Over the past three years, the teachers at Calder Road Elementary School have immersed themselves in efforts to ensure that all students are learning at high levels. The state of Texas uses the State of Texas Assessment of Academic Readiness (STAAR) to measure growth and overall achievement of all students beginning at grade 3. At the campus and local level, we use the MAP to monitor growth in reading levels at all grade levels. Each year we have increased in all tested areas, and we outperformed the state in all areas of the STAAR test. We also began to outperform other schools in the district with the same socioeconomic status and demographics, and we have continued to receive distinctions from the state which are based on performance compared to 40 other schools that are matched to our population in the state.

For K-2 Calder Road uses the Texas state approved MAP (NWEA) evaluation for early literacy. This assessment consists of subtests that are used for as universal screeners for early literacy and for progress monitoring that allows teachers to evaluate the effectiveness of instruction and intervention for all students.

In the below chart you will see the percentage of students in each grade level that were reading on or above grade level at each benchmark. The accelerated growth in each grade level is encouraging to our teachers and our community. We have a 20% mobility rate, so it is even more encouraging that our students grow at an accelerated rate. When looking at the beginning of year data, it is evident that the “summer slide” is not at impactful as it has been in the years before our deep commitment to ALL students learning at a high level, research-based intervention time during the school day, and a deep collective commitment to learning together as professionals. Looking back on data since 2010, it is evident that our reading levels were stagnant, and although we have not yet reached our goal of 100% students reading on or above grade level, we have reached the goal of 100% of our students have grown in reading level each year since 2018. The students at Calder Road Elementary outperform other schools with the same demographic in reading proficiency continuously through the years. Calder Road Elementary is excited to see the growth in ALL schools over the next year since all schools in our district have embraced the culture of learning at high levels for ALL.

 **Students Reading at or Above Grade Level at CRES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Kinder Literacy Proficiency  | BOY | MOY | EOY  | Change |
| 2018-2019  | 39 | 63 | 79 | 40 |
| 2019-2020 | 22 | 42 | COVID  | 20 |
| 2020-2021 | 15 | 32 | 70 | 55 |
| 2021-2022 | 25 | 79 | 90 | 60 |
|  |  |  |  |  |
| 1st Grade Literacy Proficiency  | BOY | MOY | EOY | Change  |
| 2018-2019 | 3 | 53 | 75 | 72 |
| 2019-2020 | 60 | 72 | COVID | 12 |
| 2020-2021 | 70 | 80 | 90 | 20 |
| 2021-2022 | 80 | 85 | 92 | 12 |
|  |  |  |  |  |
| 2nd Grade Literacy Proficiency | BOY | MOY | EOY | Change  |
| 2018-2019 | 80 | 85 | 93 | 13 |
| 2019-2020 | 78 | 84 | COVID | 6 |
| 2020-2021 | 75 | 83 | 93 | 18 |
| 2021-2022 | 65 | 72 | 91 | 27 |

Below you will see the charts for our state test STAAR (State of Texas Assessment of Academic Readiness). The STAAR measures student’s performance level as: “approaches grade level, meets grade level, and masters grade level”. This assessment measures the student’s readiness for the next grade level. The chart below shows the percentage of students who performed were at grade level or above. It is important to note, also, that since 2018 our students have continuously outperformed the state of Texas. As with the state, we took a dip during the 2021-2022 school year, but the data indicates that with our strong foundation, our students are back on track to success. We have also received distinctions in: *Closing the Performance Gap, Math, Reading/Language* *Arts, and Post-Secondary Readiness*. These distinctions are significant since they compare us to 40 schools around the state that are demographically the same as Calder Road. To receive these distinctions, our student achievement was in the top quartile of those 40 schools. Calder Road Elementary is currently rated an A campus based our student achievement data pre-COVID.

|  |  |  |
| --- | --- | --- |
| **Reading**  | **School** | State |
| *2017-2018*  | 70 | 71 |
| *2018-2019* | 86 | 75 |
| *\*post covid2020-2021* | 81 | 68 |
| *2021-2022* | 89 | 77 |
|  |  |  |
| **Math** | **School** | State |
| *2017-2018*  | 77 | 71 |
| *2018-2019* | 91 | 82 |
| *\*post covid 2020-2021* | 79 | 66 |
| *2021-2022* | 89 | 77 |

Since changing our culture from team planning to a professional learning community, we have seen sustained growth in all students. Our school efforts and collective commitment that ALL students will learn at high levels has led CRES to receive the USDE National Blue-Ribbon Award in Closing the Performance Gap in 2021. You will see when reviewing both state data and reading levels, that our overall student achievement tool a dip during the two years of COVID. Our students weren’t in school, and we lost valuable time with them. Once all students and teachers were back in school, we jumped right back into our deep-rooted culture and our professional learning community didn’t miss a beat. We continued our best practices for intervention in the school day, and everyone in the school committed to ensuring that all students learned at high levels, and that our intervention was tight to be able to fill gaps quickly. Our data will show that our student bounced right back, and we are on the road back to high achievement. At CRES we believe “all means all”, therefore, our collective commitment remains that all our students will meet or exceed grade level expectations in reading and on all STAAR tests.