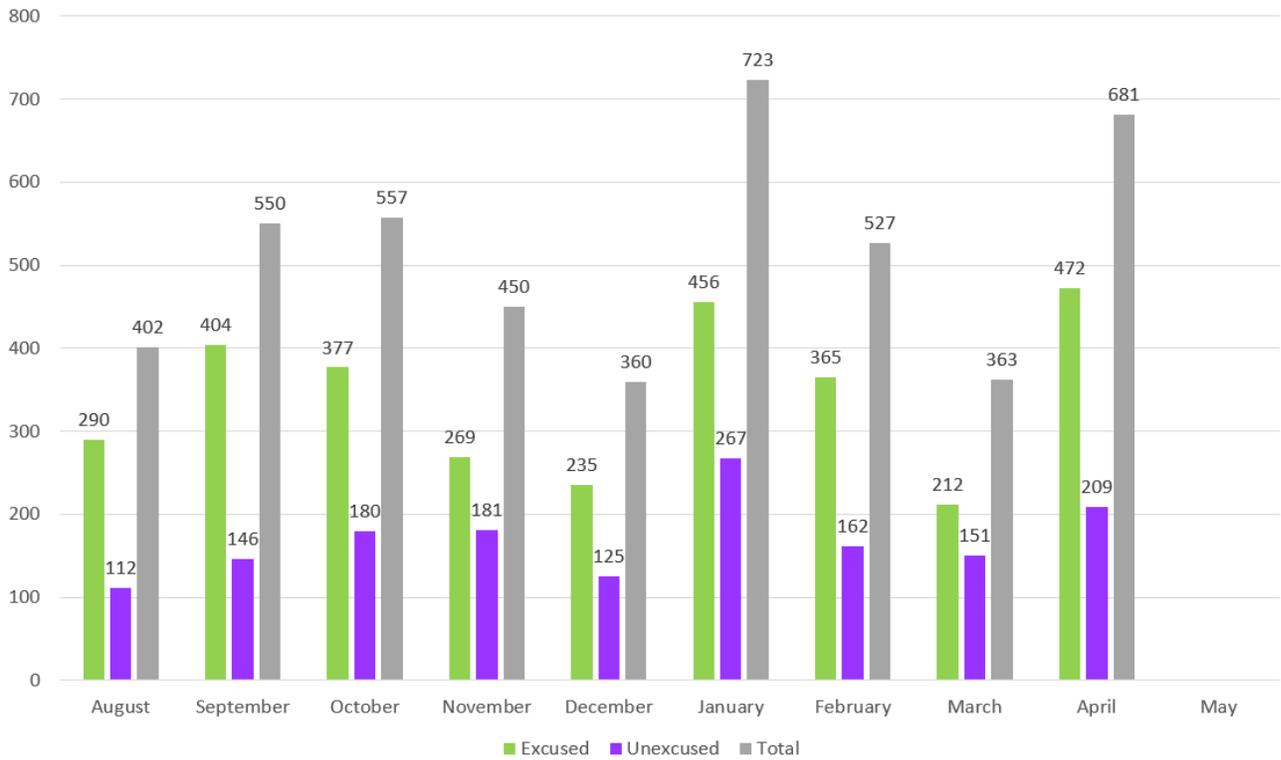
	PIA Reporting Period 1 2023-2024	PIA Reporting Period 2 2023-2024	PIA Reporting Period 3 2023-2024	PIA Reporting Period 4 2023-2024	PIA Reporting Period 5 2023-2024	PIA Reporting Period 6 2023-2024	PIA Cumulative 2023-2024
Gender							
Male	95.2%	95.9%	95.1%	94.4%	95.6%	-	95.2%
Female	95.5%	95.7%	94.6%	94.5%	95.2%	-	95.1%

	PIA Reporting Period 1 2023-2024	PIA Reporting Period 2 2023-2024	PIA Reporting Period 3 2023-2024	PIA Reporting Period 4 2023-2024	PIA Reporting Period 5 2023-2024	PIA Reporting Period 6 2023-2024	PIA Cumulative 2023-2024
Grade							
Early Education	96.3%	96.3%	96.6%	100.0%	100.0%	-	98.5%
Pre-Kindergarten	91.2%	91.8%	93.2%	93.3%	92.7%	-	92.5%
Kindergarten	91.7%	94.3%	95.1%	93.4%	95.3%	-	94.0%
1st	96.2%	96.5%	93.9%	94.3%	94.0%	-	94.9%
2nd	95.5%	95.2%	95.4%	93.8%	95.2%	-	95.0%
3rd	95.5%	95.5%	93.6%	94.0%	95.3%	-	94.7%
4th	97.4%	97.1%	95.4%	95.2%	96.5%	-	96.3%
5th	97.1%	97.5%	96.4%	96.2%	96.9%	-	96.8%

	PIA Reporting Period 1	PIA Reporting Period 2	PIA Reporting Period 3	PIA Reporting Period 4	PIA Reporting Period 5	PIA Reporting Period 6	PIA Cumulative
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
Special Population							
At Risk	95.8%	96.0%	95.4%	94.9%	95.3%	-	95.5%
Early Reading Indicator	95.3%	94.8%	94.0%	92.6%	95.6%	-	94.4%
Economic Disadvantage	94.7%	95.6%	94.7%	94.1%	95.0%	-	94.8%
Emergent Bilingual	95.9%	96.1%	95.5%	95.0%	95.3%	-	95.5%
Foster Care	81.6%	94.9%	88.8%	96.3%	94.2%	-	91.0%
Gifted and Talented	97.7%	96.1%	94.0%	96.9%	98.2%	-	96.6%
Homeless Status	-	96.3%	79.5%	79.3%	90.9%	-	85.1%
Migrant	-	-	-	-	-	-	-
Military Connected	95.2%	95.2%	91.5%	93.8%	93.3%	-	93.8%
RDSPD	94.7%	-	-	100.0%	93.5%	-	95.7%
Section 504	97.2%	96.9%	90.4%	90.8%	95.1%	-	94.0%
Special Education	93.5%	94.6%	94.1%	93.7%	94.0%	-	94.0%
Unaccompanied Youth	-	-	-	-	-	-	-

ATTENDANCE: SKYWARD 2023-2024

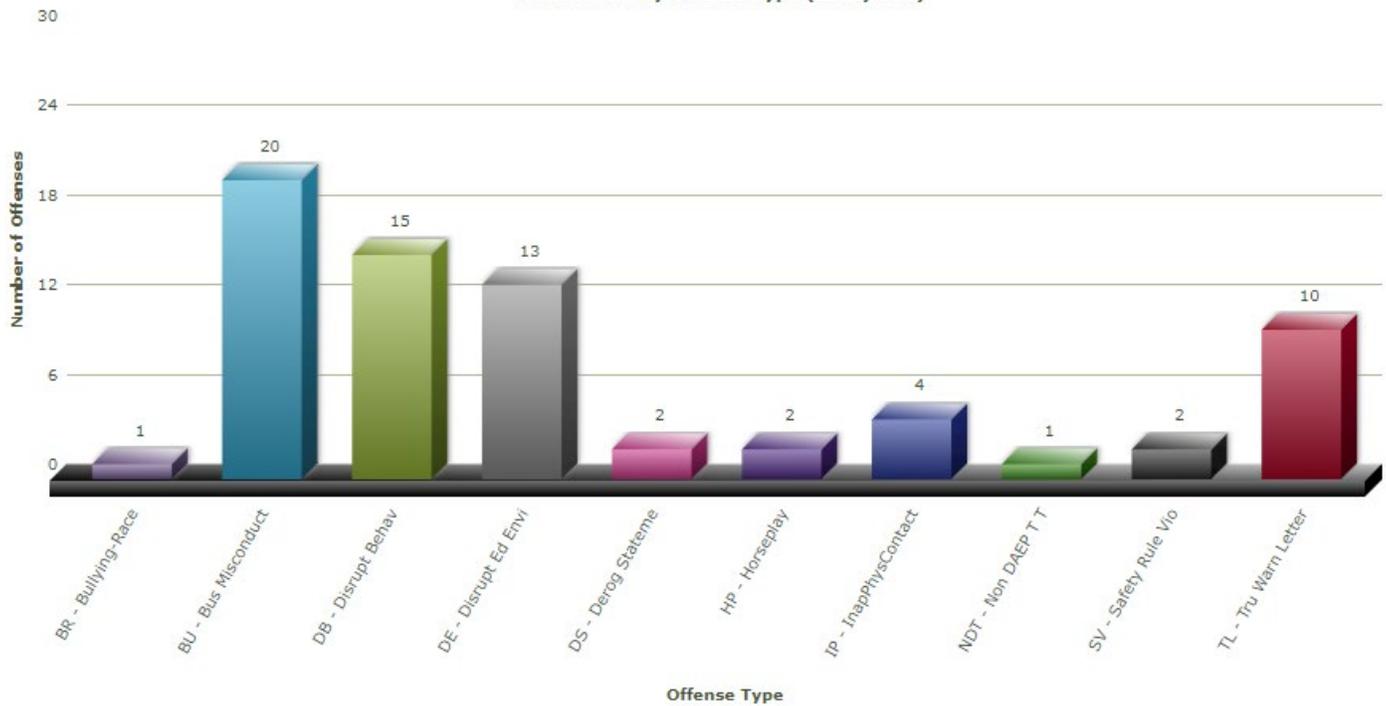
RDE Attendance 2023-2024



Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	95.1%		95%	905	↑
23-24	Fifth six weeks	95.6%		95%	874	↓
23-24	Fourth six weeks	94.4%	🚩	95%	1,041	↑
23-24	Third six weeks	94.9%	🚩	95%	970	↑
23-24	Second six weeks	95.8%		95%	745	↓
23-24	First six weeks	95.3%		95%	802	↓

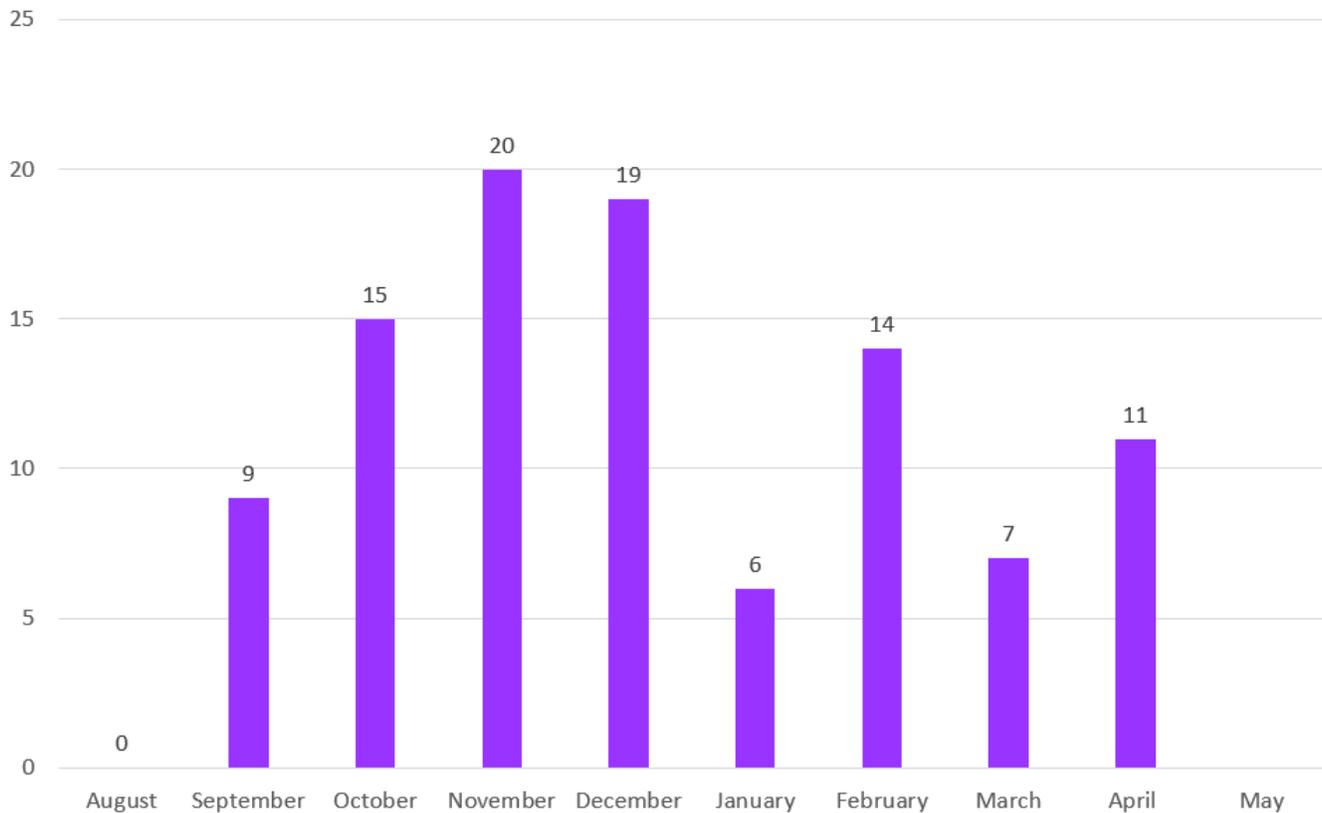
21-Violation Of Student Code Of Conduct						
	05-OSS		06-ISS		Totals	
	Action	%	Action	%	Action	%
Gender						
Female			9	100.0%	9	69.2%
Male	1	25.0%	3	75.0%	4	30.8%
Ethnicity						
Hispanic	1	50.0%	1	50.0%	2	15.4%
Black or African American			1	100.0%	1	7.7%
White			9	100.0%	9	69.2%
Two or More Races			1	100.0%	1	7.7%
Grand Total	1	7.7%	12	92.3%	13	100.0%

**Discipline Offenses
Breakdown by Offense Type (Entity 140)**



Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
23-24	Sixth six weeks	0.59%		5%	4	↓
23-24	Fifth six weeks	0.14%		5%	6	↑
23-24	Fourth six weeks	0.14%		5%	1	↓
23-24	Third six weeks	0.56%		5%	5	↑
23-24	Second six weeks	0%		5%		↓
23-24	First six weeks	0.14%		5%	1	↓

of Discipline Referrals by Month



Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

RDE enrollment has remained consistent with a slight increase for the last 2 years, as opposed to the previous 3 years. According to the attendance data trends, our overall attendance has continued to climb, and our overall 95.3% campus attendance average is the highest it has been since pre-covid. Pre-Kindergarten (92.5%) and Kindergarten (94.0%) continue to have the lowest attendance rate averages for the 23-24 SY; this has been a trend for the last 5 years. According to the reasons for absences, we have found a trend in parents choosing not to send their students to school for minor issues (allergies, bug bite, tired, slight cough, etc.). As a campus, we put an emphasis on staying home for the minor concerns during Covid and have struggled to change the mindset back to school being a priority above those minor issues. Communication by email, phone, in-person, and by notes home were increased to keep our families informed of current attendance rates and the expectations for promotion: for the 23-24 SY, 463 attendance letters were sent home and 147 TAP meetings were held with parents. Many of our families travel out of the country around long breaks; they leave early or return late around those breaks causing October, January, and April/May to have the greatest number of absences/unexcused absences. Discipline data shows an increase leading up to the winter break, then again leading up to the end of school year. Our largest number of referrals are for bus misconduct. The second largest number was for disruptive behaviors; the large numbers were attributed to primarily 2 students who are now receiving SPED services. The At-Risk percentage remains constant at 57% compared to the previous 2 years; a large part of this at-risk percentage is tied to the number of students that qualify for EB services. Our SPED population increased from 10.8% (22-23) to 13.84% (23-24). Our Economically disadvantaged percentage remained consistent 60% (22-23) to 61% (23-24). GT percentage also remained consistent at 2% for the last 2 years. We continue to have a low teacher turn over rate, resulting in a larger number of teachers with 5 or more years of experience.

Student Learning

Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.

STAAR- 2024 State testing results:

	Spring 2024 STAAR Grade 3 Mathematics									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level				
						Did Not Meet	Approaches	Meets	Masters	
RITA DRABEK ELEMENTARY	85	0	1479	0%	04/24/24	21.18%	30.59%	36.47%	11.76%	
Economic Disadvantage	52	0	1460	0%	04/24/24	23.08%	34.62%	34.62%	7.69%	
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	
Asian	44	0	1496	0%	04/24/24	15.91%	31.82%	40.91%	11.36%	
Black/African American	16	0	1447	0%	04/24/24	18.75%	50%	25%	6.25%	
Hispanic	10	0	1437	0%	04/24/24	40%	20%	30%	10%	
Two or More Races	2	0	1519	0%	04/24/24	0%	0%	100%	0%	
White	13	0	1486	0%	04/24/24	30.77%	15.38%	30.77%	23.08%	
Currently Emergent Bilingual	48	0	1465	0%	04/24/24	20.83%	33.33%	35.42%	10.42%	
First Year of Monitoring	-	-	-	-	-	-	-	-	-	
Second Year of Monitoring	4	0	1666	0%	04/24/24	0%	0%	50%	50%	
Third Year of Monitoring	-	-	-	-	-	-	-	-	-	
Special Ed Indicator	13	0	1450	0%	04/24/24	46.15%	23.08%	23.08%	7.69%	

	Spring 2024 STAAR Grade 3 Reading Language Arts									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level				
						Did Not Meet	Approaches	Meets	Masters	
RITA DRABEK ELEMENTARY	85	0	1478	0%	04/17/24	19.05%	22.62%	35.71%	22.62%	
Economic Disadvantage	52	0	1476	0%	04/17/24	19.23%	26.92%	34.62%	19.23%	
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	
Asian	44	0	1464	0%	04/17/24	13.95%	18.6%	51.16%	16.28%	
Black/African American	16	0	1480	0%	04/17/24	25%	37.5%	18.75%	18.75%	
Hispanic	10	0	1509	0%	04/17/24	30%	10%	20%	40%	
Two or More Races	2	0	1544	0%	04/17/24	0%	50%	0%	50%	
White	13	0	1490	0%	04/17/24	23.08%	23.08%	23.08%	30.77%	
Currently Emergent Bilingual	48	0	1479	0%	04/17/24	20.83%	22.92%	39.58%	16.67%	
First Year of Monitoring	-	-	-	-	-	-	-	-	-	
Second Year of Monitoring	4	0	1246	0%	04/17/24	0%	0%	33.33%	66.67%	
Third Year of Monitoring	-	-	-	-	-	-	-	-	-	
Special Ed Indicator	13	0	1435	0%	04/17/24	15.38%	53.85%	15.38%	15.38%	

	Spring 2024 STAAR Grade 4 Mathematics								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level			
						Did Not Meet	Approaches	Meets	Masters
RITA DRABEK ELEMENTARY	105	0	1560	0%	04/24/24	28.57%	20.95%	33.33%	17.14%
Economic Disadvantage	61	0	1511	0%	04/24/24	40.98%	21.31%	29.51%	8.2%
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
Asian	62	0	1580	0%	04/24/24	25.81%	19.35%	33.87%	20.97%
Black/African American	15	0	1526	0%	04/24/24	33.33%	13.33%	46.67%	6.67%
Hispanic	12	0	1532	0%	04/24/24	33.33%	25%	33.33%	8.33%
Two or More Races	3	0	1545	0%	04/24/24	33.33%	33.33%	33.33%	0%
White	13	0	1539	0%	04/24/24	30.77%	30.77%	15.38%	23.08%
Currently Emergent Bilingual	54	0	1534	0%	04/24/24	29.63%	25.93%	29.63%	14.81%
First Year of Monitoring	2	0	1652	0%	04/24/24	0%	0%	50%	50%
Second Year of Monitoring	2	0	1666	0%	04/24/24	0%	0%	50%	50%
Third Year of Monitoring	2	0	1631	0%	04/24/24	0%	0%	100%	0%
Special Ed Indicator	19	0	1454	0%	04/24/24	73.68%	5.26%	15.79%	5.26%

	Spring 2024 STAAR Grade 4 Reading Language Arts								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level			
						Did Not Meet	Approaches	Meets	Masters
RITA DRABEK ELEMENTARY	105	0	1580	0%	04/17/24	10.48%	27.62%	34.29%	27.62%
Economic Disadvantage	61	0	1556	0%	04/17/24	13.11%	32.79%	31.15%	22.95%
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
Asian	62	0	1601	0%	04/17/24	6.45%	25.81%	35.48%	32.26%
Black/African American	15	0	1564	0%	04/17/24	6.67%	33.33%	40%	20%
Hispanic	12	0	1579	0%	04/17/24	16.67%	33.33%	25%	25%
Two or More Races	3	0	1502	0%	04/17/24	0%	66.67%	33.33%	0%
White	13	0	1514	0%	04/17/24	30.77%	15.38%	30.77%	23.08%
Currently Emergent Bilingual	54	0	1548	0%	04/17/24	16.67%	27.78%	35.19%	20.37%
First Year of Monitoring	2	0	1662	0%	04/17/24	0%	0%	50%	50%
Second Year of Monitoring	2	0	1678	0%	04/17/24	0%	0%	50%	50%
Third Year of Monitoring	2	0	1696	0%	04/17/24	0%	0%	0%	100%
Special Ed Indicator	19	0	1522	0%	04/17/24	15.79%	47.37%	26.32%	10.53%

	Spring 2024 STAAR Grade 5 Mathematics								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level			
						Did Not Meet	Approaches	Meets	Masters
RITA DRABEK ELEMENTARY	97	0	1688	0%	04/24/24	18.56%	19.59%	37.11%	24.74%
Economic Disadvantage	55	0	1641	0%	04/24/24	27.27%	20%	36.36%	16.36%
American Indian/Alaskan Native	1	0	1509	0%	04/24/24	100%	0%	0%	0%
Asian	59	0	1730	0%	04/24/24	13.56%	15.25%	35.59%	35.59%
Black/African American	9	0	1689	0%	04/24/24	11.11%	22.22%	44.44%	22.22%
Hispanic	15	0	1611	0%	04/24/24	26.67%	26.67%	40%	6.67%
Two or More Races	2	0	1624	0%	04/24/24	0%	50%	50%	0%
White	11	0	1599	0%	04/24/24	36.36%	27.27%	36.36%	0%
Currently Emergent Bilingual	52	0	1668	0%	04/24/24	21.15%	19.23%	38.46%	21.15%
First Year of Monitoring	2	0	1807	0%	04/24/24	0%	0%	50%	50%
Second Year of Monitoring	3	0	1824	0%	04/24/24	0%	0%	0%	100%
Third Year of Monitoring	-	-	-	-	-	-	-	-	-
Special Ed Indicator	16	0	1561	0%	04/24/24	50%	37.5%	6.25%	6.25%

	Spring 2024 STAAR Grade 5 Reading Language Arts								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level			
						Did Not Meet	Approaches	Meets	Masters
RITA DRABEK ELEMENTARY	97	0	1623	0%	04/17/24	20.62%	16.49%	29.9%	32.99%
Economic Disadvantage	55	0	1575	0%	04/17/24	25.45%	21.82%	34.55%	18.18%
American Indian/Alaskan Native	1	0	1491	0%	04/17/24	0%	100%	0%	0%
Asian	59	0	1652	0%	04/17/24	20.34%	11.86%	25.42%	42.37%
Black/African American	9	0	1579	0%	04/17/24	22.22%	22.22%	33.33%	22.22%
Hispanic	15	0	1568	0%	04/17/24	20%	33.33%	40%	6.67%
Two or More Races	2	0	1665	0%	04/17/24	0%	0%	100%	0%
White	11	0	1586	0%	04/17/24	27.27%	9.09%	27.27%	36.36%
Currently Emergent Bilingual	52	0	1596	0%	04/17/24	26.92%	17.31%	28.85%	26.92%
First Year of Monitoring	2	0	1709	0%	04/17/24	0%	0%	50%	50%
Second Year of Monitoring	3	0	1755	0%	04/17/24	0%	0%	33.33%	66.67%
Third Year of Monitoring	-	-	-	-	-	-	-	-	-
Special Ed Indicator	16	0	1454	0%	04/17/24	75%	6.25%	6.25%	12.5%

	Spring 2024 STAAR Grade 5 Science								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level			
						Did Not Meet	Approaches	Meets	Masters
RITA DRABEK ELEMENTARY	97	0	3672	0%	04/19/24	44.33%	26.80%	21.65%	7.22%
Economic Disadvantage	55	0	3525	0%	04/19/24	58.18%	20%	16.36%	5.45%
American Indian/Alaskan Native	1	0	3187	0%	04/19/24	100%	0%	0%	0%
Asian	59	0	3800	0%	04/19/24	32.20%	27.12%	30.51%	10.17%
Black/African American	9	0	3591	0%	04/19/24	33.33%	55.56%	11.11%	0%
Hispanic	15	0	3524	0%	04/19/24	60%	26.67%	6.67%	6.67%
Two or More Races	2	0	3405	0%	04/19/24	100%	0%	0%	0%
White	11	0	3344	0%	04/19/24	81.82%	9.09%	9.09%	0%
Currently Emergent Bilingual	52	0	3610	0%	04/19/24	42.31%	28.85%	23.08%	5.77%
First Year of Monitoring	2	0	4187	0%	04/19/24	0%	0%	100%	0%
Second Year of Monitoring	3	0	4290	0%	04/19/24	0%	0%	66.67%	33.33%
Special Ed Indicator	16	0	3268	0%	04/19/24	87.50%	6.25%	6.25%	0%

STAAR 2023/2024 Comparisons:

3rd Reading	2023	2024	4th Reading	2023	2024	5th Reading	2023	2024
Approaches or above	91	81	Approaches or above	82	90	Approaches or above	87	79
Meets or Above	67	58	Meets or Above	49	62	Meets or Above	67	62
Masters	37	23	Masters	21	28	Masters	36	33
3rd Math	2023	2024	4th Math	2023	2024	5th Math	2023	2024
Approaches or above	82	79	Approaches or above	71	71	Approaches or above	89	81
Meets or Above	61	48	Meets or Above	51	50	Meets or Above	66	61
Masters	39	12	Masters	16	17	Masters	28	24
5th Science	2023	2024						
Approaches or above	64	55						
Meets or Above	33	29						
Masters	15	7						

K-2 Assessments:

CIRCLE Progress Monitoring Pre-K School Benchmark Report

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 3	70%	30%	0%	0%
	Overall Measure	70%	30%	0%	0%
Phonological Awareness	Syllabication	83%	15%	0%	0%
	Onset-Rime	83%	17%	0%	0%
	Alliteration	75%	25%	0%	0%
	Rhyming I	79%	21%	0%	0%
	Overall Measure	86%	14%	0%	0%
Math	Rote Counting	92%	8%	0%	0%
	Shape Naming	94%	6%	0%	0%
	Number Discrimination	97%	3%	0%	0%
	Number Naming	92%	8%	0%	0%
	Shape Discrimination	96%	4%	0%	0%
	Counting Sets	96%	4%	0%	0%
	Operations	75%	25%	0%	0%
	Overall Measure	94%	6%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
Overall Measure	94%	6%	0%	0%	

* Measure has no benchmarks.

Texas Kindergarten Entry Assessment School Benchmark Report

Measure		On-Track	Monitor	Support
Math	Math Part 1 W3	*	*	*
	Math Part 2 W3	*	*	*
	Overall Measure	76%	6%	18%

* Measure has no benchmarks.

CIRCLE Progress Monitoring Pre-K
School Benchmark Report



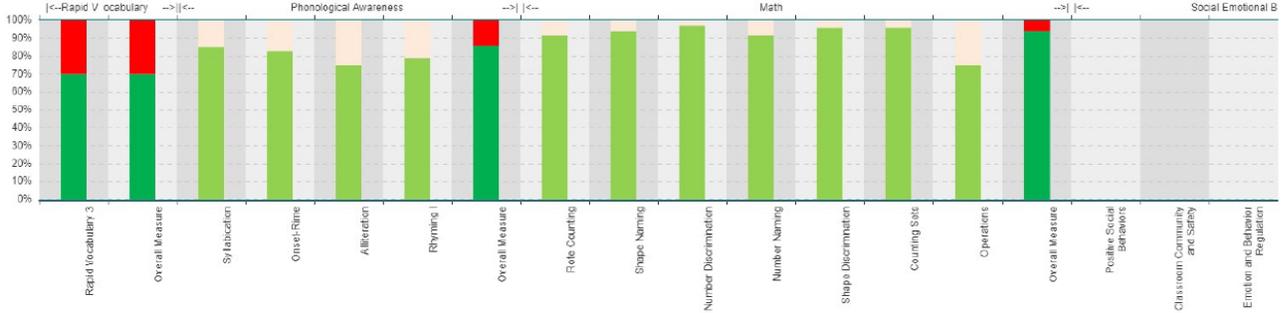
Community: Fort Bend ISD
School: RITA DRABEK EL
School year: 2023-2024
Race: All
Ethnicity: All
Sub-populations: All

Assessment Language: English
Class: ALL
Teacher: ALL
Wave 3
Grade Level: PK

■ % of Students Meeting On Track
 ■ % of Students Meeting Needs Support
 ■ % of Students Meeting Monitor
 ■ % of Students Meeting Out of Range
 ■ % of Students Meeting On Track
 ■ % of Students Meeting Needs Support
 ■ % of Students Meeting Monitor
 ■ % of Students Meeting Out of Range

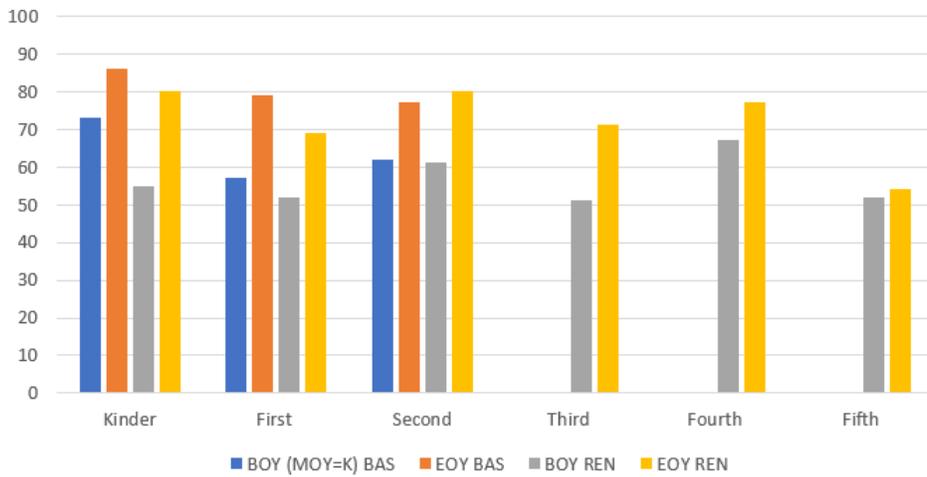
School Benchmark Report

RITA DRABEK EL



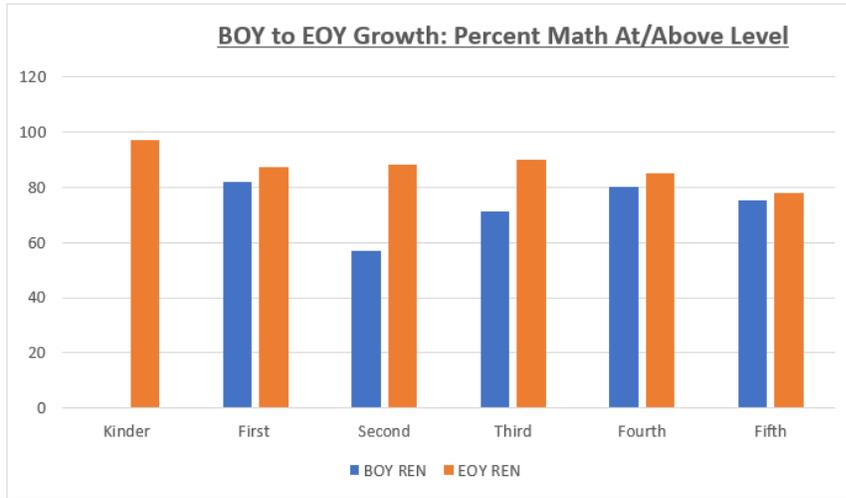
REN Assessments:

BOY to EOY Growth: Percent Reading At/Above Level



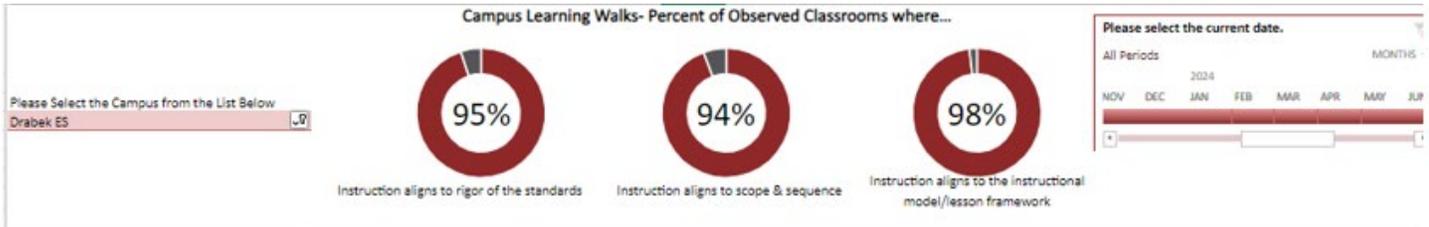
	BOY (MOY=K) BAS	EOY BAS	BOY REN	EOY REN
Kinder	73	86	55	80
First	57	79	52	69
Second	62	77	61	80
Third	0	0	51	71
Fourth	0	0	67	77
Fifth	0	0	52	54

2023-24 BOY to EOY Math Data Comparison:



	BOY REN	EOY REN
Kinder	0	97
First	82	87
Second	57	88
Third	71	90
Fourth	80	85
Fifth	75	78

Learning Walk Data:



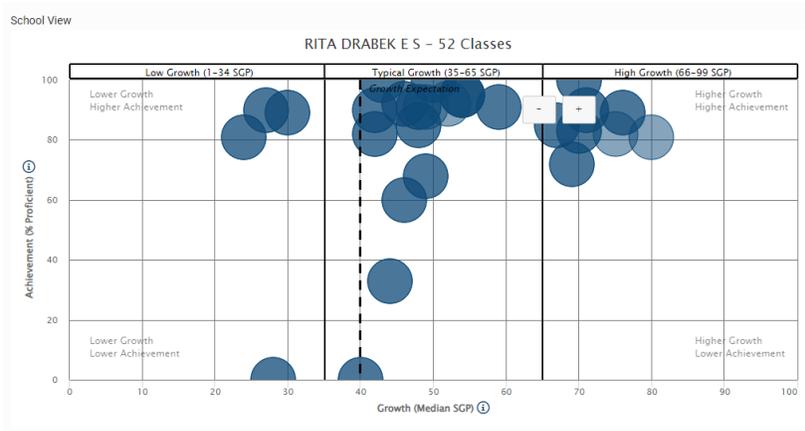
Component	Campus Type				Content Area							
	Overall Percent Observed	ES	MS	HS	ELA	MTH	SCI	SOC	CTE	FA	Tech Apps	
Number of Observations	157	157			89	41	25	2				
Learning Framework Classroom Clarity												
CC1. Instruction aligns to the rigor of the standards.	95%	95%			91%	100%	100%	100%	WREF1	WREF1	WREF1	
CC2. Instruction aligns to the scope & sequence	94%	94%			94%	90%	100%	100%	WREF1	WREF1	WREF1	
CC3. Instruction aligns to the instructional model/lesson framework.	98%	98%			97%	100%	100%	100%	WREF1	WREF1	WREF1	
CC4. The learner experience aligns to the classroom learning intentions and success criteria	96%	96%			96%	88%	100%	100%	WREF1	WREF1	WREF1	
CC5. Teacher co-constructs learning success criteria with students in the classroom using exemplars or examples/non-examples so that students know what success looks like	48%	48%			44%	68%	36%	0%	WREF1	WREF1	WREF1	
CC6. Students can articulate what they are learning and what success looks like	93%	93%			89%	100%	96%	100%	WREF1	WREF1	WREF1	
CC7. Students engage in work that shows evidence of their thinking through authentic student work.	82%	82%			76%	80%	100%	100%	WREF1	WREF1	WREF1	
CC8 Total	37%	37%	WREF1	WREF1	35%	56%	16%	0%				
CC8. (Teacher Model) Uses student work (exemplar, individual, or peer) to annotate success criteria.	22%	22%			22%	30%	16%	0%	WREF1	WREF1	WREF1	
CC8. (Student Observed) Uses student work (exemplar, individual, or peer) to annotate success criteria.	14%	14%			14%	26%	0%	0%	WREF1	WREF1	WREF1	
CC8 Total	94%	94%	WREF1	WREF1	111%	95%	48%	0%				
CC9. (Teacher Model) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.)	28%	28%			33%	39%	0%	0%				
CC9. (Student Observed) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.)	66%	66%			78%	56%	48%	0%				

Learning Framework Feedback									
F1 Total	43%	43%	#REF!	#REF!	43%	41%	32%	#DIV/0!	
F1. (Teacher Modeled) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	17%	17%			16%	23%	0%	100%	
F1. (Student Observed) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	26%	26%			27%	18%	32%		
F2 Total	48%	48%	#REF!	#REF!	62%	31%	32%	0%	
F2. (Teacher Modeled) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	22%	22%			32%	14%	0%	0%	
F2. (Student Observed) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	26%	26%			30%	17%	32%	0%	
F3. Teacher provides students feedback to improve the quality of their self-assessment and peer feedback (feedback on feedback).	10%	10%			10%	17%	0%	0%	

Learning Framework Goal Setting & Revision									
GSR1. Students use feedback to revise work and demonstrate new understanding.	12%	12%			19%	2%	0%	0%	
GSR2 Total	3%	3%	#REF!	#REF!	0%	13%	0%	0%	
GSR2. (Teacher Modeled) Sets learning goals based on success criteria and identified areas of improvement.	2%	2%			0%	8%	0%	0%	
GSR2. (Student Observed) Sets learning goals based on success criteria and identified areas of improvement.	1%	1%			0%	5%	0%	0%	
GSR3 Total	1%	1%	#REF!	#REF!	0%	2%	0%	0%	
GSR3. (Teacher Modeled) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	0%	0%			0%	0%	0%	0%	
GSR3. (Student Observed) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	1%	1%			0%	2%	0%	0%	
GSR4 Total	1%	1%	#REF!	#REF!	0%	2%	0%	0%	
GSR4. (Teacher Modeled) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	0%	0%			0%	0%	0%	0%	
GSR4. (Student Observed) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	1%	1%			0%	2%	0%	0%	

Student Ownership of Behavior Framework									
PBS1: Classroom behavior expectations are visible and written positively (we are on a level 0 vs. no talking)	99%	99%			99%	100%	100%	100%	
PBS2: Teacher positively acknowledges expected student behaviors.	90%	90%			90%	90%	92%	100%	
RP1 Total	170%	170%	#REF!	#REF!	166%	186%	96%	#DIV/0!	
RP1: (Teacher Modeled) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...)	75%	75%			72%	89%	0%		
RP1: (Student Observed) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...)	95%	95%			93%	97%	96%	100%	
POG1 Total	77%	77%	#REF!	#REF!	71%	75%	72%	#DIV/0!	
POG1: (Teacher Modeled) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share...)	18%	18%			20%	7%	0%	100%	
POG1: (Student Observed) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share...)	59%	59%			51%	68%	72%		
POG2 Total	73%	73%	#REF!	#REF!	63%	63%	92%	#DIV/0!	
POG2: (Teacher Modeled) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	15%	15%			16%	6%	0%	100%	
POG2: (Student Observed) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	58%	58%			47%	58%	92%		
POG3: Students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s).	6%	6%			6%	0%	20%	0%	

Math REN SGP: All Students by class



Math REN SGP: All Students

Star Math

Summary (446 of 663 Students)

SGP (Expectation = 40)		Testing Window	Avg. SS	Avg. PR	Avg. NCE
Met Expectations	Median				
296	54	Pretest	932	64	57.4
		Posttest	995	78	65.9
		Change	63	14	8.5

Math REN SGP: EB Students

Star Math

Summary (65 of 116 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE
Met Expectations	Median				
41	47	Pretest	825	59	54.7
		Posttest	897	70	61.1
		Change	72	11	6.5

Math REN SGP: SPED Students

Grade **3**

Star Math

Summary (13 of 20 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE
Met Expectations	Median				
12	69	Pretest	920	51	50.5
		Posttest	996	71	61.8
		Change	76	20	11.2

Grade **4**

Star Math

Summary (16 of 20 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE
Met Expectations	Median				
11	57	Pretest	963	45	47.2
		Posttest	1020	63	56.8
		Change	57	18	9.6

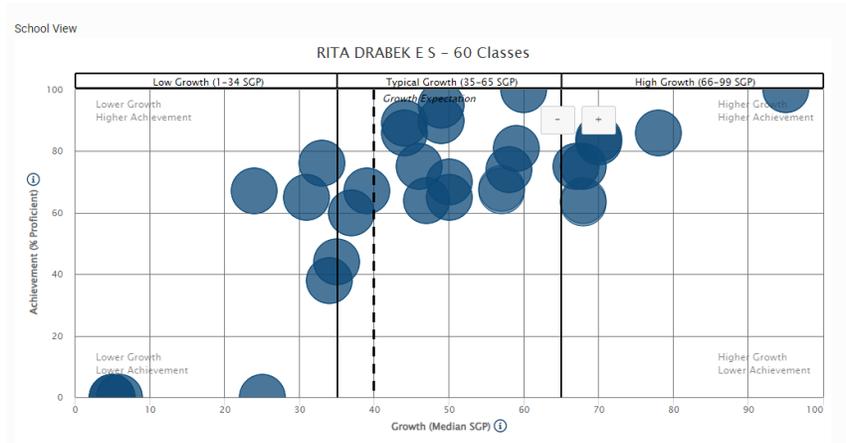
Grade
5

Star Math

Summary (16 of 21 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE
Met Expectations	Median				
11	55	Pretest	983	33	40.9
		Posttest	1023	38	43.7
		Change	40	5	2.8

Reading REN SGP: All Students by class



Reading REN SGP: All Students

Both Star Early Literacy and Star Reading

These students' SGP scores are based on a combination of Star Early Literacy and Star Reading scores.

Summary (30 of 663 Students)

SGP (Expectation = 40)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median						
20	49	Pretest	746	65.2	61.4	P	3
		Posttest	838	71.8	66.8	P	6
		Change	92	6.6	5.4	0.6	3

Star Reading

Summary (444 of 663 Students)

SGP (Expectation = 40)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median						
260	50	Pretest	924	46	47.6	2.4	73
		Posttest	977	58	54	3.5	102
		Change	53	12	6.4	1.1	28

Reading REN SGP: EB Students

Both Star Early Literacy and Star Reading

These students' SGP scores are based on a combination of Star Early Literacy and Star Reading scores.

Summary (20 of 116 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ³
Met Expectations	Median						
13	48	Pretest	747	65.6	61.7	P	4
		Posttest	841	73.3	67.6	P	9
		Change	94	7.7	5.9	0.5	5

Star Reading

Summary (65 of 116 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ³
Met Expectations	Median						
38	43	Pretest	779	31	39.4	PP	27
		Posttest	882	58	54.2	1.5	62
		Change	103	27	14.8	2.5	35

Reading REN SGP: SPED Students

Grade
3

Star Reading

Summary (13 of 20 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ³
Met Expectations	Median						
10	84	Pretest	904	30	39	2.0	70
		Posttest	984	53	51.6	3.6	108
		Change	80	23	12.6	1.6	38

Grade
4

Star Reading

Summary (18 of 20 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ³
Met Expectations	Median						
12	56	Pretest	980	40	44.5	3.5	100
		Posttest	1013	50	49.8	4.2	120
		Change	33	10	5.3	0.7	19

Grade
5

Star Reading

Summary (16 of 21 Students)

SGP (Expectation = 35)		Testing Window	Avg. SS	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ³
Met Expectations	Median						
8	35	Pretest	946	11	23.8	2.9	-
		Posttest	965	12	24.9	3.2	-
		Change	19	1	1.2	0.3	-

Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

REN/BAS Data: Grades 1-2 REN EOY Reading average 74.5% (+18% from BOY) at/above grade level and BAS EOY Reading average 83% (+24% from BOY) at/above grade level. Grades 3-5 REN EOY Reading average 67.3% (+11% from BOY) at/above grade level. Grades 1-2 REN EOY Math average 88% (+19% from BOY) at/above average. Grades 3-5 REN EOY Math average 84% (+9% from BOY) at/above average. 63.2% Met 35 SGP in 2023 increased to 66% Met 35 SGP in 2024. 60% of EB students met their Reading SGP goal of 35; this is consistent with the previous 2 years. REN data showed SPED students made over a year's growth: 77% of SPED students scored a median SGP of 60 in Math and 65% of SPED students scored a median SGP of 58 in Reading.

Learning Walk data: 93% (+20% from 2023) students could articulate what learning and what success looks like. 48% (-10% from 2023) classrooms observed co-construct success criteria using exemplars. 66% (+21% from 2023) students interact with success criteria using tools and 37% (+11% from 2023) used student work to annotate success criteria. 46% (-4% from 2023) engaged in protocols that include language supports. 82% (+6% from 2023) students engage in authentic work showing evidence of thinking, while 48% (+19% from 2023) engaged in giving/receiving feedback using tools to identify success criteria in authentic student work. Learning Walks show rigor, alignment, and instructional model remained above the 95% mark in all three areas. Data over the last 3 years have continued to show an upward trend in all areas, while focusing on student ownership to build a solid foundation in clarity and transitioning into feedback. Campus CST walks show rigor, alignment, and instructional model remained above the 95% mark in all three areas.

STAAR data: Math (all students) shows 3rd grade at 79% (-4% from 2023) passing; 4th grade at 71% (+2% from 2023) passing; 5th grade at 81% (-7% from 2023) passing. Campus average of 77% passing (-3% from 2023). However, when comparing cohorts of students, passing rates were maintained/increased: 3rd 2023 at 82% to 4th 2024 at 81%; 4th 2023 at 69% to 5th 2024 at 81%. Reading (all students) shows 3rd grade at 81% (-10% from 2023) passing; 4th grade 90% (+9% from 2023) passing; 5th grade at 79% (-5% from 2023) passing when comparing grade level data from year to year. However, when comparing cohorts of students, passing rates were maintained: 3rd 2023 at 91% to 4th 2024 at 90%; 4th 2023 at 79% to 5th 2024 at 79%. Campus average of 83% passing (-3% from 2023) for Reading. RDE has remained a TEA Target campus for the last 5 years due to the Asian population not meeting Sub-pop target standards. The Asian population scores for 2024 for Math show 3rd grade at 84% passing, 4th grade at 74% passing, and 5th grade at 86% passing. The Asian population scores for 2024 for Reading show 3rd grade at 86% passing, 4th grade at 94% passing, and 5th grade at 80% passing. The Asian sub-pop is expected to meet target standard for the 2024 SY. Overall, the EB campus averages by content area slightly decreased in Reading from 84% in 2023 to 79% in 2024 (-5%) and slightly decreased in Math from 80% in 2023 to 76% in 2024 (-4%). 5th grade science rate of passing is 56% (-7% from 2023). The Asian population scored the highest at 88% passing, while the white population scored the lowest at 19% passing. SPED population showed a decrease in passing rates from 2023 to 2024: Campus averages for Reading from 83% to 64% and Math from 74% to 43%. However, REN data showed SPED students made over a year's growth: 77% of SPED students scored a median SGP of 60 in Math and 65% of SPED students scored a median SGP of 58 in Reading.

PreK Circle data: 70% on track in vocabulary; 94% in Math; 94% in SEL; and 86% in Phonological awareness. EOY Circle data showed slight decreases from 2023 EOY to 2024 EOY but remains above district average. Teachers participated in monthly SST meetings and EAA protocols after each assessment window to identify strengths, challenges, and opportunities. Professional development was specific to primary/secondary needs so that it is aligned with grade level data/needs. We will continue to focus on providing literacy systems to reduce learning deficits through small groups and reduce gaps through intervention. We will also focus on phonics/phonemic awareness in primary grades.

School Processes & Programs

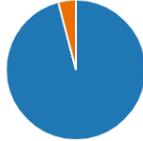
Engage students in a way that contributes to their overall development and future well-being. Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.

Student Needs Assessment Data (Grades 3-5):

6. My teachers care about me. Mi maestra se preocupa por mi.

[More Details](#) [Insights](#)

Yes 237
No 10



8. I have an adult in my life that I can talk to about problems. Tengo un adulto en mi vida con quien puedo hablar sobre mis problemas.

[More Details](#) [Insights](#)

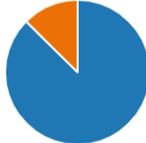
Yes 229
No 18



9. I feel like I belong at my school. Me siento que si pertenesco a mi escuela.

[More Details](#) [Insights](#)

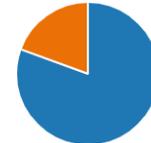
Yes 216
No 31



11. I can handle disagreements with my friends well. Puedo manejar bien las diferencias con mis amigos.

[More Details](#) [Insights](#)

Yes 199
No 48



10. I feel safe inside my school. Me siento seguro en mi escuela.

[More Details](#) [Insights](#)

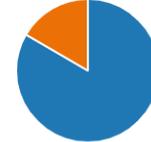
Yes 223
No 24



12. I know how to make new friends. Se como hacer nuevos amigos.

[More Details](#) [Insights](#)

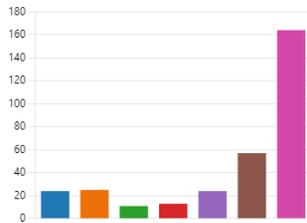
Yes 206
No 41



16. I am currently experiencing the following (check any that apply). If all is okay, check "None of the above." Actualmente estoy experimentando lo siguiente (marque cualquiera que corresponda). Si todo está bien, marque "Ninguna de las anteriores".

[More Details](#)

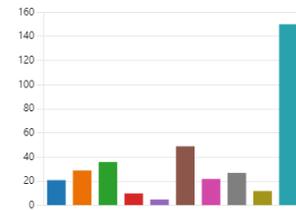
Feeling really sad a lot / sintiend... 24
Being teased / Sentirme muy an... 25
Feeling scared to come to scho... 11
Not having any friends/lonely / ... 13
Feeling angry a lot / sentirme m... 24
Feeling left out / sentirme exclu... 57
None of the above / Ninguna d... 164



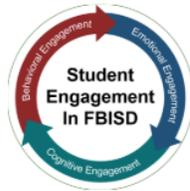
17. If you need help with any of the topics below, please check the box(s). If you don't need help, check "No help needed at this time." Si necesita ayuda con alguno de los temas a continuación, marque la (s) casilla (s). Si no necesita ayuda, marque "No se necesita ayuda en este momento."

[More Details](#)

Self Esteem / Auto estima 21
Time Management/Organizatio... 29
Fitting in/Making Friends / Encaj... 36
School Safety / Seguro en la esc... 10
Social Media / Redes Sociales 5
Study Skills / Habilidades de est... 49
Peer Pressure / Presión de los c... 22
Problem Solving / Resolver prob... 27
Bullying / Acoso escolar 12
No Help needed at this time. / ... 150



RDE Student Engagement Survey (April 2024):



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

In FBIISD, this looks like...

- Compliance, Participation in School/District Activities
- Extracurricular, Community, or Volunteer Work
- Attendance
- Grades

Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Preparation for Learning

How often students were never or once in a while unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.



Without what you need to do classwork. ↓1.4%



Without reading materials. ↓3.1%



Without your homework done. ↓8.1%

Investment of Time Outside of School

Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.



COMPLETING SCHOOLWORK (LIKE HOMEWORK AND STUDYING)



PARTICIPATING IN CLUBS OR OTHER SCHOOL ACTIVITIES.

↓3.0%

Overall Emotional Engagement
3.29

Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

↓4.0%

Teacher Student Relationships
3.28

↓3.0%

Peer Support of Learning
3.14

↓1.0%

Family Support of Learning
3.54

↑1.4%

Disaffection
3.08

↓0.5%

Overall Cognitive Engagement
3.56

Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

↓1.7%

Future Goals
3.58

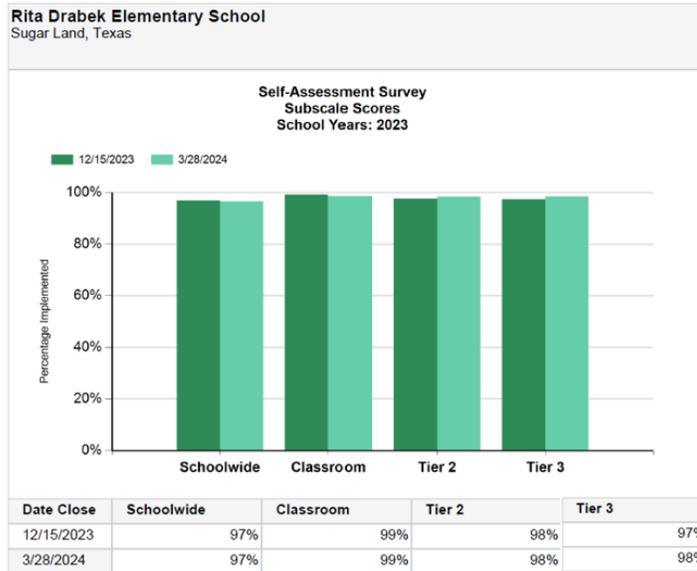
↑2.8%

Intrinsic Motivation
3.54

Student Ownership of Behavior:

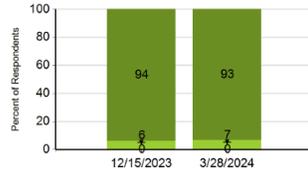
Student Ownership of Behavior Framework								
RB1: Classroom behavior expectations are visible and written positively (use one or a level 0 vs. no talking)	99%	99%			99%	100%	100%	100%
RB2: Teacher positively acknowledges expected student behaviors.	90%	90%			90%	90%	92%	100%
RP1 Total	170%	170%	90%	90%	166%	186%	96%	100%
RP1: (Teacher Models) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...)	75%	75%			72%	89%	0%	
RP1: (Student Observed) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...)	95%	95%			93%	97%	96%	100%
POG1 Total	77%	77%	90%	90%	71%	75%	72%	100%
POG1: (Teacher Models) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share...)	18%	18%			20%	7%	0%	100%
POG1: (Student Observed) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share...)	59%	59%			51%	68%	72%	
POG2 Total	73%	73%	90%	90%	63%	63%	92%	100%
POG2: (Teacher Models) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	15%	15%			16%	6%	0%	100%
POG2: (Student Observed) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	58%	58%			47%	58%	92%	
POG3: Students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s).	6%	6%			6%	0%	20%	0%

SAS survey overall scoring:



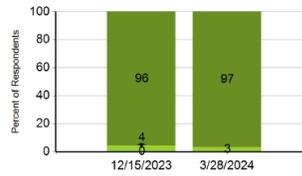
School Year				Number of Responses	Date Completed			
2023-24				40	3/28/2024			
Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide	High	Med	Low	n
85%	15%	N/A	40	10. Student / Family / Community Communication: My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website).	10%	26%	65%	31
85%	15%	N/A	40	12. Behavior Data System: My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.	9%	27%	64%	33

Schoolwide Current Status
Rita Drabek Elementary School
12/15/2023-3/28/2024



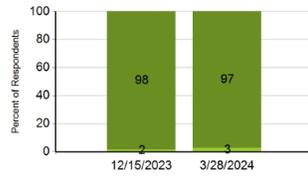
	In Place	Partial in Place	Not in Place
12/15/2023	94%	6%	0%
3/28/2024	93%	7%	0%

Tier 2 Current Status
Rita Drabek Elementary School
12/15/2023-3/28/2024



	In Place	Partial in Place	Not in Place
12/15/2023	96%	4%	0%
3/28/2024	97%	3%	0%

Classroom Current Status
Rita Drabek Elementary School
12/15/2023-3/28/2024



	In Place	Partial in Place	Not in Place
12/15/2023	98%	2%	0%
3/28/2024	97%	3%	0%

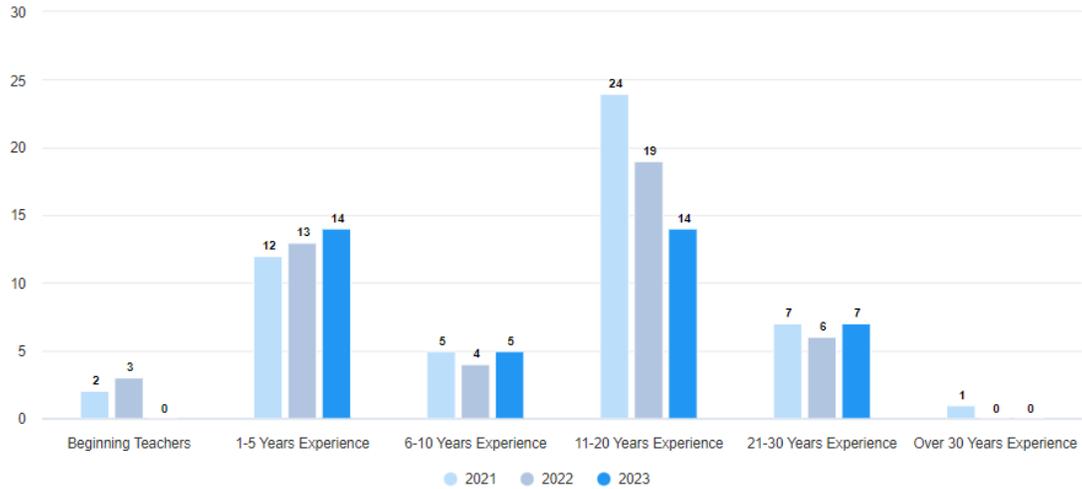
Tier 3 Current Status
Rita Drabek Elementary School
12/15/2023-3/28/2024



	In Place	Partial in Place	Not in Place
12/15/2023	95%	5%	0%
3/28/2024	97%	3%	0%

Teachers by Years Experience

Print/Download



Student Programs (2022 - 2023 Summer PEIMS file loaded 07/15/2023)

	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	15	2.04%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	1	0.14%
Section 504	22	2.99%
Special Education (SPED)	102	13.84%
Bilingual/ESL		
Emergent Bilingual (EB)	416	56.45%
Standard or Alternative Bilingual/ESL	416	56.45%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	16	2.17%
Dyslexia Risk Code	217	29.44%
Dyslexia Services Code	16	2.17%
Title 1 Part A		
Schoolwide Program	2	0.27%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	0.41%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/15/2023)

	Count	Percent
Foster Care	4	0.54%
IGC Reviewed	0	0.00%
Intervention Indicator	188	25.51%
Migrant	0	0.00%
Military Connected	17	2.31%
Unschooling Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	447	60.65%
Free Meals	387	52.51%
Reduced-Price Meals	39	5.29%
Other Economic Disadvantage	21	2.85%
Homeless Statuses		
Homeless Status Total	2	0.27%
Shelter	0	0.00%
Doubled Up	2	0.27%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	1	0.14%
Unaccompanied Youth	1	0.14%

Special Education Services (2022 - 2023 Summer PEIMS file loaded 07/15/2023)

	Count	Percent
Instructional Settings		
Speech Therapy	75	9.86%
Homebound	6	0.79%
Hospital Class	0	0.00%
Resource Room	33	4.34%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	29	3.81%
Full-Time Early Childhood	0	0.00%
Mainstream	22	2.89%

District Name: FORT BEND ISD
District ID: 079907

Fall 5 Years Displayed (079907140) - Rita Drabek EL Submit Tools

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	SPED Pop	Total Pop	Percent												
079907140 - Rita Drabek EL	83	787	10.55%	80	721	11.10%	75	672	11.16%	72	669	10.76%	101	705	14.33%
079907 - Fort Bend ISD	83	787	10.55%	80	721	11.10%	75	672	11.16%	72	669	10.76%	101	705	14.33%

District/Campus	Grade	Enrollment Count	At Risk	Bilingual	BIL-Alt Lng	Dyslexia	ESL	ESL - Alt Lng	EB	Eco Dis	GT	Homeless	Migrant	Section 504	SPED
Fort Bend ISD	EE	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Fort Bend ISD	PK	80	54	-	-	-	51	-	52	48	-	-	-	-	6
Fort Bend ISD	KG	97	59	-	-	-	59	-	59	54	-	-	-	-	9
Fort Bend ISD	01	96	65	-	-	1	61	-	61	62	-	-	-	1	15
Fort Bend ISD	02	109	45	-	-	3	43	-	43	66	3	-	-	1	12
Fort Bend ISD	03	96	53	-	-	7	49	-	49	61	5	-	-	3	20
Fort Bend ISD	04	118	67	-	-	6	63	-	63	64	8	-	-	1	16
Fort Bend ISD	05	107	60	-	-	7	54	-	54	64	2	-	-	5	21
Total		705	403	-	-	24	380	-	381	419	18	-	-	11	101

Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

All teachers on campus are highly qualified: certified in grade level, content, and ESL. Teacher turnover rate is low with a 97.5% retention rate. Paraprofessional turnover rate is low with a 100% retention rate. All beginning teachers and new campus teachers were provided with a mentor. Paras were provided professional development on each assigned day that was specific to student support needs and compliance. Teachers engaged in a minimum of 9 PLCs per nine weeks.

Campus Student Needs Assessment (grades 3-5; 247 students surveyed): Data shows 96% of students feel that their teachers care about them and 93% feel as though they have an adult they trust and talk to about problems. 87% of students feel like they belong at school, 81% feel as though they can handle disagreements with friends well, and 83% know how to make new friends. 91% of students feel safe at school.

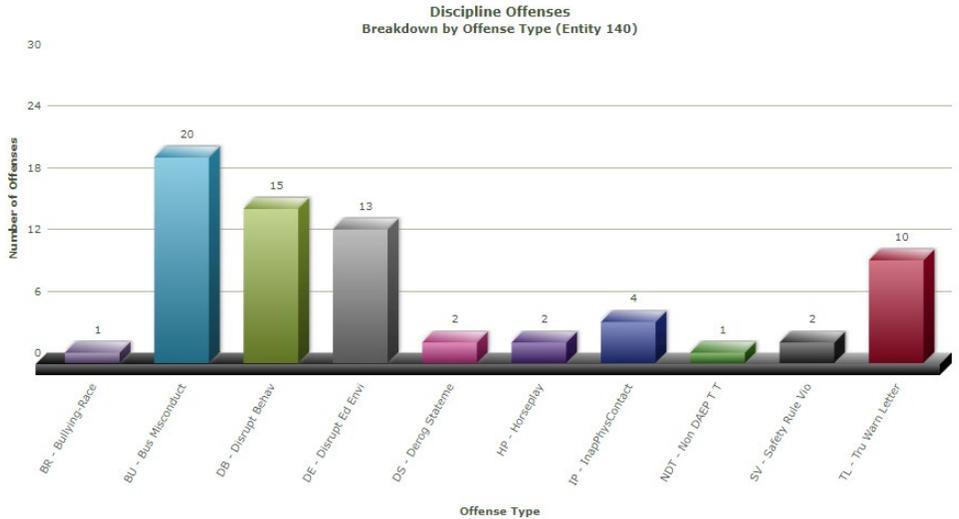
Student Engagement Survey: Student Perceptions (grades 3-5; 161 students surveyed): Data shows RDE scored in the high range for overall emotional engagement (3.29) and overall cognitive engagement (3.56). Emotional engagement subgroup data showed: Teacher/Student Relationships- 3.28 (high range); Family Support of Learning – 3.54 (high range); Peer Support of Learning – 3.14 (moderate range); and Dissatisfaction – 3.08 (moderate range). Cognitive engagement subgroup data showed: Future goals – 3.58 (high range); and Intrinsic Motivation – 3.54 (high range)

Learning Walk data: 99% of classrooms observed had behavior expectations visible and written positively, and 90% of teacher positively acknowledges expected student behaviors. 95% of students observed were using strategies to purposefully build relationships with peers (community circles, co-created respect agreements, SEL supports, etc.)

SAS Data: There were 2 areas identified as 85% or below of the campus staff believe the practice is currently in place (according to perception); therefore, they could be opportunities for growth: Student / Family / Community Communication: My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website). Behavior Data System: My school has a system for collecting social-emotional behavioral data and summarizing patterns of student behavior.

Perceptions

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student. Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools. Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District.



6. My teachers care about me. Mi maestra se preocupa por mi.

[More Details](#) [Insights](#)

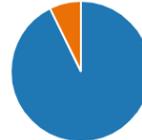
Yes 237
No 10



8. I have an adult in my life that I can talk to about problems. Tengo un adulto en mi vida con quien puedo hablar sobre mis problemas.

[More Details](#) [Insights](#)

Yes 229
No 18



9. I feel like I belong at my school. Me siento que si pertenesco a mi escuela.

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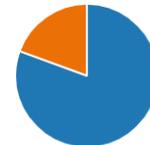
Yes 216
No 31



11. I can handle disagreements with my friends well. Puedo manejar bien las diferencias con mis amigos.

[More Details](#) [Insights](#)

Yes 199
No 48



10. I feel safe inside my school. Me siento seguro en mi escuela.

[More Details](#) [Insights](#)

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No 24



12. I know how to make new friends. Se como hacer nuevos amigos.

[More Details](#) [Insights](#)

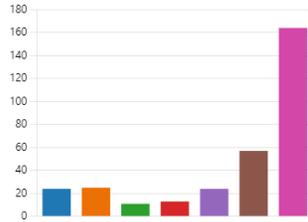
Yes 206
No 41



16. I am currently experiencing the following (check any that apply). If all is okay, check "None of the above."
 Actualmente estoy experimentando lo siguiente (marque cualquiera que corresponda). Si todo está bien, marque "Ninguna de las anteriores".

[More Details](#)

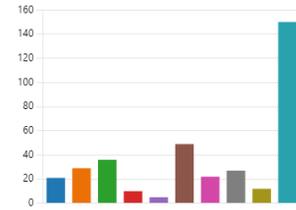
- Feeling really sad a lot / sintiend... 24
- Being teased / Sentirme muy an... 25
- Feeling scared to come to scho... 11
- Not having any friends/lonely / ... 13
- Feeling angry a lot / sentirme m... 24
- Feeling left out / sentirme exclu... 57
- None of the above / Ninguna d... 164



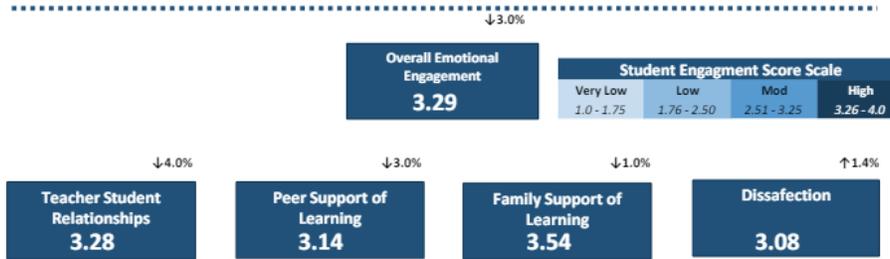
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[More Details](#)

- Self Esteem / Auto estima 21
- Time Management/Organizatio... 29
- Fitting in/Making Friends / Encaj... 36
- School Safety / Seguro en la esc... 10
- Social Media / Redes Sociales 5
- Study Skills / Habilidades de est... 49
- Peer Pressure / Presión de los c... 22
- Problem Solving / Resolver prob... 27
- Bullying / Acoso escolar 12
- No Help needed at this time. / ... 150

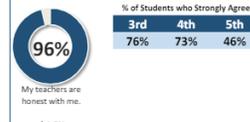


RDE Student Perceptions/Student Engagement Survey (April 2024):



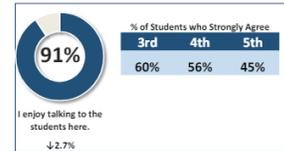
Treatment of Students

The degree to which students agreed or strongly agreed that the teachers and adults value and care about students.



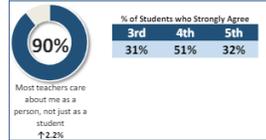
Peer Treatment

The degree to which students agreed or strongly agreed that they feel that other students value and care about them.



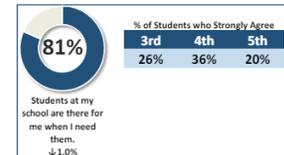
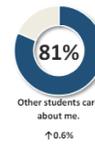
Support from Teachers

The degree to which students agreed or strongly agreed that they feel teachers and other adults support the needs of students.



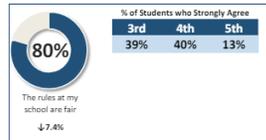
Support from Students

The degree to which students agreed or strongly agreed that they feel their peers care and support them when needed.



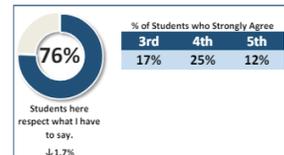
Perceptions of Fairness and Safety

The degree to which students agreed or strongly agreed that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.



Perceptions of Respect and Belonging

The degree to which students agreed or strongly agreed that they feel included in peer groups, respected by their peers, or connected to their peers.



Family Support of Learning

The degree to which students **agreed or strongly agreed** that they feel that their family supports them in their education.



When I have problems at school, my family/guardian(s) are ready to help me.
↑3.8%



My family/guardian(s) are there for me when I need them.
↑1.8%

Agree	Strongly Agree
36%	60%



My family/guardian(s) want to know when something good happens at school.
↓0.8%



My family/guardian(s) want me to keep trying when things are tough at school.
↓0.2%

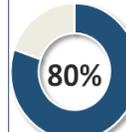
Agree	Strongly Agree
27%	70%

Disaffection

The degree to which students **DISAGREED OR STRONGLY DISAGREED** that they feel unprepared or unskilled in their education. These questions are framed in the negative so for example 71% of student **DISAGREED OR STRONGLY DISAGREED** that they don't understand the grades they get means that 71% of students **DO** understand the grades they receive.



I don't understand why I get the grades I do.
↓1.3%

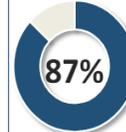


If I don't do well in school it's because I'm not smart.
↑2.4%

% of Students who Strongly DISAGREE		
3rd	4th	5th
36%	51%	37%

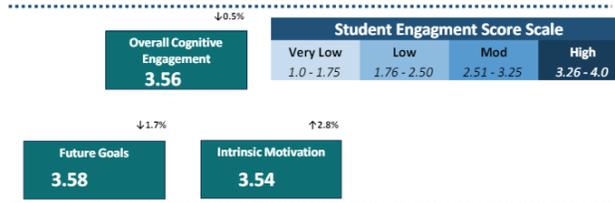


I feel nervous when I'm at school.
↑9.6%



I don't pay attention during class.
↑1.6%

% of Students who Strongly DISAGREE		
3rd	4th	5th
50%	48%	35%



Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.

Post-High School Plans

The degree to which students **agreed or strongly agreed** that they feel that continuing education after high school is important



I plan to go to college after I graduate from high school.
↑2.0%



Continuing to learn after high school is important.
↓0.2%

% of Students who Strongly Agree		
3rd	4th	5th
74%	69%	63%

Future Goals

The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.



My education will create many chances for me to reach my future goals.
↓2.2%



I am hopeful about my future.
↑2.4%



School is important for reaching my future goals.
↓4.7%

% of Students who Strongly Agree		
3rd	4th	5th
62%	67%	75%

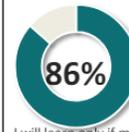
Impact of Rewards

The degree to which students **DISAGREED or STRONGLY DISAGREED** that rewards were needed from either parents or teachers for students to learn.



I will learn only if my teachers give me a reward.
↑0.7%

% of Students who Strongly Disagree		
3rd	4th	5th
88%	91%	85%



I will learn only if my parent/guardian(s) give me a reward.
↓3.5%

% of Students who Strongly Disagree		
3rd	4th	5th
62%	53%	47%

Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

% of Students responding their school emphasizes the following "Some" or "Very Much":



Being physically active, using movement to help you learn
↓4.9%



Physical activity is included during class time
↓11.8%



Engaging in physical activity (walking, moving around) or using body movement to learn
↓12.8%

Healthy Habits

The degree to which students felt their campus put some or very much of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



Engaging in healthy eating habits
↓5.6%



Engaging in mindfulness or stress reducing moments
↓8.4%



Being physically active for greater than 3 hours a week
↓9.9%

Preparation for Learning

How often students were never or once in a while unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.



Without what you need to do classwork.
↓1.4%



Without reading materials.
↓3.1%



Without your homework done.
↓8.1%

Investment of Time Outside of School

Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.



COMPLETING SCHOOLWORK (LIKE HOMEWORK AND STUDYING)



PARTICIPATING IN CLUBS OR OTHER SCHOOL ACTIVITIES.

Culture and Climate Survey:

Parents/Guardians

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Schoolwork is meaningful and relevant.	100%	Academic Support
Families are kept informed by the school about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.	100%	Family Involvement
I am kept informed about my child's grades and academic progress.	96%	Academic Support
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	96%	Family Involvement
I feel welcome in my child's school.	96%	Family Involvement

Parents/Guardians

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
My child is excited to go to school.	12%	Student Support
My child takes an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations.	12%	Academic Support
Students receive the individual support they need to prepare for the future.	12%	Student Support
I am kept informed about my child's behavior.	11%	Academic Support
There is frequent, two-way communication between school staff and families.	11%	Family Involvement

Campus-based Staff

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school respects and values input provided by families.	100%	Family Involvement
I am aware of safety and security procedures at this school.	100%	Safety and Behavior
All school staff members are aware of the safety and security procedures.	100%	Safety and Behavior
This school is safe.	100%	Safety and Behavior
Staff members are responsive when students report bullying.	100%	Safety and Behavior

Campus-based Staff

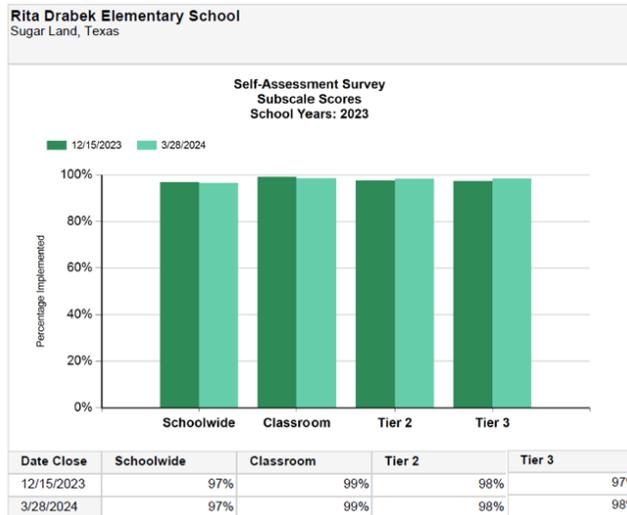
Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students take an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations at this school.	14%	Academic Support
Staff members and students treat each other with respect.	10%	Safety and Behavior
Families and staff members treat each other with respect.	5%	Family Involvement
School leaders act fairly and with integrity.	5%	School Leadership
School leaders show they care about all staff members.	5%	School Leadership

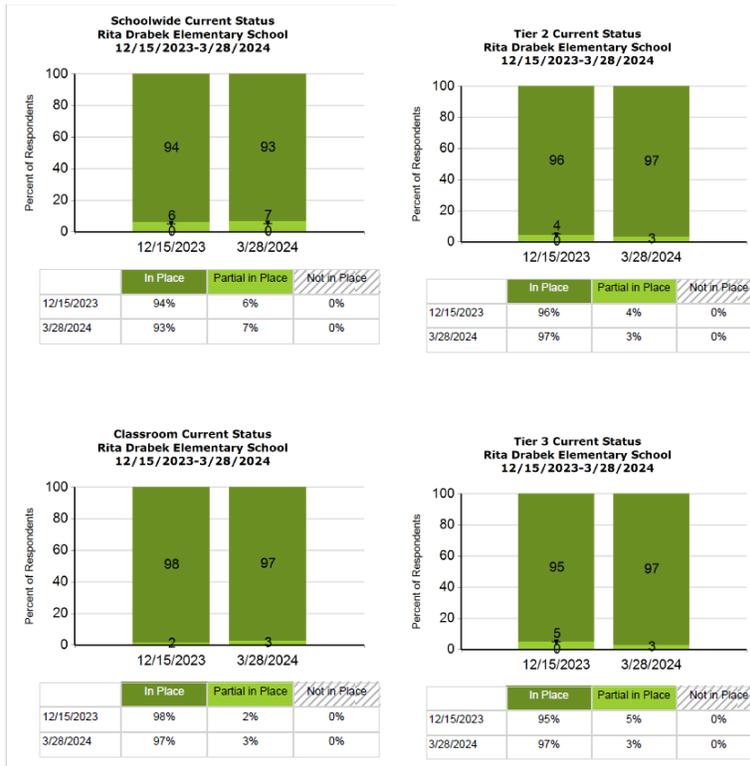
Student Ownership of Behavior:

Student Ownership of Behavior Framework									
FBIS1: Classroom behavior expectations are visible and written positively (see one on a level 2 vs. no talking)	99%	99%				99%	100%	100%	100%
FBIS2: Teacher positively acknowledges expected student behaviors.	90%	90%				90%	90%	92%	100%
RP1 Total	170%	170%	99%	99%		166%	186%	96%	100%
RP1: (Teacher Models) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...)	75%	75%				72%	89%	0%	
RP1: (Student Observed) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...)	95%	95%				93%	97%	96%	100%
POD1 Total	77%	77%	99%	99%		71%	75%	72%	100%
POD1: (Teacher Models) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share...)	18%	18%				20%	7%	0%	100%
POD1: (Student Observed) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share...)	59%	59%				51%	68%	72%	
POD2 Total	73%	73%	99%	99%		63%	63%	92%	100%
POD2: (Teacher Models) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product).	15%	15%				16%	6%	0%	100%
POD2: (Student Observed) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product).	58%	58%				47%	58%	92%	
POD3: Students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s).	6%	6%				6%	0%	20%	0%

SAS survey overall scoring:



School Year				Number of Responses				Date Completed			
2023-24				40				3/28/2024			
Current Status				Feature				Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide				High	Med	Low	n
85%	15%	N/A	40	10. Student / Family / Community Communication: My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website).				10%	26%	65%	31
85%	15%	N/A	40	12. Behavior Data System: My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.				9%	27%	64%	33

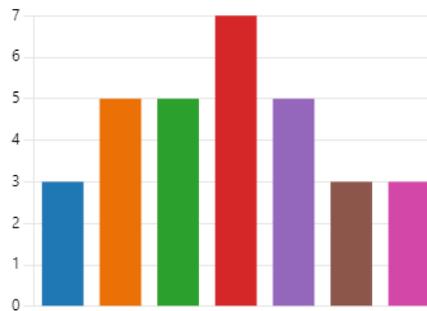


Parent volunteer sign up by grade level:

6. Grades (select all that apply) for all students

[More Details](#)

- Pre-K 3
- Kindergarten 5
- First Grade 5
- Second Grade 7
- Third Grade 5
- Fourth Grade 3
- Fifth Grade 3



Summary: *Attached addendum provides data, graphs, and graphics to support the summary*

Campus Student Needs Assessment (grades 3-5; 247 students surveyed): Data shows 96% of students feel that their teachers care about them and 93% feel as though they have an adult they trust and talk to about problems. 87% of students feel like they belong at school, 81% feel as though they can handle disagreements with friends well, and 83% know how to make new friends. 91% of students feel safe at school.

Student Engagement Survey (Student Perceptions grades 3-5; 161 students surveyed): Data shows RDE scored in the high range for overall emotional engagement (3.29) and overall cognitive engagement (3.56). Emotional engagement subgroup data showed: Teacher/Student Relationships- 3.28 (high range); Family Support of Learning – 3.54 (high range); Peer Support of Learning – 3.14 (moderate range); and Dissatisfaction – 3.08 (moderate range). Cognitive engagement subgroup data showed: Future goals – 3.58 (high range); and Intrinsic Motivation – 3.54 (high range).

In both the campus needs assessment and the student engagement survey, student SEL health and wellness connected to mindfulness strategies, peer relationships, and stress connected individual situations were the highest areas of need.

Learning Walk data: 99% of classrooms observed had behavior expectations visible and written positively, and 90% of teacher positively acknowledges expected student behaviors. 95% of students observed were using strategies to purposefully build relationships with peers (community circles, co-created respect agreements, SEL supports, etc.)

Community/Parent Involvement: For the past 3 years, a school-led parent committee was formed to increase parent involvement and try to re-establish a PTO on campus. This year we had 47 members sign up to participate, support, and volunteer their time. We hosted a minimum of 2 meetings per term and provided parents with an in-person and virtual option to attend. We also provided our all of our school families a minimum of 2 campus events per month. Our whole campus events (open house, literacy night, STEAM night, Multicultural Night, etc.) had an attendance rate of 47%-52% of the total school population. We also provided a minimum of 1 parent information meeting per term (internet safety, dangers of social media, substance exposure and abuse, etc.) as well as one “Coffee with the Counselor” parent/student support meeting per term. Through this work, we were able to identify parents who communicated an interest in re-establishing a PTO. A board was nominated and voted on in January 2024, and by-laws were finalized and approved in March 2024. The new PTO board has communicated that the remaining required items are in the process of being finalized and collected to become active for the 2024-2025 School Year.