

Pflugerville Independent School District

Ruth Barron Elementary

2022-2023 Ruth Barron ES - Board Approved

Accountability Rating: B



Board Approval Date: October 20, 2022
Public Presentation Date: September 29, 2022

Mission Statement

The mission of Ruth Barron Elementary is to cultivate a culture of high expectations through a rigorous curriculum, relevant learning experiences, embracing our diversity, and creating strong relationships with our learning community that will result in the success of every child. Simply put, "lo que se dice, se hace" ("that which you say, you do").

Vision

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self-development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: PfISD will recruit, support, and retain teachers and principals.	16
Goal 2: PfISD will build a foundation of reading and math.	16
Goal 3: PfISD will connect high school to career and college.	18
Goal 4: PfISD will improve low performing schools.	18
Policies, Procedures, and Requirements	18
Addendums	19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Ruth Barron Elementary is a Title I, Dual Language (English-Spanish) EE-5th grade campus in Pflugerville ISD. As of September 23, 2022, the current enrollment at RBES is 510 students, which is a decrease of about 60 students from the prior school year. RBES students' race/ethnicities are comprised of the following:

Student Demographics - Ruth Barron Elementary School (Source: TAPR & OnDataSuite)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	688	641	642	573	571
African American	8.0%	7.6%	7.5%	9.6%	8.9%
Hispanic	83.0%	81.9%	80.5%	77.3%	75.5%
White	5.5%	6.6%	7.0%	7.2%	8.8%
American Indian	0.1%	0.2%	0.2%	0.2%	0.4%
Asian	2.3%	1.9%	2.3%	3.3%	4.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.9%	2.5%	2.4%	2.5%

Over the last five years there has been a steady increase in the percentage of students receiving special education services. Also, our at At Risk population is at a all time high.

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & OnDataSuite)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Economically Disadvantaged	69.0%	82.5%	78.5%	75.9%	77.1%
Emergent Bilingual	66.9%	65.7%	61.7%	58.3%	59.2%
At-Risk	82.6%	74.4%	80.7%	77.3%	82.7%
Special Education	10.3%	12.0%	14.6%	15.4%	16.6%
Gifted & Talented	2.5%	3.4%	2.2%	2.4%	3.3%
Dyslexia	0.9%	2.7%	2.3%	3.0%	3.2%
Section 504	6.7%	6.4%	5.5%	5.9%	6.1%

Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & OnDataSuite)					
Immigrant	2.8%	2.2%	5.5%	4.7%	3.5%
Homeless	0.2%	0.3%	0.2%	1.2%	0.9%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	12.8%	9.5%	12.7%	not yet reported	not yet reported

Staff

50% of our staff is composed of minority races or ethnicities in 2020-2021. Teacher demographics are not fully representative of our student demographics with an under-representation of our African American and Hispanic students, and an over-representation of our White student group.

Teacher Demographics - Ruth Barron Elementary School (Source: TAPR)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Teachers	54.1	52.6	50.2	46.9	48.1
African American	7.1%	7.6%	8.0%	6.4%	4.2%
Hispanic	59.1%	56.1%	55.8%	61.4%	47.8%
White	30.0%	34.4%	34.2%	32.2%	46.0%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	3.7%	1.9%	2.0%	0.0%	2.1%

Our numbers indicate that there is a balance of teachers with 1-5, 6-10, and 11-20 years of experience.

Teachers by Years of Experience - Ruth Barron Elementary School (Source: TAPR)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Teachers	4.2%	1.9%	0.0%	6.4%	6.2%
1-5 Years Experience	37.1%	36.1%	29.9%	25.6%	33.3%
6-10 Years Experience	25.9%	26.6%	31.9%	29.9%	20.8%
11-20 Years Experience	30.9%	31.6%	36.2%	32.0%	33.5%
Over 20 Years Experience	1.8%	3.8%	2.0%	6.2%	6.2%

Demographics Strengths

Ruth Barron Elementary is a diverse campus community. Students have opportunities to participate in several cultural events such as Hispanic Heritage Month activities, Black History Month activities, Cinco de Mayo presentations, as well as other multicultural events and presentations. These activities provide students with multiple opportunities to learn about different cultures and to gain an appreciation for diversity. The campus has a strong dual language program, which includes a two-way program, where English speaking students learn Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs. **Root Cause:** Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Problem Statement 2 (Prioritized): Our population requires qualified bilingual staff members for appropriate instruction and supports. **Root Cause:** Each year it is a challenge to find qualified certified bilingual applicants to fill vacancies.

Student Learning

Student Learning Summary

The table below gives a multi-year glance at overall student achievement at the Approaches level of performance as measured by STAAR, Grades 3-5:

STAAR Test	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
Reading	77%	80%	76%	48%	62%
Math	86%	85%	88%	35%	62%
Writing	70%	76%	82%	29%	
Science	77%	70%	78%	38%	36%

TELPAS (Spring 2022)	1st	2nd	3rd	4th	5th
% of students who progressed at least one proficiency level	33%	34%	27%	23%	26%

TELPAS (Spring 2022)	1st	2nd	3rd	4th	5th
% of students who progressed at least one proficiency level	44%	41%	27%	22%	55%

2022 Accountability Ratings

Ruth Barron ES received an overall accountability rating of B for student performance on STAAR testing in the 2021-2022 school year. Based on the Student Achievement rating of "Not Rated: SB1365", RBES will continue to engage in the Effective Schools Framework (ESF) system for school improvement and implement a Targeted Improvement Plan (TIP) during the 2022-2023 school year.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		58	Not Rated: Senate Bill 1365
STAAR Performance	33	58	
College, Career and Military Readiness			
Graduation Rate			

School Progress		86	B
Academic Growth	79	86	B
Relative Performance (Eco Dis: 77.3%)	33	58	Not Rated: Senate Bill 1365
Closing the Gaps	61	73	C

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

2022 Closing the Gaps Outcomes

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

- In Math, all Growth targets for all student groups were met
- In Reading, all Growth targets were met, with the exception of the the Non-Continuously Enrolled student group.
- In both Math and Reading at Meets Grade Level or above, the only targets that were met were for the Current Special Education student group.
- No Student Success targets were met (the average performance for math, reading, and science STAAR tests combined) for any student group.
- The English Language Proficiency Status target of 36% was exceeded with 44% 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	
	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success
% of Targets Met	14% (2 out of 14)		93% (13 out of 14)		100% (1 out of 1)	0% (0 out of 10)
All Students	X	X	✓	✓	n/a	X
African American	n/a	n/a	n/a	n/a	n/a	X
Hispanic	X	X	✓	✓	n/a	X
White	n/a	n/a	n/a	n/a	n/a	X
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	X
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	n/a
Economically Disadvantaged	X	X	✓	✓	n/a	X
Emergent Bilingual (EB) / English Learners (EL)	X	X	✓	✓	✓	X
Receiving Special Education Services	✓	✓	✓	✓	n/a	X
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	X	X	✓	✓	n/a	X
Non-Continuously Enrolled	X	X	X	✓	n/a	X



Student Learning Strengths

- In Math, all Growth targets for all student groups were met in 2022 Closing the Gaps
- In Reading, all Growth targets for all student groups, except for 1, were met in 2022 Closing the Gaps
- SPED did meet Academic Achievement goals this year for Math and Reading, but it is an area that still needs to be monitored.
- 2022 Closing the Gaps targets in Meets Grade Level performance in both math and reading were met for the Current Special Education student group.
- The English Language Proficiency Status target of 36% was exceeded with 44% 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: In 2022 Closing the Gaps, when looking at federal targets for Academic Achievement, only 2 of the 14 were met. **Root Cause:** There has been inconsistency in the implementation of PLC practices and intentional progress monitoring and all teachers will continue to be trained in best practices of Math workshop, Readers workshop, pulling of groups and the implementation in the classroom.

Problem Statement 2 (Prioritized): Student achievement was affected by COVID-19, especially affecting our economically disadvantaged population. **Root Cause:** With most of our families experiencing a socioeconomic crisis, some of our economically disadvantaged students struggle to maintain frequent contact with the teacher, students are left without support at home and in addition families struggled with safety concerns and vaccination resources which affected an inconsistency in attendance which in turn affected student academic growth.

Problem Statement 3: SPED did meet Academic Achievement goals this year for Math and Reading, but it is an area that still needs to be monitored. **Root Cause:** Additional academic strategy support is needed for our teachers working with our SPED student group, and a system for holding consistent SPED PLCs is needed.

School Processes & Programs

School Processes & Programs Summary

Ruth Barron follows the curriculum created by Pflugerville ISD. District common assessments are given once a semester in all core subject areas. Additionally, the campus gives two common assessments per core area each semester. The common assessments are given to measure the progress of students and to check for TEKS mastery. Data from these assessments are used to drive instruction and provide teachers with information on meeting the needs of all students.

For the 2022-23 school year, RBES has hired only 1 new teacher to the profession.

PfISD supports the campus by providing Math Workshop PD and Just In Time PD for all subject areas, as well as staff development for all staff members. Additionally, district instructional specialists are available to provide training as needed for specific teachers or the campus as a whole.

The school has partnered with a local church that sponsors activities such as Backpack Friends and Thanksgiving meals. All communication from the school is in English and Spanish; this includes even posts to our school's Facebook.

Ruth Barron has a wealth of technology which includes smart boards in all classrooms, a computer lab, iPad carts for grades PreK-1st, and individual Chromebooks for students in grades 2-5.

As part of HB 4545, Ruth Barron will implement tutoring sessions in conjunction with intervention times to provide the necessary minutes to qualified students needing the required tutoring minutes. RBES will plan on also utilizing after-school tutoring to help with this process.

PLC development is a focus this year.

School Processes & Programs Strengths

Curriculum and Instruction:

- There is an aligned, viable curriculum in place. During weekly PLCs, teachers examine instructional practices and student data.
- The campus has an instructional coach to provide on the spot support and professional development.
- The campus has five interventionists to provide interventions at a Tier 2 level of RtI.
- All classroom teachers are ESL certified and most also have a GT certification.

100% of the teachers and paraprofessionals meet the highly qualified requirements and parents are aware of the highly qualified status of all teachers. All staff receives ongoing and sustained professional development that is aligned with the goals of the district and Campus Improvement Plan. Teachers are provided a viable curriculum that is aligned with student needs and the TEKS.

Ruth Barron teachers have the opportunity to serve on district committees to help make revisions to the curriculum and to district assessments.

Parent/Community Involvement:

- Parents and community members are included as decision makers in a broad spectrum of school decisions by their participation on the school's Campus Academic Advisory Council (CAAC).
- Strong parental support and attendance at Parent Nights (Literacy, Math, Science), Fall Festival, Family Movie Night, etc.
- School/Parent communication through Friday Folders, Facebook, etc.

- Improved parent participation in the school's PTO
- Improvement in the number of consistent parent volunteers

Students have many opportunities to use technology in meaningful ways in the classroom. Additionally, our campus has received iPads for all classrooms PK- 1st grade and each grade level, 2nd-5th received a laptop cart. As observed during walkthroughs and classroom observations, students are interacting with technology on a daily basis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are in the development phase of rebuilding our PLC grade meetings as PLC meetings and their function have been misunderstood. **Root Cause:** Although protocols were in place to leverage PLC meetings to the maximum, we need to continue to adhere to protocol and accountability for each other in meetings. Administration will attend all PLCs to ensure proper protocols are being followed with fidelity.

Problem Statement 2: With the addition of new staff members, there is always a need to get those individuals up to date on all of the systems at the district/campus level. **Root Cause:** There is not a system for on-demand technology training of new staff members. The campus will create a system or meetings in which new hires can ask questions or have their needs met.

Problem Statement 3 (Prioritized): Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward. **Root Cause:** We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that we were not able to have during COVID. Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.

Problem Statement 4: Our campus is technology rich, we must create systems to address the management of the hardware, troubleshooting of software issues, and monitoring of student use. **Root Cause:** There are no systems in place to address management of hardware or student usage. There is no one on campus specially trained to troubleshoot software issues.

Perceptions

Perceptions Summary

Ruth Barron implements PBIS schoolwide and staff have been trained to utilize restorative practices and SEL strategies. We believe the teacher training and ongoing support in implementation of the aforementioned strategies has resulted in a decrease of office referrals and unexpected student behavior.

Data from the Spring 2022 Panorama Student Survey indicated the following areas as opportunities for growth:

Opportunities for Improvement: Grades 3-5 (Below 70%)

- Classroom belonging (66%)
- Classroom engagement (68%)

Opportunities for Improvement: Grades PreK-2 (Below 80%)

- Culture of learning (74%)

Data from the Spring 2022 Panorama Family-School Relationship Survey indicated the following areas as opportunities for growth (below 70%):

- Family Support (57%)
- Family Engagement (26%)
- School Climate (69%)

Perceptions Strengths

Teachers are willing to sponsor extra-curricular activities such as Cheerleading, Chess Club, Art Club, Sports Club, Spanish Club, Choir, Technology Club, and Destination Imagination. However, COVID protocols have hindered the extent we can implement these extracurricular activities.

Data from the Spring 2022 Panorama Student Survey indicated the following areas of strength (70% or above):

- Classroom Teacher-Student relationships (72%)
- Pedagogical effectiveness (77%)
- Culture of learning (76%)
- Demonstration of learning (84%)
- Culturally responsive teaching (87%)
- Essential content (93%)

Data from the Spring 2022 Panorama Family-School Relationship Survey indicated the following areas of strength (70% or above):

- Barriers to Engagement (77%)
- School Safety (83%)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): By far the lowest rated area was family engagement at 26%. Although COVID protocols have limited parent access to the building. Now that school will be opening up we expect to invite parents. **Root Cause:** COVID safety protocols limiting parent access to school, as well as a lack of a parent liaison.

Problem Statement 2: Classroom belonging and engagement both were in the mid-60s percentage range. Implementing inclusive practices and equipping our staff with resources will help create a sense of belonging and participation within the student population. **Root Cause:** Lack of staff training on inclusive practices and follow-up support.

Priority Problem Statements

Problem Statement 2: Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs.

Root Cause 2: Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Problem Statement 2 Areas: Demographics

Problem Statement 5: By far the lowest rated area was family engagement at 26%. Although COVID protocols have limited parent access to the building. Now that school will be opening up we expect to invite parents.

Root Cause 5: COVID safety protocols limiting parent access to school, as well as a lack of a parent liaison.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: Our population requires qualified bilingual staff members for appropriate instruction and supports.

Root Cause 3: Each year it is a challenge to find qualified certified bilingual applicants to fill vacancies.

Problem Statement 3 Areas: Demographics

Problem Statement 1: Student achievement was affected by COVID-19, especially affecting our economically disadvantaged population.

Root Cause 1: With most of our families experiencing a socioeconomic crisis, some of our economically disadvantaged students struggle to maintain frequent contact with the teacher, students are left without support at home and in addition families struggled with safety concerns and vaccination resources which affected an inconsistency in attendance which in turn affected student academic growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward.

Root Cause 4: We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that we were not able to have during COVID. Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.

Problem Statement 4 Areas: School Processes & Programs

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 June 2023, Ruth Barron ES teacher turnover rate will not exceed 15%

Evaluation Data Sources: Turnover rate is reduced

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

Performance Objective 2: During the 2022-2023 school year, 100% of teachers will implement the district-developed curriculum.

Evaluation Data Sources: Lesson Plans, Walkthrough data, 2023 STAAR Results

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

Performance Objective 3: During the 2022-2023 school year, 100% of teachers will implement Fundamental 5 strategies.

Evaluation Data Sources: 2023 STAAR Scores, PowerWalks Summaries

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

Performance Objective 1: 70% of students in all student groups will meet or exceed the STAAR Approaches Level of performance and at least 40% will achieve the Meets Grade Level standard of performance in Reading. All student groups will meet reading growth targets as measured by STAAR. By May 2023, 76% of all students will be at or above grade level reading based on EOY screeners.

High Priority

HB3 Goal

Evaluation Data Sources: 2023 STAAR Results

All student groups will meet 2023 Closing the Gaps targets to include 2022 student groups that did not meet the targets in reading for Academic Achievement Status. (COVID 19)

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

Performance Objective 2: 70% of students in all student groups will meet or exceed the STAAR Approaches Level and at least 40% will achieve the Meets Grade Level standard of performance in Math. All student groups will meet math growth targets as measured by STAAR.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Results

All student groups will meet 2023 Closing the Gaps targets to include 2022 student groups that did not meet the targets in math for Growth Status.

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

Performance Objective 3: 60% of students in all student groups will meet or exceed the STAAR Approaches level and 30% will achieve the Meets Grade Level standard of performing in Science.

HB3 Goal

Evaluation Data Sources: Lesson plans, Data from Science benchmarks.

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

Performance Objective 4: The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase to 75% by June 2023.

85% of Kindergarten students will score On-Track in Math on the TX-KEA by June 2023.

The percent of 1st and 2nd grade students that score on grade level or above in math on the Star 360 Mathematics assessments will increase to 60% by June 2023.

We are intentionally trying to exceed out HB3 goals.

Evaluation Data Sources: 2023 Ready, Set, K!, TX-KEA, TPRI, and Tejas LEE data

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

Performance Objective 5: G2PO?- The percentage of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase to 60% by June 2023.

75% of Kindergarten students will score On-Track in 6 of 7 subtests in Reading on the TX-KEA by June 2023.

The percent of 1st and 2nd grade students that score on grade level or above in Reading on the TPRI and Tejas LEE will increase to 70% by June 2023.

We are intentionally trying to exceed out HB3 goals.

Evaluation Data Sources: 2023 Ready, Set, K!, TX-KEA, TPRI, and Tejas LEE data

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

Performance Objective 1: By the end of the 2023 school year, office referrals will decrease by 10%.

Evaluation Data Sources: Office referral rate

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: By June 2023, 80% of Panorama survey respondents will indicate that RBES is a healthy, secure, and orderly environment for students, staff, families, and communities.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Ruth Barron ES - Board Approved:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Coordinated Health Program	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Dropout Prevention	Executive Director of Secondary Schools	8/16/2022	Christy Fox	8/15/2022
Dyslexia Treatment Program	Executive Director of Special Programs	8/16/2022	Christy Fox	8/15/2022
Title I, Part C Migrant	Director of Federal & State Programs	8/16/2022	Christy Fox	8/15/2022
Pregnancy Related Services	Social Worker Coordinator	8/16/2022	Christy Fox	8/15/2022
Post-Secondary Preparedness	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022
Sexual Abuse and Maltreatment of Children	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management.	8/16/2022	Christy Fox	8/15/2022
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Technology Integration	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022

Addendums

Texas Education Agency
2021-22 Preliminary School Report Card
RUTH BARRON EL (227904119)

Accountability Rating

B

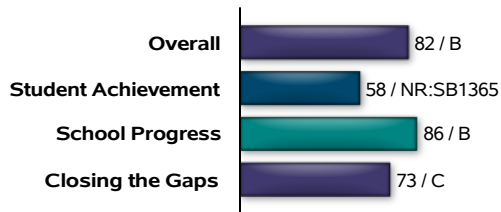
RUTH BARRON EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

School Information

District Name: PFLUGERVILLE ISD
Campus Type: Elementary
Total Students: 568
Grade Span: EE - 05

For more information about this campus, see: <https://TXSchools.gov>

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for RUTH BARRON EL. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- | | |
|--------------------------------|-------------------------------|
| X ELA/Reading | X Mathematics |
| X Science | X Comparative Academic Growth |
| X Comparative Closing the Gaps | X Postsecondary Readiness |

Texas Education Agency
2022 Closing the Gaps
RUTH BARRON EL (227904119) - PFLUGERVILLE ISD - TRAVIS COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	2	14	14%	30%	4.2
Growth Status	13	14	93%	50%	46.5
ELP Status	1	1	100%	10%	10.0
Student Success Status	0	10	0%	10%	0.0
Closing the Gaps Score					61

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No	Yes		No	No		
% at Meets GL Standard or Above	33%	47%	31%	37%	*	36%	-	33%	29%	26%	22%	*	36%	25%		
# at Meets GL Standard or Above	74	9	51	7	*	5	-	**	49	36	9	*	59	15		
Total Tests (Adjusted)	224	19	164	19	*	14	-	**	169	139	41	*	165	59		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No	Yes		No	No		
% at Meets GL Standard or Above	33%	26%	33%	37%	*	43%	-	33%	30%	36%	24%	*	36%	24%		
# at Meets GL Standard or Above	73	5	53	7	*	6	-	**	50	49	10	*	59	14		
Total Tests (Adjusted)	223	19	163	19	*	14	-	**	168	138	41	*	165	58		
Total Indicators															2	14
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes						Yes	Yes	Yes		Yes	No		
Academic Growth Score	75%	65%	75%	78%	*	58%	-	*	71%	71%	62%	*	79%	60%		
Growth Points	94.0	6.5	73.0	7.0	*	3.5	-	*	68.0	58.5	16.0	*	76.0	18.0		
Total Tests	126	10	97	9	*	6	-	*	96	82	26	*	96	30		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	84%	90%	83%	78%	*	83%	-	*	83%	84%	77%	*	87%	73%		
Growth Points	114.0	9.0	89.0	7.0	*	5.0	-	*	87.5	76.5	20.0	*	91.5	22.5		
Total Tests	136	10	107	9	*	6	-	*	105	91	26	*	105	31		
Total Indicators															13	14

Texas Education Agency
2022 Closing the Gaps
RUTH BARRON EL (227904119) - PFLUGERVILLE ISD - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										44%						
TELPAS Progress										99						
TELPAS Total										225						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No		No			No	No	No		No	No		
STAAR Component Score	33	34	33	37	*	29	-	36	31	31	20	*	35	26		
% at Approaches GL Standard or Above	58%	55%	57%	70%	*	55%	-	69%	56%	56%	35%	*	61%	49%		
% at Meets GL Standard or Above	29%	32%	28%	33%	*	33%	-	31%	26%	27%	20%	*	32%	21%		
% at Masters GL Standard	11%	14%	13%	7%	*	0%	-	8%	11%	10%	4%	*	13%	7%		
Total Tests	534	44	397	43	*	33	-	**	405	339	102	*	389	145		
Total Indicators															0	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	97%	83%	98%	100%	*	100%	-	100%	96%	99%	98%	*	96%	98%		
# Participants	256	20	200	18	*	10	-	**	199	165	43	*	192	64		

Texas Education Agency
2022 Closing the Gaps
RUTH BARRON EL (227904119) - PFLUGERVILLE ISD - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Total Tests	265	24	205	18	*	10	-	**	208	167	44	*	200	65		
Mathematics																
% Participation	96%	83%	97%	100%	*	100%	-	100%	95%	97%	95%	*	96%	95%		
# Participants	254	20	198	18	*	10	-	**	197	162	42	*	192	62		
Total Tests	265	24	205	18	*	10	-	**	208	167	44	*	200	65		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	99%	100%	*	100%	-	100%	99%	100%	98%	*	100%	99%		
# Participants	240	19	177	20	*	16	-	**	180	151	43	*	166	74		
Total Tests	241	19	178	20	*	16	-	**	181	151	44	*	166	75		
Mathematics																
% Participation	99%	100%	99%	100%	*	100%	-	100%	99%	99%	98%	*	100%	97%		
# Participants	239	19	176	20	*	16	-	**	179	150	43	*	166	73		
Total Tests	241	19	178	20	*	16	-	**	181	151	44	*	166	75		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

EC Literacy Targeted Professional Development Plan	
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.	
PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.	

Early Childhood Math Progress Measure 3 - Ruth Barron ES													
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 57% to 63% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
57%	58%	59%	61%	63%									
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	49%	n/a	n/a	n/a	n/a	n/a	33%	55%	n/a	50%	n/a	n/a
2021	n/a	50%	n/a	n/a	n/a	n/a	n/a	34%	56%	n/a	51%	n/a	n/a
2022	n/a	51%	n/a	n/a	n/a	n/a	n/a	35%	57%	n/a	52%	n/a	n/a
2023	n/a	53%	n/a	n/a	n/a	n/a	n/a	37%	59%	n/a	54%	n/a	n/a
2024	n/a	56%	n/a	n/a	n/a	n/a	n/a	40%	62%	n/a	57%	n/a	n/a
Data Source: Eduphoria - Grade 3 Math STAAR, Eng & So versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Math, all students tested - Grade 1 TEMP PM, all students tested (2nd Grade Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a")													

EC Math Targeted Professional Development Plan	
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)