

# **Pflugerville Independent School District**

## **Mott Elementary School**

### **2023-2024 Board Approved**



**Board Approval Date:** October 19, 2023

# Mission Statement

Fostering character, perseverance, and excellence in ALL students.

## Vision

Pflugerville ISD... Passionately Serving the Best Interests of Students

## Value Statement

We Believe:

All individuals have worth  
Relationships are foundational to success  
In educating the whole child both academically and emotionally/socially  
In developing civic-minded students  
In providing diverse educational opportunities for all students  
Diversity is our strength  
In providing a safe and nurturing environment for all students and staff  
High expectations from and partnerships with our community promote student success.  
A strong work ethic and a focus on innovation are vital for staff and students to reach excellence

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mott Elementary, a community school, was constructed in June 2017. The majority of its students are eligible for school bus transportation. A recently installed sidewalk now allows five families from the newly developing neighborhood to walk to the school.

### Students:

Our student body is diverse in nature, and we serve students who speak 35 different languages and represent many races and ethnicities. The student race/ethnicity demographics are 20% Asian, 15% African American, 30% White, 27% Hispanic, and 8% Two or More Races.

| 2023-2024 Fall Enrollment by Ethnicity Race Report Category for USER<br>CAMPUSES MOTT EL |             |             |             |             |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|  |             |             |             |             |             |             |             |
| Ethnicity Race Report Category   | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
| A - Asian  | 55          | 66          | 103         | 112         | 132         | 189         | 127         |
| B - Black or African American  | 72          | 83          | 156         | 165         | 99          | 125         | 94          |
| H - Hispanic/Latino  | 303         | 339         | 396         | 292         | 252         | 256         | 171         |
| I - American Indian or Alaska Native   | 4           | 3           | 3           | 3           | 4           | 2           | 1           |
| P - Native Hawaiian or Other Pacific Islander  | 0           | 0           | 4           | 4           | 1           | 0           | 1           |
| T - Two or More Races  | 40          | 53          | 62          | 78          | 59          | 64          | 53          |
| W - White  | 232         | 282         | 370         | 334         | 279         | 300         | 187         |
| TOTAL  | 706         | 826         | 1094        | 988         | 826         | 936         | 634         |

At present, around one-fifth (20%) of our student body faces economic disadvantages. Furthermore, we have 15.7% of students who are classified as Emergent Bilinguals. Over the years, there has been a consistent rise in the count of students identified for Special Education and 504 services. Approximately 18.4% of our students have either received intervention or meet the criteria for additional support as At-risk students at some point during the school year.

| <b>Student Special Program Identification/Participation - Mott Elementary School (Source: OnDataSuite &amp; TAPR)</b> |                  |                  |                  |                         |                         |
|---|------------------|------------------|------------------|-------------------------|-------------------------|
|   | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b>        | <b>2023-2024</b>        |
| <b>Economically Disadvantaged</b>   | <b>30.6%</b>     | <b>24.7%</b>     | <b>18.3%</b>     | <b>20.4%</b>            | <b>20.6%</b>            |
| <b>Emergent Bilingual</b>   | <b>19.3%</b>     | <b>13.1%</b>     | <b>15.9%</b>     | <b>18.3%</b>            | <b>15.7%</b>            |
| <b>At-Risk</b>  | <b>44.1%</b>     | <b>40.6%</b>     | <b>46.7%</b>     | <b>46.3%</b>            | <b>18.4%</b>            |
| <b>Special Education</b>  | <b>9.1%</b>      | <b>10.1%</b>     | <b>10.4%</b>     | <b>10.6%</b>            | <b>12.3%</b>            |
| <b>Gifted &amp; Talented</b>  | <b>4.5%</b>      | <b>5.4%</b>      | <b>5.3%</b>      | <b>5.98%</b>            | <b>5.2%</b>             |
| <b>Dyslexia</b>   | <b>1.9%</b>      | <b>2.7%</b>      | <b>5.3%</b>      | <b>5.5%</b>             | <b>5.2%</b>             |
| <b>Section 504</b>  | <b>4.1%</b>      | <b>5.5%</b>      | <b>6.9%</b>      | <b>7.2%</b>             | <b>6.7%</b>             |
| <b>Immigrant</b>  | <b>1.7%</b>      | <b>0.9%</b>      | <b>2.1%</b>      | <b>3.2%</b>             | <b>2.2%</b>             |
| <b>Homeless</b>   | <b>0.5%</b>      | <b>0.3%</b>      | <b>0.6%</b>      | <b>0.5%</b>             | <b>1.3%</b>             |
| <b>Migrant</b>  | <b>0.0%</b>      | <b>0.0%</b>      | <b>0.0%</b>      | <b>0.0%</b>             | <b>0.0%</b>             |
| <b>Campus Mobility Rate</b>   | <b>10.4%</b>     | <b>11.2%</b>     | <b>10.8%</b>     | <b>Not yet reported</b> | <b>Not yet reported</b> |

### Staff Demographics

Roughly 72% of the staff at Mott are teachers and 11% are teacher aides, and the remainder in support staff (secretaries, parent liaisons, etc.). Mott employs two administrators, a Principal, and an Assistant Principal.

As of the 2021-2022 school year, our staff race/ethnicity demographics are 10.3% African American, 18.6% Hispanic, 66.9% White, and 0% Asian. Most of our teachers are female, with 94% female and 6% male. The student population is more diverse than the staff population. Our demographic information indicates disproportionality in some areas of race between staff and students. Currently, our Asian population of students does not match that of the staff, as well as our Hispanic population.

| Teacher Demographics - Mott Elementary School (Source: TAPR) |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
|  | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| <b>Total Teachers</b>  | 48        | 53        | 66        | 63        | 48        |
| African American   | 0.0%      | 3.8%      | 8.9%      | 11.1%     | 10.3%     |
| Hispanic   | 37.0%     | 34.0%     | 28.1%     | 17.5%     | 18.6%     |
| White  | 55.7%     | 53.7%     | 59.2%     | 68.2%     | 66.9%     |
| American Indian  | 0.0%      | 0.0%      | 0.0%      | 0.0%      | 0.0%      |
| Asian  | 5.2%      | 4.7%      | 2.3%      | 1.6%      | 0.0%      |
| Pacific Islander   | 0.0%      | 0.0%      | 0.0%      | 0.0%      | 0.0%      |
| Two or More Races  | 2.1%      | 3.8%      | 1.5%      | 1.6%      | 4.1%      |

As of 2021 - 2022, 34.7% of VMES teachers had 0-5 years of teaching experience and 29.7% had 6 years or more. New-to-profession teachers are supported by a district mentoring program for their first 3 years, as well as campus-based mentoring support.

| Teachers by Years of Experience - Mott Elementary School (Source: TAPR) |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| <b>Beginning Teachers</b>   | 4.1%      | 5.7%      | 6.4%      | 3.2%      | 8.8%      |
| <b>1-5 Years Experience</b>   | 26.1%     | 24.6%     | 16.3%     | 23.8%     | 25.9%     |
| <b>6-10 Years Experience</b>  | 11.0%     | 15.7%     | 23.6%     | 26.6%     | 29.7%     |
| <b>11-20 Years Experience</b>   | 36.2%     | 33.2%     | 41.5%     | 33.6%     | 25.2%     |
| <b>Over 20 Years of Experience</b>                                      | 22.5%     | 20.8%     | 12.2%     | 12.7%     | 10.3%     |

### Demographics Strengths

The following areas have been identified as Demographic strengths: Cultural diversity of students Community support of campus Teacher retention. We currently have 35 languages and an increasing Asian population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The consistent increase in the number of students identified for Special Education and 504 services suggests a growing need for specialized support within our Mott Elementary School

school community. It is essential to address this trend by providing appropriate resources and interventions. **Root Cause:** We are not adhering to the district's MSST flow chart as closely as we should. It is essential that we implement more tier 2 interventions and carefully monitor the progress of these interventions before proceeding with testing.


# Student Learning

## Student Learning Summary

### 2022-2023 STAR 360 Results


# Math STAR 360 Longitudinal Report

## Mott Elementary 1st Grade


| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |    | 10 - 24 PR |     | 25 - 39 PR |     | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|----|------------|-----|------------|-----|----------------|-----|------------|
|             |           |   | Number      | %  | Number     | %   | Number     | %   | Number         | %   |            |
| 2023 - 2024 | 1st Grade |  | 0           | 0% | 14         | 14% | 14         | 14% | 73             | 72% | 101        |

School Grade




## Mott Elementary 2nd Grade

| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |    | 10 - 24 PR |    | 25 - 39 PR |    | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|----|------------|----|------------|----|----------------|-----|------------|
|             |           |   | Number      | %  | Number     | %  | Number     | %  | Number         | %   |            |
| 2023 - 2024 | 2nd Grade |  | 5           | 5% | 6          | 6% | 2          | 2% | 91             | 88% | 104        |






|             |           |   |   |    |   |    |   |    |    |     |    |
|-------------|-----------|---|---|----|---|----|---|----|----|-----|----|
| 2022 - 2023 | 1st Grade |  | 3 | 3% | 3 | 3% | 4 | 4% | 83 | 89% | 93 |
|-------------|-----------|---|---|----|---|----|---|----|----|-----|----|




School Grade  
**Mott Elementary 3rd Grade**

| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |    | 10 - 24 PR |    | 25 - 39 PR |    | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|----|------------|----|------------|----|----------------|-----|------------|
|             |           |   | Number      | %  | Number     | %  | Number     | %  | Number         | %   |            |
| 2023 - 2024 | 3rd Grade |  | 3           | 3% | 6          | 6% | 9          | 9% | 77             | 81% | 95         |
| 2022 - 2023 | 2nd Grade |  | 4           | 5% | 5          | 6% | 7          | 8% | 68             | 81% | 84         |
| 2021 - 2022 | 1st Grade |  | 4           | 6% | 3          | 4% | 2          | 3% | 63             | 88% | 72         |

School Grade  
**Mott Elementary 4th Grade**



| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |    | 10 - 24 PR |    | 25 - 39 PR |    | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|----|------------|----|------------|----|----------------|-----|------------|
|             |           |   | Number      | %  | Number     | %  | Number     | %  | Number         | %   |            |
| 2023 - 2024 | 4th Grade |  | 3           | 3% | 7          | 7% | 6          | 6% | 78             | 83% | 94         |
| 2022 - 2023 | 3rd Grade |  | 3           | 3% | 3          | 3% | 4          | 5% | 78             | 89% | 88         |
| 2021 - 2022 | 2nd Grade |  | 6           | 7% | 6          | 7% | 0          | 0% | 69             | 85% | 81         |

School Grade  
**Mott Elementary 5th Grade**




| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |    | 10 - 24 PR |    | 25 - 39 PR |    | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|----|------------|----|------------|----|----------------|-----|------------|
|             |           |   | Number      | %  | Number     | %  | Number     | %  | Number         | %   |            |
| 2023 - 2024 | 5th Grade |  | 4           | 5% | 4          | 5% | 8          | 9% | 72             | 82% | 88         |
| 2022 - 2023 | 4th Grade |  | 2           | 2% | 2          | 2% | 3          | 4% | 74             | 91% | 81         |
| 2021 - 2022 | 3rd Grade |  | 4           | 5% | 5          | 6% | 7          | 9% | 61             | 79% | 77         |

## Reading STAR 360 Longitudinal Report




School Grade  
**Mott Elementary 2nd Grade**

| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |     | 10 - 24 PR |     | 25 - 39 PR |     | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|-----|------------|-----|------------|-----|----------------|-----|------------|
|             |           |   | Number      | %   | Number     | %   | Number     | %   | Number         | %   |            |
| 2023 - 2024 | 2nd Grade |  | 10          | 10% | 14         | 14% | 10         | 10% | 63             | 65% | 97         |
| 2022 - 2023 | 1st Grade |  | 1           | 1%  | 7          | 10% | 9          | 13% | 53             | 76% | 70         |




School Grade  
**Mott Elementary 3rd Grade**

| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |     | 10 - 24 PR |     | 25 - 39 PR |     | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|-----|------------|-----|------------|-----|----------------|-----|------------|
|             |           |   | Number      | %   | Number     | %   | Number     | %   | Number         | %   |            |
| 2023 - 2024 | 3rd Grade |  | 12          | 13% | 13         | 14% | 8          | 8%  | 62             | 65% | 95         |
| 2022 - 2023 | 2nd Grade |  | 10          | 12% | 6          | 7%  | 9          | 11% | 58             | 70% | 83         |
| 2021 - 2022 | 1st Grade |  | 5           | 8%  | 1          | 2%  | 3          | 5%  | 50             | 85% | 59         |

School Grade  
**Mott Elementary 4th Grade**

| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |     | 10 - 24 PR |    | 25 - 39 PR |     | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|-----|------------|----|------------|-----|----------------|-----|------------|
|             |           |   | Number      | %   | Number     | %  | Number     | %   | Number         | %   |            |
| 2023 - 2024 | 4th Grade |  | 13          | 14% | 4          | 4% | 12         | 13% | 65             | 69% | 94         |
| 2022 - 2023 | 3rd Grade |  | 6           | 7%  | 7          | 8% | 7          | 8%  | 68             | 77% | 88         |
| 2021 - 2022 | 2nd Grade |  | 12          | 15% | 5          | 6% | 6          | 7%  | 58             | 72% | 81         |

School Grade  
**Mott Elementary 5th Grade**

| School Year | Grade     | % Benchmark Distribution  | Below 10 PR |     | 10 - 24 PR |     | 25 - 39 PR |     | At/Above 40 PR |     | # Students |
|-------------|-----------|---|-------------|-----|------------|-----|------------|-----|----------------|-----|------------|
|             |           |   | Number      | %   | Number     | %   | Number     | %   | Number         | %   |            |
| 2023 - 2024 | 5th Grade |  | 13          | 15% | 11         | 12% | 11         | 12% | 54             | 61% | 89         |
| 2022 - 2023 | 4th Grade |  | 8           | 10% | 9          | 11% | 5          | 6%  | 58             | 73% | 80         |
| 2021 - 2022 | 3rd Grade |  | 10          | 13% | 8          | 10% | 5          | 6%  | 54             | 70% | 77         |

## 2022-2023 STAAR Results

| 2023 STAAR READING  |               |               |               |
|---------------------|---------------|---------------|---------------|
|                     | 3rd Grade     | 4th Grade     | 5th Grade     |
| <b>Did Not Meet</b> | <b>12.96%</b> | <b>16.06%</b> | <b>13.33%</b> |
| <b>Approaches</b>   | <b>87.04%</b> | <b>83.94%</b> | <b>86.67%</b> |
| <b>Meets</b>        | <b>64.20%</b> | <b>62.77%</b> | <b>62.96%</b> |
| <b>Masters</b>      | <b>29.63%</b> | <b>31.39%</b> | <b>30.37%</b> |
| 2023 STAAR MATH     |               |               |               |
|                     | 3rd Grade     | 4th Grade     | 5th Grade     |
| <b>Did Not Meet</b> | <b>11.11%</b> | <b>21.90%</b> | <b>17.16%</b> |
| <b>Approaches</b>   | <b>88.89%</b> | <b>78.10%</b> | <b>82.84%</b> |
| <b>Meets</b>        | <b>60.49%</b> | <b>59.85%</b> | <b>55.22%</b> |
| <b>Masters</b>      | <b>34.57%</b> | <b>33.58%</b> | <b>26.87%</b> |

## 2023 STAAR SCIENCE

### 5th Grade

|                     |               |  |  |
|---------------------|---------------|--|--|
| <b>Did Not Meet</b> | <b>34.81%</b> |  |  |
| <b>Approaches</b>   | <b>65.19%</b> |  |  |
| <b>Meets</b>        | <b>25.93%</b> |  |  |
| <b>Masters</b>      | <b>7.41%</b>  |  |  |

## STAAR 3-8 Academic Performance All Administration

- In the 3rd-5th grade Math, we observed growth in the categories of Approach, Meets, and Masters between the 2021-2022 and 2022-2023 school years.
- In the area of 3rd-5th grade reading, we witnessed improvement in the categories of Approach and Meets between the 2021-2022 and 2022-2023 school years.
- In the domain of 5th-grade science, we experienced a notable decline in the Meets and Masters categories.

|                                    | 17-18  | 18-19  | 19-20 | 20-21  | 21-22  | 22-23  |
|------------------------------------|--------|--------|-------|--------|--------|--------|
| <b>Math</b>                        |        |        |       |        |        |        |
| Academic Readiness - Did Not Meet  | 15.36% | 17.08% | 0.00% | 36.67% | 24.68% | 16.40% |
| Academic Readiness - Approaches    | 86.75% | 84.16% | 0.00% | 63.33% | 75.32% | 83.60% |
| Academic Readiness - Meets         | 55.42% | 54.95% | 0.00% | 34.96% | 46.23% | 58.66% |
| Academic Readiness - Masters       | 28.92% | 31.44% | 0.00% | 17.36% | 26.23% | 31.87% |
| Total Tested (Non-Duplicate Count) | -      | -      | -     | -      | -      | -      |
| <b>Reading</b>                     |        |        |       |        |        |        |
| Academic Readiness - Did Not Meet  | 17.82% | 15.35% | 0.00% | 26.16% | 15.06% | 14.06% |
| Academic Readiness - Approaches    | 84.29% | 86.39% | 0.00% | 73.84% | 84.94% | 85.94% |
| Academic Readiness - Meets         | 55.59% | 58.17% | 0.00% | 48.66% | 60.78% | 63.36% |

|                                    |        |        |       |        |        |        |
|------------------------------------|--------|--------|-------|--------|--------|--------|
| Academic Readiness - Masters       | 28.70% | 36.14% | 0.00% | 28.85% | 35.06% | 30.41% |
| Total Tested (Non-Duplicate Count) | -      | -      | -     | -      | -      | -      |
| <b>Science</b>                     |        |        |       |        |        |        |
| Academic Readiness - Did Not Meet  | 21.01% | 20.33% | 0.00% | 27.63% | 33.08% | 34.81% |
| Academic Readiness - Approaches    | 78.99% | 79.67% | 0.00% | 72.37% | 66.92% | 65.19% |
| Academic Readiness - Meets         | 39.50% | 52.85% | 0.00% | 36.84% | 40.00% | 25.93% |
| Academic Readiness - Masters       | 11.76% | 22.76% | 0.00% | 15.13% | 18.46% | 7.41%  |
| Total Tested (Non-Duplicate Count) | -      | -      | -     | -      | -      | -      |

## 2022-2023 TELPAS RESULTS

### 2022 Accountability Ratings

Mott ES received an overall accountability rating of B for student performance on STAAR testing in the 2021-2022 school year.

### Accountability Rating Summary

|  | Component Score | Scaled Score | Rating                      |
|--|-----------------|--------------|-----------------------------|
| <b>Overall</b>                         |                 | <b>88</b>    | <b>B</b>                    |
| <b>Student Achievement</b>             |                 | <b>80</b>    | <b>B</b>                    |
| STAAR Performance                      | 53              | 80           |                             |
| College, Career and Military Readiness |                 |              |                             |
| Graduation Rate                        |                 |              |                             |
| <b>School Progress</b>                 |                 | <b>89</b>    | <b>B</b>                    |
| Academic Growth                        | 84              | 89           | <b>B</b>                    |
| Relative Performance (Eco Dis: 18.4%)  | 53              | 58           | Not Rated: Senate Bill 1365 |
| <b>Closing the Gaps</b>                | <b>92</b>       | <b>87</b>    | <b>B</b>                    |

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

\* This campus received a scale score less than 60 in School Progress: Part B: Relative Performance; therefore, the better of School Progress, Part A: Academic Growth or Part B: Relative Performance is limited to an 89.

## 2022 Closing the Gaps Outcomes

When evaluating STAAR performance across student groups in Closing the Gaps,

- In Reading, all Growth targets and all Meets Grade Level or above targets for all student groups were met
- In Math, all Growth targets for all student groups were met
- In Math, 6 out of 10 targets were met for Meets Grade Level or above performance, with targets missed for our Hispanic, White, Asian, and Non-Continuously Enrolled student groups.
- 75% of the Student Success targets were met (the average performance for math, reading, and science STAAR tests combined) across student groups.
- The English Language Proficiency Status target of 36% was exceeded with 48% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year

| Student Group                                   | Academic Achievement  |             | Growth Status          |             | English Language Proficiency | Student Success      |
|---|-----------------------|-------------|------------------------|-------------|------------------------------|----------------------|
|   | ELA/Reading           | Mathematics | ELA/Reading            | Mathematics |                              |                      |
| % of Targets Met                                | 80%<br>(16 out of 20) |             | 100%<br>(18 out of 18) |             | 100%<br>(1 out of 1)         | 75%<br>(9 out of 12) |
| All Students                                    | ✓                     | ✓           | ✓                      | ✓           | n/a                          | ✓                    |
| African American                                | ✓                     | ✓           | ✓                      | ✓           | n/a                          | ✓                    |
| Hispanic  | ✓                     | ✗           | ✓                      | ✓           | n/a                          | ✓                    |
| White   | ✓                     | ✗           | ✓                      | ✓           | n/a                          | ✗                    |
| American Indian                                 | n/a                   | n/a         | n/a                    | n/a         | n/a                          | n/a                  |
| Asian   | ✓                     | ✗           | ✓                      | ✓           | n/a                          | ✗                    |
| Pacific Islander                                | n/a                   | n/a         | n/a                    | n/a         | n/a                          | n/a                  |
| Two or More Races                               | n/a                   | n/a         | n/a                    | n/a         | n/a                          | ✗                    |
| Economically Disadvantaged                      | ✓                     | ✓           | ✓                      | ✓           | n/a                          | ✓                    |
| Emergent Bilingual (EB) / English Learners (EL) | ✓                     | ✓           | ✓                      | ✓           | ✓                            | ✓                    |
| Receiving Special Education Services            | ✓                     | ✓           | n/a                    | n/a         | n/a                          | ✓                    |
| Formerly Receiving Special Education Services   | n/a                   | n/a         | n/a                    | n/a         | n/a                          | ✓                    |
| Continuously Enrolled                           | ✓                     | ✓           | ✓                      | ✓           | n/a                          | ✓                    |
| Non-Continuously Enrolled                       | ✓                     | ✗           | ✓                      | ✓           | n/a                          | ✓                    |

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

## Student Learning Strengths

- TX-KEA Math - Kindergarten has 5% less students in the urgent intervention category.
- TPRI:
  - 1st grade reading has improved by 17% for students meeting at/above benchmark level on TPRI
  - 2nd grade math has improved by 13% and reading at 17% for students meeting at/above benchmark level on TPRI
- STAR 360
  - 3rd grade reading has improved by 11% to at/above grade level
  - 4th grade math has improved 9% for students at/above benchmark level
  - 5th grade has 9% less students in the urgent intervention category for reading
- Spring 2023 STAAR results:
  - Over 85% of students scored at the approaches level in 5th grade RLA, 3rd Grade RLA and 3rd Grade Math.
  - Over 30% of students Mastered standard in 5th grade RLA, 4th RLA, 4th Math, and 3rd Math
- In Reading, all Growth targets and all Meets Grade Level or above targets for all student groups were met in 2022 Closing the Gaps
- In Math, all Growth targets for all student groups were met in 2022 Closing the Gaps
- The English Language Proficiency Status target of 36% was exceeded with 48% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year in Closing the Gaps

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR and STAR 360 data show lower rates of growth in math than in reading. **Root Cause:** We do not have a campus-wide math problem-solving strategy and have inconsistent use of manipulatives.

**Problem Statement 2:** 74% of students at Mott Elementary School did not perform on grade on the STAAR Science assessment in the 2021-2022 school year. **Root Cause:** Math and Reading were prioritized due to deficits identified in the previous school years assessment data.

**Problem Statement 3:** STAAR data indicates majority of students are approaching grade level but more students need to reach Meets and Masters levels in all content areas. **Root Cause:** PLC groups do not consistently answer PLC Questions 3 and 4 Question 3: How will we respond when they don't learn? Question 4: How will we respond when they already know it?

**Problem Statement 4:** According to the Upbeat data, staff do not feel they have enough relevant Professional Development opportunities. **Root Cause:** We need campus-aligned, differentiated, consistent, purposeful, and teacher-driven Professional Development.



# School Processes & Programs

## School Processes & Programs Summary

**PBIS** - PBIS is a comprehensive approach to behavior management that focuses on creating a positive, proactive, and data-driven environment to promote desirable behaviors and prevent problem behaviors in schools and other settings. It emphasizes teaching and reinforcing positive behaviors rather than solely relying on punishment, and it has been shown to be effective in improving behavior and overall organizational climate.

**Relationship-Centered Learning** - Relationship-Centered Learning (RCL) is an educational approach that places a strong emphasis on the quality of relationships between educators and learners and among learners themselves. This approach recognizes that effective learning is not just about the transmission of information but also about the cultivation of meaningful and positive relationships within the learning environment. RCL is often associated with medical education, but its principles can be applied to various educational settings.

## WIN time- HB1416 -

In Texas, students who do not achieve "approaches" or higher on STAAR grades 3 through 8 or EOC assessments are required by law to receive accelerated instruction. These requirements have been modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature. According to these bills, students who meet certain qualifications must receive accelerated instruction.

- Assigned a **TIA-designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided supplemental instruction aligned with the research on high-impact tutoring in the TEKS for the applicable grade levels and subject areas in the following manner:
  - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
  - **Limited to two subjects per year**, prioritizing math and RLA;
  - Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
  - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
  - Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

## Tutoring-

Our commitment to supporting students' academic growth extends to providing tutorial sessions that are available during regular school hours as well as after school. These tutorials are designed to offer a well-rounded support system to cater to different learning needs and preferences.

## During School:

- Tutorials during school hours allow us to provide immediate assistance to students who may be struggling with specific subjects or concepts.
- They are seamlessly integrated into the school day, ensuring that students receive targeted help without disrupting their regular schedules.
- During-school tutorials can be aligned with classroom instruction, reinforcing the material covered in class.

#### **After School:**

- Our after-school tutorials offer extended learning opportunities beyond regular school hours.
- They provide students with the flexibility to engage in additional learning, review sessions, and homework support.
- These sessions can cater to a wider range of subjects and topics, allowing students to explore their interests and address any challenges they may face.

In combining both during and after-school tutorials, our goal is to create a comprehensive support system that fosters academic success. We understand that students have varying needs, and by offering tutorials at different times throughout the day, we ensure that they have access to the resources and guidance they require to excel in their studies.

**PLCs-** We will engage in a Professional Learning Community (PLC), which is a collaborative assembly of educators dedicated to enhancing student learning outcomes through the use of data-driven decision-making, shared objectives, ongoing professional development, and a strong emphasis on effective teaching practices. PLCs foster a structured and supportive environment where educators can collaborate to refine and strengthen their instructional approaches.

**Staffing-** We utilize a hiring committee to give staff members a say in the hiring process is a strategy that promotes collaboration, inclusivity, transparency, and better hiring decisions. It recognizes that employees are valuable stakeholders in the organization and can contribute significantly to building a cohesive and effective team.

**Professional Development-** We offer a diverse array of professional development opportunities as a strategic approach employed to cater to the unique needs and preferences of Mott staff, enabling them to continually grow and enhance their skills and knowledge. This commitment to providing differentiated options for teacher development reflects a recognition of the importance of ongoing learning and the diverse backgrounds and goals of educators.

#### **School Processes & Programs Strengths**

**Culture and Climate Committee:** This committee has developed documents to explain campus wide systems for positive reinforcers and systems for school wide expectations. The committee also created and shared a document with our committee on the Camus wide expectations (Be Safe, Be Respectful, Be Responsible).

**Relationship Centered Learning:** During the beginning of the year campus professional development, the campus engaged in created a Staff Treatment Agreement that set the tone for our interactions and modeled systems for teachers to turn around to their students.

**WIN time- HB4545 tutoring and HB1416 updates:** This takes place four days per week to accommodate 4th and 5th grade students who did not meet grade level expectations on STAAR the previous spring. The master schedule now has two 30 minute WIN times built into grades 1st-5th. This adjustment allows student students to be able to participate in HB4545 tutoring for both reading and math each day. Accelerated Education Plans (AEPs) were created for all students who did not meet standard two consecutive years in a row. Parent conferences to explain the AEPs were held by classroom teachers. Teachers document tutoring minutes, subject, method, for each student.

**Tutoring- during the school day and after school:** Students receive consistent additional, supplemental instruction in math and reading.

**PLCs:** These take place weekly (sometimes twice weekly) to review data and hold future planning conversations.

**Staffing- hiring committee:** The committee is comprised of teachers and support personnel and is a consistent committee. This committee hires by consensus for all building positions.

**Professional Development:** This is ongoing throughout the year during staff meetings (reading and math).

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Tier 1 instructional time is being compromised as teachers face multiple interruptions caused by the frequent comings and goings of students for various services, including those associated with dyslexia, 504 plans, Special Education, and speech therapy. **Root Cause:** The Master Schedule did not align with pull-out times, resulting in unnecessary disruptions.

# Perceptions

## Perceptions Summary

Areas of focus for the coming school year that present growth opportunities centered around the categories of Appreciation, Teacher Voice and Leadership, and Professional Development.

Professional Development declined 12.3% in positive responses over the comparison period, with Question 4 experiencing the largest decrease in positive responses. Throughout this past year, efforts were made to accommodate preferred delivery models among the faculty to find what resonated more with the group. For the coming year, PD opportunities have been set up on a master calendar that will be distributed to the faculty and staff. The options are color-coded and differentiated according to the needs of various staff members. Faculty can pick and choose the programs that they desire, although some of the offerings for newer teachers will be required. Additionally, faculty who wish to have a refresher on any topic can also attend sessions that they feel are important. This new system is designed to create professional ownership of the development process by providing choice and selection.

## Perceptions Strengths

The Upbeat survey showed significant increases in positive responses, particularly in the categories of Work-Life Balance, Self-Efficacy, Belonging and Wellbeing, and Diversity. Strong positive responses -- despite some declines over the comparison period -- were also noted in Parent/Teacher Communication, School Safety and Order, Equity, Inclusion, Care and Commitment, Student Engagement, and Satisfaction and Purpose.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** According to the Spring 2023 Upbeat data, staff do not feel they have enough relevant Professional Development opportunities. **Root Cause:** We need campus-aligned, differentiated, consistent, purposeful, and teacher-driven Professional Development.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1:** PfISD will recruit, support, and retain teachers and principals.

**Performance Objective 1:** By May 2024, Mott will provide differentiated professional development, team building, and supports which will increase effective teaching, promote confidence in staff and maintain retention of the current staff at a 90% rate.

**Evaluation Data Sources:** Staff surveys, walkthroughs, T-TESS observations, and Upbeat Campus Climate survey data.

**Goal 1:** PfISD will recruit, support, and retain teachers and principals.

**Performance Objective 2:** Mott staff will continue to collaborate around effective strategies and practices by increasing student achievement of all student groups at all grade levels at Meets Grade Level performance to show an increase of 5% and students of Two or More Races by 5% in Math, by May 2024. We will also increase Math growth by 5% for Hispanic students by May 2024.

**Evaluation Data Sources:** Common Assessments and STAAR results, professional development plan; PLC agendas, T-TESS data.

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 1:** By the end of the 2023-2024 school year, the number of students achieving at the Meets Grade Level standard for math and reading on benchmark assessments and STAAR will increase by a minimum of 11% over the 2022-2023 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments, Star360, TX-KEA and STAAR

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 2:** By the end of the 2023-2024 school year, the number of students achieving the Meets Grade Level standard for science on benchmark assessments and STAAR will increase by a minimum of 25% over the 2022-2023 school year.

**Evaluation Data Sources:** District Assessments, STAAR

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 4:** Mott Pre K students will improve on grade level or above in Reading (Emergent Literacy) on the CPALLS assessment to 64% for all student groups and Kinder will improve to 77% on TX-KEA.

**HB3 Goal**

**Evaluation Data Sources:** District Assessments, TX-KEA, and CPALLS.

**Goal 3:** PfISD will connect high school to career and college.

**Performance Objective 1:** Mott will provide and encourage parental and community involvement and family engagement opportunities that will increase parent/community attendance by a minimum of 10% over the 2023-2024 school year.

**Evaluation Data Sources:** Attendance logs from events. Parent surveys following events. Staff surveys following events.

**Goal 3:** PfISD will connect high school to career and college.

**Performance Objective 2:** We will increase the overall attendance rates by 2% and reduce the number of tardies by 10% over the 2022-2023 school year.

**Evaluation Data Sources:** Attendance Data

**Goal 3:** PfISD will connect high school to career and college.

**Performance Objective 3:** By May 2024, Mott will focus on increasing the percentage of students scoring at Meets level on the 5th grade Science STAAR by at least 20%.

**High Priority**

**Evaluation Data Sources:** 2024 STAAR science results, TEA interim assessment, and district assessments

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 1:** We will reinforce and expand Restorative Practices campus-wide. We will show a reduction in discipline referral rates by 3% through the use of restorative practices.

**Evaluation Data Sources:** Discipline Referral data



**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** Mott Elementary will implement a Coordinated School Health program with a minimum of two activities each in the areas of fitness and social/emotional learning in order to promote the well-rounded physical education of all students

**Evaluation Data Sources:** FitnessGram results, participation in character education, participation in Boosterthon Fun Run, PBIS Universal implementation, Second Step participation

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** By the end of the 2023-2024 school year, Mott will continuously create a healthy and inclusive environment for students, staff, and families and will continue to receive our Unified Champions designation.

**Evaluation Data Sources:** Designation

# Addendums

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% to 58% by June 2024.**

2024

58%

Non-Cont.  
Enrolled

5

6

6

6%

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

## 2024

65%

Cont.  
Enrolled

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

**The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessments will increase from 74% to 78% by June 2024.**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 74%  | 75%  | 76%  | 77%  | 78%  |

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | n/a              | 68%      | 82%   | n/a             | n/a   | n/a              | n/a               | n/a        | 63%          | n/a                 | 61% | n/a            | n/a                |
| 2021 | n/a              | 69%      | 83%   | n/a             | n/a   | n/a              | n/a               | n/a        | 65%          | n/a                 | 63% | n/a            | n/a                |
| 2022 | n/a              | 71%      | 84%   | n/a             | n/a   | n/a              | n/a               | n/a        | 68%          | n/a                 | 67% | n/a            | n/a                |
| 2023 | n/a              | 73%      | 85%   | n/a             | n/a   | n/a              | n/a               | n/a        | 71%          | n/a                 | 70% | n/a            | n/a                |
| 2024 | n/a              | 75%      | 86%   | n/a             | n/a   | n/a              | n/a               | n/a        | 74%          | n/a                 | 73% | n/a            | n/a                |

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

**The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase from 72% to 76% by June 2024.**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 72%  | 73%  | 74%  | 75%  | 76%  |

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | 68%              | 68%      | 75%   | n/a             | 84%   | n/a              | n/a               | 45%        | 58%          | n/a                 | 56% | n/a            | n/a                |
| 2021 | 69%              | 69%      | 76%   | n/a             | 85%   | n/a              | n/a               | 46%        | 59%          | n/a                 | 57% | n/a            | n/a                |
| 2022 | 71%              | 71%      | 77%   | n/a             | 86%   | n/a              | n/a               | 49%        | 62%          | n/a                 | 60% | n/a            | n/a                |
| 2023 | 72%              | 72%      | 78%   | n/a             | 87%   | n/a              | n/a               | 52%        | 65%          | n/a                 | 63% | n/a            | n/a                |
| 2024 | 74%              | 74%      | 79%   | n/a             | 88%   | n/a              | n/a               | 55%        | 68%          | n/a                 | 66% | n/a            | n/a                |

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

**PROFESSIONAL DEVELOPMENT RECOMMENDED:** All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

## Early Childhood Math Plan Campus Goal - Mott ES

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 56% by June 2024.

## Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 49%  | 50%  | 52%  | 54%  | 56%  |

## Yearly Target Goals -- by Student Group

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | n/a              | 43%      | 49%   | n/a             | n/a   | n/a              | n/a               | n/a        | 23%          | n/a                 | 32% | 46%            | 54%                |
| 2021 | n/a              | 44%      | 50%   | n/a             | n/a   | n/a              | n/a               | n/a        | 26%          | n/a                 | 34% | 47%            | 55%                |
| 2022 | n/a              | 47%      | 52%   | n/a             | n/a   | n/a              | n/a               | n/a        | 30%          | n/a                 | 37% | 50%            | 57%                |
| 2023 | n/a              | 50%      | 54%   | n/a             | n/a   | n/a              | n/a               | n/a        | 34%          | n/a                 | 41% | 53%            | 59%                |
| 2024 | n/a              | 53%      | 56%   | n/a             | n/a   | n/a              | n/a               | n/a        | 38%          | n/a                 | 44% | 56%            | 61%                |

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Mathematics at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

## Early Childhood Math Progress Measure 1 - Mott ES

**The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 85% to 89% by June 2024.**

## Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 85%  | 86%  | 87%  | 88%  | 89%  |

## Yearly Target Goals -- by Student Group

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2020 | n/a              | n/a      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a        | 81%          | n/a                 | 80% | n/a            | n/a                |
| 2021 | n/a              | n/a      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a        | 82%          | n/a                 | 82% | n/a            | n/a                |
| 2022 | n/a              | n/a      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a        | 84%          | n/a                 | 84% | n/a            | n/a                |
| 2023 | n/a              | n/a      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a        | 86%          | n/a                 | 86% | n/a            | n/a                |
| 2024 | n/a              | n/a      | n/a   | n/a             | n/a   | n/a              | n/a               | n/a        | 89%          | n/a                 | 89% | n/a            | n/a                |

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Mathematics Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

**The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 61% to 65% by June 2024.**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 61%  | 62%  | 63%  | 64%  | 65%  |

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|-------------------|
| 2020 | n/a              | 51%      | 78%   | n/a             | n/a   | n/a              | n/a               | n/a        | 48%          | n/a                 | 31% | n/a            | n/a               |
| 2021 | n/a              | 52%      | 79%   | n/a             | n/a   | n/a              | n/a               | n/a        | 49%          | n/a                 | 32% | n/a            | n/a               |
| 2022 | n/a              | 54%      | 80%   | n/a             | n/a   | n/a              | n/a               | n/a        | 51%          | n/a                 | 35% | n/a            | n/a               |
| 2023 | n/a              | 57%      | 81%   | n/a             | n/a   | n/a              | n/a               | n/a        | 54%          | n/a                 | 38% | n/a            | n/a               |
| 2024 | n/a              | 60%      | 82%   | n/a             | n/a   | n/a              | n/a               | n/a        | 57%          | n/a                 | 41% | n/a            | n/a               |

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

**The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase from 77% to 81% by June 2024.**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 77%  | 78%  | 79%  | 80%  | 81%  |

|      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  | Cont. Enrolled | Non-Cont Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|-------------------|
| 2020 | 71%              | 72%      | 78%   | n/a             | 91%   | n/a              | n/a               | 58%        | 65%          | n/a                 | 66% | n/a            | n/a               |
| 2021 | 72%              | 73%      | 79%   | n/a             | 92%   | n/a              | n/a               | 59%        | 66%          | n/a                 | 67% | n/a            | n/a               |
| 2022 | 74%              | 75%      | 80%   | n/a             | 93%   | n/a              | n/a               | 61%        | 67%          | n/a                 | 70% | n/a            | n/a               |
| 2023 | 77%              | 78%      | 81%   | n/a             | 94%   | n/a              | n/a               | 63%        | 70%          | n/a                 | 73% | n/a            | n/a               |
| 2024 | 80%              | 81%      | 82%   | n/a             | 95%   | n/a              | n/a               | 65%        | 73%          | n/a                 | 76% | n/a            | n/a               |

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

**This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.**

## **Policies, Procedures, and Requirements**

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

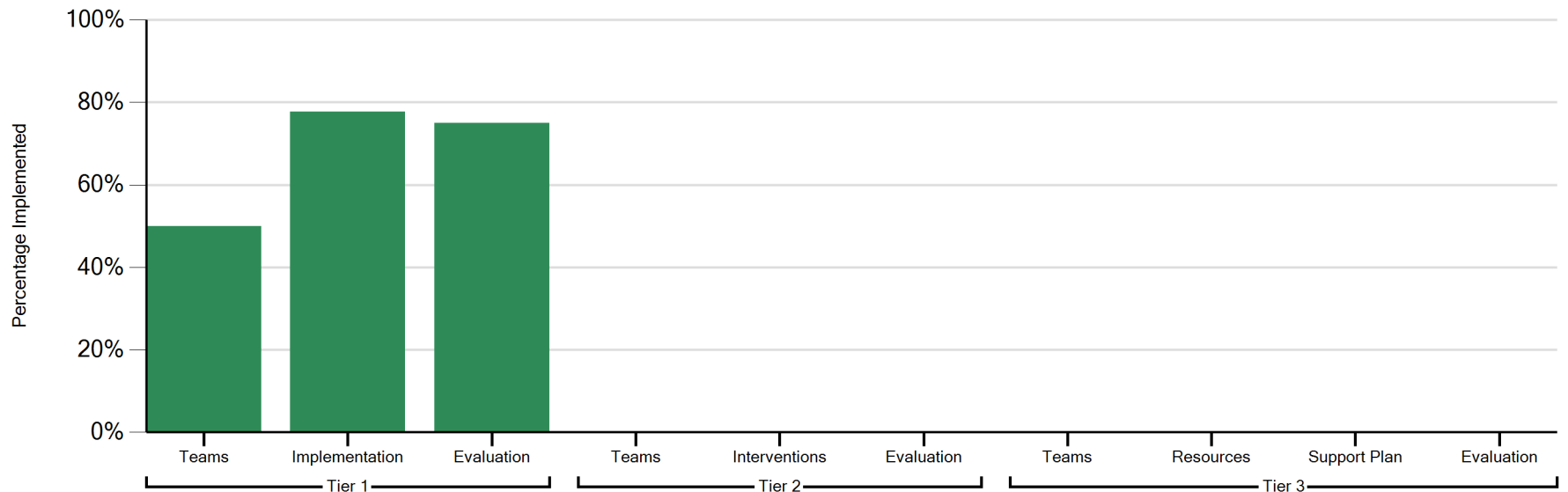
Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)

**School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory**  
**Mott Elementary**  
**2/28/2023**

■ 2/28/2023



|                | Tier 1 |                |            | Tier 2 |               |            | Tier 3 |           |              |            |
|----------------|--------|----------------|------------|--------|---------------|------------|--------|-----------|--------------|------------|
| Date Completed | Teams  | Implementation | Evaluation | Teams  | Interventions | Evaluation | Teams  | Resources | Support Plan | Evaluation |
| 2/28/2023      | 50%    | 78%            | 75%        | NA     | NA            | NA         | NA     | NA        | NA           | NA         |



| Kindergarten Reading TX- KEA Decoding |     |     |
|---------------------------------------|-----|-----|
| BOY                                   | MOY | EOY |
| 36%                                   | 60% | 66% |
| 23%                                   | 6%  | 9%  |
| 41%                                   | 34% | 25% |

| Kindergarten Math TX- KEA |     |     |
|---------------------------|-----|-----|
| BOY                       | MOY | EOY |
| 63%                       | 78% | 78% |
| 6%                        | 4%  | 6%  |
| 31%                       | 17% | 16% |

| <b>1<sup>st</sup> Grade Reading TPRI</b> |            |            |
|--|------------|------------|
| <b>BOY</b>                               | <b>MOY</b> | <b>EOY</b> |
| 37%                                      | 69%        | 80%        |
| 30%                                      | 23%        | 12%        |
| 16%                                      | 3%         | 3%         |
| 17%                                      | 5%         | 4%         |

| <b>1<sup>st</sup> Grade Math Star 360</b> |            |            |
|---|------------|------------|
| <b>BOY</b>                                | <b>MOY</b> | <b>EOY</b> |
| 27%                                       | 34%        | 26%        |
| 25%                                       | 32%        | 27%        |
| 27%                                       | 21%        | 31%        |
| 21%                                       | 13%        | 15%        |

| <b>2<sup>nd</sup> Grade Reading TPRI</b> |            |            |
|--|------------|------------|
| <b>BOY</b>                               | <b>MOY</b> | <b>EOY</b> |
| 49%                                      | 65%        | 75%        |
| 23%                                      | 19%        | 12%        |
| 9%                                       | 4%         | 3%         |
| 19%                                      | 10%        | 10%        |

| <b>2<sup>nd</sup> Grade Math Star 360</b> |            |            |
|---|------------|------------|
| <b>BOY</b>                                | <b>MOY</b> | <b>EOY</b> |
| 30%                                       | 31%        | 24%        |
| 29%                                       | 24%        | 30%        |
| 25%                                       | 26%        | 24%        |
| 16%                                       | 19%        | 23%        |

| 3rd Grade Reading Star 360 |     |     |
|----------------------------|-----|-----|
| BOY                        | MOY | EOY |
| 38%                        | 45% | 44% |
| 19%                        | 17% | 20% |
| 20%                        | 18% | 21% |
| 23%                        | 19% | 15% |

| 3 <sup>rd</sup> Grade Math Star 360 |     |     |
|-------------------------------------|-----|-----|
| BOY                                 | MOY | EOY |
| 29%                                 | 38% | 42% |
| 24%                                 | 21% | 20% |
| 27%                                 | 26% | 25% |
| 20%                                 | 15% | 13% |

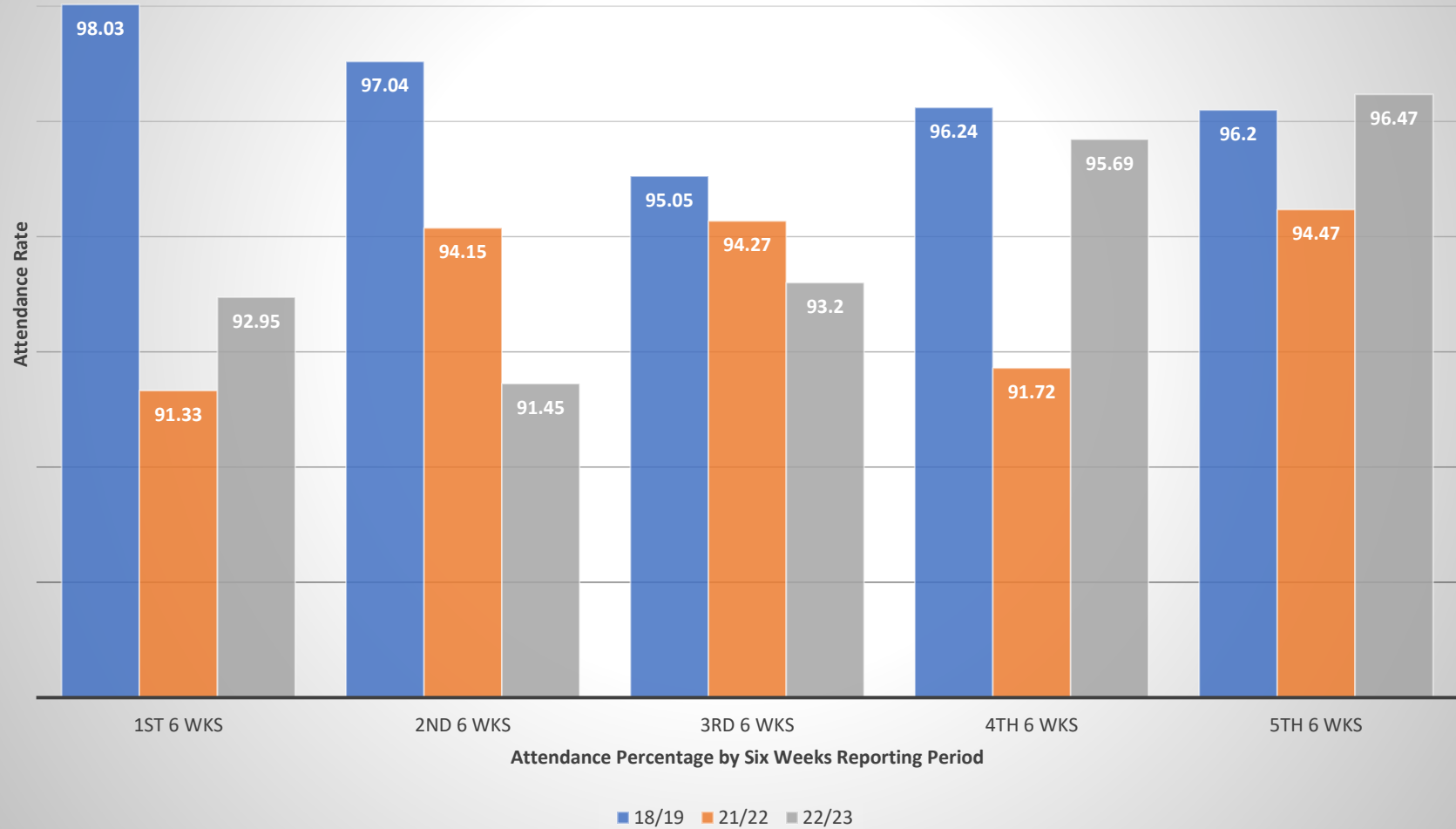
| 4 <sup>th</sup> Grade Reading Star 360 |     |     |
|--|-----|-----|
| BOY                                    | MOY | EOY |
| 31%                                    | 30% | 35% |
| 21%                                    | 19% | 27% |
| 25%                                    | 29% | 17% |
| 23%                                    | 21% | 21% |

| 4 <sup>th</sup> Grade Math Star 360 |     |     |
|-------------------------------------|-----|-----|
| BOY                                 | MOY | EOY |
| 23%                                 | 30% | 34% |
| 12%                                 | 18% | 19% |
| 35%                                 | 33% | 33% |
| 29%                                 | 19% | 15% |

| 5 <sup>th</sup> Grade Reading Star 360 |     |     |
|--|-----|-----|
| BOY                                    | MOY | EOY |
| 30%                                    | 31% | 32% |
| 25%                                    | 25% | 26% |
| 30%                                    | 29% | 25% |
| 15%                                    | 15% | 17% |

| 5 <sup>th</sup> Grade Math Star 360 |     |     |
|-------------------------------------|-----|-----|
| BOY                                 | MOY | EOY |
| 45%                                 | 47% | 47% |
| 21%                                 | 17% | 15% |
| 22%                                 | 25% | 26% |
| 12%                                 | 11% | 12% |

## Mott Attendance





# MOTT ELEMENTARY

Teacher Perception  
Fall 2022





## Summary

| Topic Description   | Results                                 | Comparison  |
|---|---|---|
| <b>Emotion Regulation</b><br>How well students regulate their emotions.                                       | <b>68%</b><br>▼ 7<br>since last survey  | <b>71%</b> Pflugerville Independent School District |
| <b>Grit</b><br>How well students are able to persevere through setbacks to achieve important long-term goals. | <b>51%</b><br>▼ 11<br>since last survey | <b>58%</b> Pflugerville Independent School District |
| <b>Self-Efficacy</b><br>How much students believe they can succeed in achieving academic outcomes.            | <b>55%</b><br>▼ 6<br>since last survey  | <b>60%</b> Pflugerville Independent School District |
| <b>Social Awareness</b><br>How well students consider the perspectives of others and empathize with them.     | <b>63%</b><br>▼ 9<br>since last survey  | <b>67%</b> Pflugerville Independent School District |

465 responses



## Emotion Regulation

Your average

**68%**

465 responses

Change

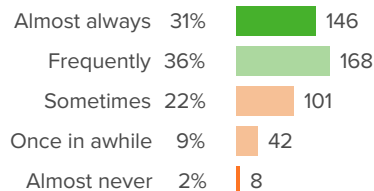
▼ **7**

since last survey

District average: **71%** Pflugerville Independent School District

How did people respond?

**Q.1: How often is this student able to control his/her emotions when s/he needs to?**



▼ **7** from last survey

Favorable: **68%**



## Grit

Your average

51%

465 responses

Change

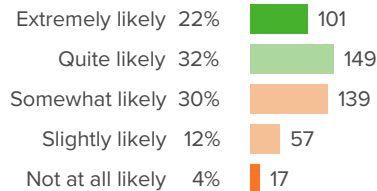
▼ 11

since last survey

District average: **58%** Pflugerville Independent School District

### How did people respond?

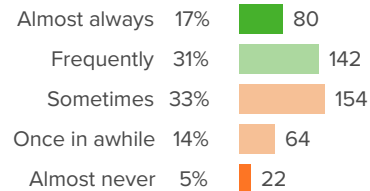
**Q.1: If this student fails to reach an important goal, how likely is s/he to try again?**



▼ 14 from last survey

Favorable: **54%**

**Q.2: How often does this student stay focused on the same goal for several months at a time?**



▼ 7 from last survey

Favorable: **48%**



## Self-Efficacy

Your average

**55%**

465 responses

Change

▼ **6**

since last survey

District average: **60%** Pflugerville Independent School District

How did people respond?

**Q.1: How confident is this student in his or her ability to learn all the material presented in your class?**

|                      |     |             |     |
|----------------------|-----|-------------|-----|
| Extremely confident  | 21% | <div></div> | 98  |
| Quite confident      | 34% | <div></div> | 156 |
| Somewhat confident   | 30% | <div></div> | 140 |
| Slightly confident   | 13% | <div></div> | 60  |
| Not at all confident | 2%  | <div></div> | 11  |

▼ **6** from last survey

Favorable: **55%**



## Social Awareness

Your average

**63%**

465 responses

Change

▼ **9**

since last survey

District average: **67%** Pflugerville Independent School District

How did people respond?

**Q.1: During the past 30 days, how considerate was this student of his/her classmates' feelings?**

|                        |     |             |     |
|------------------------|-----|-------------|-----|
| Extremely considerate  | 26% | <div></div> | 121 |
| Quite considerate      | 36% | <div></div> | 169 |
| Somewhat considerate   | 26% | <div></div> | 122 |
| Slightly considerate   | 9%  | <div></div> | 41  |
| Not at all considerate | 2%  | <div></div> | 11  |

▼ **9** from last survey

Favorable: **63%**

# MOTT ELEMENTARY Spring 2023

Compared against MOTT ELEMENTARY, Fall 2022

FACULTY

STAFF


+ SPRING 2023

TOTAL QUESTIONS 146

COMPLETIONS 47

PARTICIPATION 85%

NO FILTERS SELECTED

| CONSIDERATION   | AVERAGE ENGAGEMENT SCORE   | MOTT ELEMENTARY FALL 2022    |
|---|----------------------------|------------------------------|
| <b>School Results</b>  | <div> <div>63</div> </div> | <div> <div>-6.5</div> </div> |

## Results by Question Category

% Positive

% Neutral

% Negative

|   | CATEGORY                     | CATEGORY SUMMARY                         | COMPARISON                    |
|---|------------------------------|--|-------------------------------|
| 1 | Parent/Teacher Communication | <div> <div>94</div> <div>6</div> </div>  | <div> <div>-2.4</div> </div>  |
| 2 | Professional Development     | <div> <div>61</div> <div>39</div> </div> | <div> <div>-12.3</div> </div> |
| 3 | Autonomy                     | <div> <div>65</div> <div>35</div> </div> | <div> <div>-21.5</div> </div> |
| 4 | Principal/Teacher Trust      | <div> <div>72</div> <div>28</div> </div> | <div> <div>-18.3</div> </div> |
| 5 | Instructional Leadership     | <div> <div>74</div> <div>26</div> </div> | <div> <div>-17.6</div> </div> |
| 6 | School Safety & Order        | <div> <div>82</div> <div>18</div> </div> | <div> <div>-3</div> </div>    |
| 7 | Appreciation                 | <div> <div>63</div> <div>37</div> </div> | <div> <div>-14.9</div> </div> |
| 8 | Collaboration                | <div> <div>75</div> <div>25</div> </div> | <div> <div>-10.2</div> </div> |

|    |                                  |                                       |       |
|----|----------------------------------|---------------------------------------|-------|
| 9  | Work/Life Balance                | <div><div>50</div><div>50</div></div> | +3    |
| 10 | Resources & Facilities           | <div><div>69</div><div>31</div></div> | -11.1 |
| 11 | Self-Efficacy                    | <div><div>92</div><div>8</div></div>  | +4.2  |
| 12 | Evaluation                       | <div><div>75</div><div>25</div></div> | -16.2 |
| 13 | Teacher Voice & Leadership       | <div><div>65</div><div>35</div></div> | -11.6 |
| 14 | Recruitment, Hiring & Onboarding | <div><div>81</div><div>19</div></div> | -11.1 |
| 15 | Compensation & Career Path       | <div><div>31</div><div>69</div></div> | -3.5  |
| 16 | Belonging & Wellbeing            | <div><div>78</div><div>22</div></div> | +0.4  |
| 17 | Diversity                        | <div><div>91</div><div>9</div></div>  | +2.8  |
| 18 | Equity                           | <div><div>91</div><div>9</div></div>  | -7.9  |
| 19 | Inclusion                        | <div><div>94</div><div>6</div></div>  | -4.4  |
| 20 | Cultural Competence              | <div><div>73</div><div>27</div></div> | -2.3  |
| 21 | Care & Commitment                | <div><div>89</div><div>11</div></div> | -3.4  |
| 22 | Student Engagement               | <div><div>98</div><div>2</div></div>  | +0    |
| 23 | Satisfaction & Purpose           | <div><div>85</div><div>15</div></div> | -2.1  |

# MOTT ELEMENTARY Spring 2023

Compared against MOTT ELEMENTARY, Fall 2022

FACULTY

STAFF

+ SPRING 2023

TOTAL  
QUESTIONS 146

COMPLETIONS 47

PARTICIPATION 85%

NO FILTERS SELECTED

## Questions

■ % Positive ■ % Neutral ■ % Negative

| SEPARATED BY CATEGORY           |   | CATEGORY SUMMARY <span>i</span> | MOTT ELEMENTARY<br>FALL 2022 |
|---------------------------------|---|---------------------------------|------------------------------|
| 1. PARENT/TEACHER COMMUNICATION |   | 94 6                            | -2.4                         |
| Q                               | Teachers at my school build trusting relationships with parents.                  | 100                             | 0                            |
| Q                               | Parents and teachers at my school work together as partners.                      | 91 9                            | -4.5                         |
| Q                               | Parents at my school have confidence in teachers.                                 | 89 11                           | -2.6                         |
| 2. PROFESSIONAL DEVELOPMENT     |   | 61 39                           | -12.3                        |
| Q+                              | The work environment at my school supports teachers' ongoing professional growth. | 68 32                           | -23.9                        |
| Q                               | The professional development available to me helps me improve my teaching.        | 57 43                           | -10.6                        |
| Q                               | The professional development available to me is a good use of my time.            | 57 43                           | -2.6                         |



|                             |  |    |    |       |
|-----------------------------|--|----|----|-------|
| 3. AUTONOMY                 |  | 65 | 35 | -21.5 |
| Q7                          | Administrators at my school view teachers as experts.                                    | 60 | 40 | -22.4 |
| Q8                          | Teachers at my school have appropriate discretion over what they teach in their classes. | 70 | 30 | -15.8 |
| Q9                          | Teachers at my school have appropriate discretion over how to teach their classes.       | 64 | 36 | -26.2 |
|                             |  |    |    |       |
| 4. PRINCIPAL/TEACHER TRUST  |  | 72 | 28 | -18.3 |
| Q0                          | The principal at my school looks out for the wellbeing of teachers.                      | 66 | 34 | -24   |
| Q1                          | I trust my principal.  | 70 | 30 | -17.8 |
| Q2                          | My principal backs me up when I need support.  | 81 | 19 | -13.1 |
|                             |  |    |    |       |
| 5. INSTRUCTIONAL LEADERSHIP |  | 74 | 26 | -17.6 |
| Q3                          | The principal at my school communicates a clear vision for teaching and learning.        | 62 | 38 | -28.3 |
| Q4                          | The principal at my school uses data to monitor students' progress.                      | 89 | 11 | -8.6  |
| Q5                          | The principal at my school is an effective instructional leader.                         | 70 | 30 | -15.8 |
|                             |  |    |    |       |
| 6. SCHOOL SAFETY & ORDER    |  | 82 | 18 | -3    |

|                      |  |      |       |
|----------------------|--|------|-------|
| Q6                   | Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. | 7030 | -3.8  |
| Q7                   | I feel physically safe at my school.   | 8911 | -2.5  |
| Q8                   | My school is a physically safe environment for students.   | 964  | +3.7  |
| Q9                   | Disciplinary practices are applied fairly to all students at my school.  | 7228 | -9.7  |
| 7. APPRECIATION      |  |      |       |
|                      |  | 6337 | -14.9 |
| Q10                  | Administrators at my school let me know when I'm doing great work.   | 6238 | -14.3 |
| Q1                   | Teachers are recognized publicly when they do outstanding work.  | 6634 | -18   |
| Q2                   | Administrators at my school notice when I am working hard.   | 6238 | -12.3 |
| 8. COLLABORATION     |  |      |       |
|                      |  | 7525 | -10.2 |
| Q3                   | Teachers at my school trust each other.  | 7228 | -9.7  |
| Q4                   | Teachers at my school do meaningful work together in teams.  | 7426 | -11.5 |
| Q5                   | Teachers at my school help each other improve their instructional practice.  | 7921 | -9.3  |
| 9. WORK/LIFE BALANCE |  |      |       |
|                      |  | 5050 | +3    |

|                            |  |    |    |       |
|----------------------------|--|----|----|-------|
| Q6                         | The workload expected of teachers at my school is reasonable.  | 45 | 55 | +4.7  |
| Q7                         | I feel confident that I can maintain my daily workload for the long-term.                            | 57 | 43 | +3.4  |
| Q8                         | I am able to balance my workload as a teacher with my other responsibilities outside of school.      | 49 | 51 | +0.9  |
| 10. RESOURCES & FACILITIES |  | 69 | 31 | -11.1 |
| Q9                         | My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.). | 89 | 11 | -2.6  |
| Q10                        | I have access to high-quality curricula.   | 79 | 21 | -7.3  |
| Q11                        | The school building is clean and well-maintained.  | 38 | 62 | -22.9 |
| 11. SELF-EFFICACY          |  | 92 | 8  | +4.2  |
| Q12                        | I feel successful as a teacher.  | 87 | 13 | +3.2  |
| Q13                        | I feel successful at supporting my students' academic development.                                   | 94 | 6  | -0.4  |
| Q14                        | I feel successful at supporting my students' social-emotional development.                           | 96 | 4  | +9.7  |
| 12. EVALUATION             |  | 75 | 25 | -16.2 |
| Q15                        | The teacher evaluation system used at my school is fair.   | 66 | 34 | -22   |

|                                      |   |    |    |       |
|--------------------------------------|---|----|----|-------|
| Q6                                   | The administrators who evaluate me assess my instruction accurately.  | 77 | 23 | -21.4 |
|                                      | The evaluation feedback I receive helps me improve my instruction.  | 83 | 17 | -5    |
|                                      |   |    |    |       |
| 13. TEACHER VOICE & LEADERSHIP       |   | 65 | 35 | -11.6 |
| Q8                                   | Administrators at my school actively seek input from teachers when making important decisions.              | 55 | 45 | -10.7 |
| Q9                                   | Highly-skilled teachers are given extra responsibilities at my school.                                      | 74 | 26 | -5.5  |
| Q10                                  | Teachers at my school play an active role in shaping school policies.                                       | 51 | 49 | -24.9 |
| Q11                                  | There are opportunities for teachers to take on leadership roles at this school.                            | 81 | 19 | -5.1  |
|                                      |   |    |    |       |
| 14. RECRUITMENT, HIRING & ONBOARDING |   | 81 | 19 | -11.1 |
| Q12                                  | My school is a welcoming community for newly hired teachers.  | 79 | 21 | -21.3 |
| Q13                                  | The expectations for the role that I was hired for were made clear during the interview and hiring process. | 81 | 19 | -7.1  |
| Q14                                  | Teachers have influence over hiring of professional staff.  | 72 | 28 | -9.7  |
| Q15                                  | My school proactively recruits teachers from diverse backgrounds.   | 91 | 9  | -6.5  |

|                                |  |    |    |      |
|--------------------------------|--|----|----|------|
| 15. COMPENSATION & CAREER PATH |  | 31 | 69 | -3.5 |
| Q6                             | I am satisfied with the salary I earn as a teacher at my school.                                 | 21 | 79 | +3.3 |
| Q7                             | Teachers are compensated fairly for taking on extra responsibilities at my school.               | 23 | 77 | -4.6 |
| Q8                             | Teachers at my school have opportunities to advance their careers through new or expanded roles. | 49 | 51 | -9.1 |
|                                |  |    |    |      |
| 16. BELONGING & WELLBEING      |  | 78 | 22 | +0.4 |
| Q9                             | My school is a place that supports teachers' mental wellbeing.                                   | 66 | 34 | -2   |
| Q10                            | I have someone I can turn to at my school when I'm having a difficult time.                      | 91 | 9  | +3.5 |
| Q11                            | I am able to successfully manage the stress of my job.   | 66 | 34 | +6   |
| Q12                            | I have ways to prevent the stress of my job from being detrimental to my mental health.          | 77 | 23 | +4.6 |
| Q13                            | I feel like I belong at my school.   | 85 | 15 | -4.9 |
| Q14                            | People at my school care about me.   | 85 | 15 | -4.9 |
|                                |  |    |    |      |
| 17. DIVERSITY                  |  | 91 | 9  | +2.8 |
| Q15                            | Teachers at my school are racially, ethnically, and culturally diverse.                          | 98 | 2  | +3.9 |

|                         |   |      |       |
|-------------------------|---|------|-------|
| Q36                     | The diversity of the teachers at my school is representative of the diversity of our students.  | 8911 | +9.4  |
| Q37                     | My school retains teachers from diverse backgrounds.  | 8713 | -4.8  |
| 18. EQUITY              |   |      |       |
| Q38                     | Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity. | 946  | -6.4  |
| Q39                     | Administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.                                 | 8515 | -10.9 |
| Q40                     | Administrators at my school respect staff, students, and families of all backgrounds.   | 946  | -6.4  |
| 19. INCLUSION           |   |      |       |
| Q41                     | Administrators at my school actively work towards creating an inclusive school culture.   | 8713 | -8.8  |
| Q42                     | Teachers at my school strive to help all students feel like they belong.  | 964  | -4.3  |
| Q43                     | My school proactively involves all families in our school community.  | 982  | -0.1  |
| 20. CULTURAL COMPETENCE |   |      |       |
|                         |   | 7327 | -2.3  |

|                            |   |     |    |       |
|----------------------------|---|-----|----|-------|
| Q64                        | As a staff, we openly discuss issues of race, ethnicity and culture at my school.                                 | 74  | 26 | +4.5  |
| Q65                        | I feel prepared to engage in conversations about racism and other forms of discrimination with my students.       | 74  | 26 | +2.5  |
| Q66                        | Administrators at my school proactively address racism and other forms of discrimination in our school community. | 70  | 30 | -13.8 |
|                            |   |     |    |       |
| 21. CARE & COMMITMENT      |   | 89  | 11 | -3.4  |
| Q67                        | Teachers take shared responsibility for the overall success of my school.   | 79  | 21 | -5.3  |
| Q68                        | Teachers at my school set high academic standards for all students.   | 87  | 13 | -4.8  |
| Q69                        | Teachers at my school strive to continually improve their practice.   | 87  | 13 | -4.8  |
| Q70                        | Teachers at my school care about the wellbeing of students.   | 100 |    | 0     |
| Q71                        | Teachers at my school go above and beyond to support students.  | 94  | 6  | -2.4  |
|                            |   |     |    |       |
| 22. STUDENT ENGAGEMENT     |   | 98  | 2  | +0    |
| Q72                        | What percent of your students are regularly engaging in learning activities?                                      | 98  | 2  | +0    |
|                            |   |     |    |       |
| 23. SATISFACTION & PURPOSE |   | 85  | 15 | -2.1  |

|    |  |                                       |       |
|----|--|---------------------------------------|-------|
| Q3 | I find a sense of purpose in the work I do each day.                   | <div><div>100</div></div>             | +6    |
| Q4 | The work that I do each day has a lasting positive impact on students. | <div><div>100</div></div>             | +4    |
| Q5 | I can see myself teaching at my school for at least the next year.     | <div><div>81</div><div>19</div></div> | -11.1 |
| Q6 | I look forward to teaching every day.                                  | <div><div>64</div><div>36</div></div> | -6.2  |
| Q7 | I am satisfied with being a teacher at this school.                    | <div><div>79</div><div>21</div></div> | -3.3  |





# MOTT ELEMENTARY Spring 2023

Compared against MOTT ELEMENTARY, Fall 2022

FACULTY

STAFF

+ SPRING 2023

TOTAL  
QUESTIONS 146*i*

COMPLETIONS 47

PARTICIPATION 85%

FILTERS CANNOT BE APPLIED TO SUMMARY DATA ON THIS SCREEN.

## Individuals

*All scores highlighted below.*

| METRICS | VALUES                   | MOTT<br>ELEMENTARY FALL<br>2022 |
|---------|--------------------------|---------------------------------|
| MINIMUM | <div><div>62</div></div> | <div><div></div>-6</div>        |
| MAXIMUM | <div><div>62</div></div> | <div><div></div>-6</div>        |
| MEAN    | <div><div>62</div></div> | <div><div></div>-6</div>        |

# MOTT ELEMENTARY Spring 2023

Compared against MOTT ELEMENTARY, Fall 2022

FACULTY

STAFF

+ SPRING 2023

TOTAL QUESTIONS 146

COMPLETIONS 47

PARTICIPATION 85%

NO FILTERS SELECTED

Heatmap

Subject

N/A

x

0-70%



70%-85%



85%-100%



| NUMBER OF RESPONSES TO EACH CATEGORY |                                  | 47  | 35 | 4 |
|--------------------------------------|----------------------------------|-----|----|---|
| 1                                    | Parent/Teacher Communication     | 94% |    |   |
| 2                                    | Professional Development         | 61% |    |   |
| 3                                    | Autonomy                         | 65% |    |   |
| 4                                    | Principal/Teacher Trust          | 72% |    |   |
| 5                                    | Instructional Leadership         | 74% |    |   |
| 6                                    | School Safety & Order            | 82% |    |   |
| 7                                    | Appreciation                     | 63% |    |   |
| 8                                    | Collaboration                    | 75% |    |   |
| 9                                    | Work/Life Balance                | 50% |    |   |
| 10                                   | Resources & Facilities           | 69% |    |   |
| 11                                   | Self-Efficacy                    | 92% |    |   |
| 12                                   | Evaluation                       | 75% |    |   |
| 13                                   | Teacher Voice & Leadership       | 65% |    |   |
| 14                                   | Recruitment, Hiring & Onboarding | 81% |    |   |

ELEMENTARY  
TEACHER  
INTERVENTIONIST

|     |                            |     |  |  |
|-----|----------------------------|-----|--|--|
| C5  | Compensation & Career Path | 31% |  |  |
| C6  | Belonging & Wellbeing      | 78% |  |  |
| C7  | Diversity                  | 91% |  |  |
| C8  | Equity                     | 91% |  |  |
| C9  | Inclusion                  | 94% |  |  |
| C20 | Cultural Competence        | 73% |  |  |
| C1  | Care & Commitment          | 89% |  |  |
| C22 | Student Engagement         | 98% |  |  |
| C23 | Satisfaction & Purpose     | 85% |  |  |