Addendum to Achievement Data

We have a clear vision for our school. We are working to become the elementary campus of choice in our community. Our mission is in line with our vision. Our mission is to inspire student learning through engaging activities. Unfortunately, we have learned that sometimes when a campus goes through a period of growth like we have, staff that do not share our vision and mission become uncomfortable and unhappy. This is evident in our State of Texas Assessment of Academic Readiness (STAAR) results in a couple of places. We have a dip in our Math data from 2017 to 2019. Although we reached a high in 2018 and we were not able to hold on to it. This is because of significant staff turnover in 4th grade in all three years.

In 2017, only one of our teachers was a returning to grade level teacher. One of the math teachers was moved from a different grade level and the other one was a new hire. They both were unhappy and left at the end of the school year along with a bilingual teacher that taught all subjects. That left us to hire new math teachers for both bilingual and general education classrooms in 2018. We hired a strong math teacher for our general education classroom and new teachers for our bilingual classrooms, both in reading and math. The math teacher was a first year teacher and the reading teacher was moved up from kindergarten because enrollment did not support her staying in kindergarten. Our math instructional coach worked as a collaborator in the math classrooms to support both of them as needed throughout the year. Our scores showed it with a jump from 71% to 78%. In 2019, these same math teachers returned to classrooms. Our instructional math coach stepped back from a collaborator role, to a coaching role to see how they were going to stand on their own. Our general education teacher grew in the classroom , but our bilingual math teacher did not grow as fast. As a result, our scores took a significant dip. The students in that bilingual classroom suffered on the reading side as well. The teacher that was moved to from Kindergarten because of enrollment was not happy despite efforts from the literacy coach to support her. Unfortunately, both environments for our bilingual students that year were not ideal. Our scores reflected it.

We have since tried to manage this problem by moving dedicated teachers within our school into some of those classrooms. It has helped in some areas, and not helped in others. We are still working to provide all our 4th grade students with stable teachers that share our vision.