

# **Round Rock Independent School District**

## **C. D. Fulkes Middle School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: C**



# **Mission Statement**

Empower students to be life-long achievers, self-believers, and future-ready, global leaders.

## **Vision**

CD Fulkes Middle School will provide a nurturing and encouraging environment that promotes respect, relationships, leadership, and a passion for learning through innovative, equitable, and responsive instruction.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Goals	8
Goal 1: We will ensure that all facilities are safe and advance learning for every student while planning with our community for sustainable growth.	9
Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.	10
Goal 3: We will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.	16
Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.	19
Goal 5: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.	26
Goal 6: We will prepare every student for success after high school through a variety of experiences and learning pathways.	31
Title I Personnel	36
Campus Funding Summary	37
Addendums	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- 68.9% qualify for free/reduced
- 29.1% ELL
- 17.0% SPED
- 61.6% Hispanic
- 14.0% African American
- 15.1% White
- 3.1% Asian
- 5.9% Two or More Races

### Demographics Strengths

C.D. Fulkes is honored to serve a very proud and diverse population. Generations of families have walked the halls of C.D. Fulkes and continue to contribute to the success of the Round Rock community. We are thrilled to have the next generations walk through the halls of our beautiful new building, as it honors the traditions of our rich history, while providing state of the art facilities for our students and community. Our students and families continue to display great pride in our school and their unique backgrounds. Our community, specifically our Hispanic and English Language Learner population, continue to embrace and celebrate multilingualism and equip our students to be able to communicate in both English and Spanish. Student success on our AP Spanish Language exam is a distinct point of pride for our Spanish speaking community and our school as a whole.

# Student Learning

## Student Learning Summary

Studying achievement data allows a school to analyze academic progress and evaluate instructional practices. Student achievement is broken into State Assessment Data and other forms of data.

### Campus Historical Data

- In 2016, CD Fulkes Met the accountability standard and earned the following Distinction Designations: ELA/Reading, Social Studies, Top 25% Student Progress, Top 25% Closing the Gaps, Postsecondary Readiness.
- In 2017, the Performance Index scores were similar to the 2016 scores and the Distinction Designations were in Science, Social Studies and Top 25% Closing Performance Gaps.
- In 2018, the new accountability system began and the campus Met Standard with an Overall Performance Score of 76. Student Achievement was 73, School Progress was 77, and Closing the Gaps was 74; all Met Standard. No Distinction Designations were earned.
- In 2019, the campus overall score was a 69/D. Student achievement was a 72, School Progress was 77, and Closing the Gaps dropped from the previous year score of 74 to a 50. No Distinction Designations were earned.
- In 2022, the campus overall score was a 72/C, Student achievement was a 62, School Progress was 72, and Closing the Gaps was 73.

### Overall 2022 STAAR Scores Approaches, Meets, and Masters Levels:

- ELA/Reading 66% Approaches, 38% Meets, 21% Masters
- Math 52% Approaches, 19% Meets, 6% Masters
- Science 63% Approaches, 35% Meets, 15% Masters
- Social Studies 54% Approaches, 19% Meets, 9% Masters

### Student Learning Strengths

#### STAAR and Accountability Strengths:

- The CD Fulkes Accountability Rating moved from a 69/D in 2019 to a 72/C in 2022.
- In the Accountability System, Domain 3 Closing the Gaps increased from a F to a C.

#### Other Strengths:

- Instructional coaches are in place for the core subjects and PLCs are occurring on a regular basis.
- Staff has high expectations for student achievement and is putting in place formative and summative assessments to drive instructional decisions through targeted PLCs.
- Staff are developing and utilizing proficiency scales to track student learning and allow students to take responsibility for their success and learning.

# **School Processes & Programs**

## **School Processes & Programs Summary**

Almost all students are grouped together into teams. All teams have a common planning period twice per week to discuss student strengths and areas of support needed. For those who are cross teamed, there is additional Mega-team time designated for each professional development day. This time is additionally used to hold student/parent conferences and progress monitor students in need of intervention in our Rtl processes. Grade-level subject Professional Learning Communities (PLCs) have a common off period three times per week. PLCs use common planning time to backwards design instruction, place common assessments, analyze student data and plan reteach, retest opportunities. In addition, ESL and Special Education teachers in the general education setting are supported by inclusion teachers, in addition to the general education teacher. PLCs are provided guest educators for planning time three times per semester. Advisories are organized by grade-level.

## **School Processes & Programs Strengths**

Our grade-level teaming structure allows for common time to plan interdisciplinary instructional units in addition to providing behavior support for students. The increase in PLC time, both weekly and for planning days, allows for more consistent PLC protocols, including data-analysis and progress-monitoring for all students.

# Perceptions

## Perceptions Summary

As a campus, we collaboratively developed an instructional model that includes best practices that we strive for daily and on a regular basis. This past August, we revised our Instructional Model to incorporate our recent learning of engaging instructional practices through our studies of Marzano Research. We created a visual of this model that is posted all around the building as a reminder of our focus. Professional development is targeted to compliment the instructional model. As a campus, our current focus is on creating proficiency scales for the priority standards that our teams select from the district designated priority standards. We achieved High Reliability Schools Level 3 certification from Marzano in the spring of 2022.

Each professional staff member serves on a Vertical Leadership Committee of their choice of the following areas: Equity, Ground Works (PBIS/School-wide Expectations for Tier 1 Behavior Support), Parent/Family Engagement, Student Events, and School Culture. Teams make collaborative decisions based on campus needs and input from their teams in order to best run our campus with full staff empowerment.

## Perceptions Strengths

Collaborative decision-making creates empowered and involved staff who focus on what is best for students. This focus will increase staff efficacy and students success.



# Goals

**Goal 1:** We will ensure that all facilities are safe and advance learning for every student while planning with our community for sustainable growth.

**CCNA Performance Objective 1:** Increase the percentage of students who feel safe at school from 57% in 2022 to 75% by 2023.

**Evaluation Data Sources:** Student Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a timeline to conduct the required number of each type of safety drill (Lock Down, Lock Out, Severe Weather, and Evacuation) during the 2022-2023 school year with on-going feedback provided by staff for improvements (if any).  <b>Strategy's Expected Result/Impact:</b> Establishing and monitoring the timeline will ensure required drills are completed, resulting in increased staff and student readiness. <b>Staff Responsible for Monitoring:</b> Principal. Assistant Principal over Safety.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish a campus threat assessment team that will apply threat assessment management strategies to evaluate threats in order to identify individuals at risk of violence against themselves or others.  <b>Strategy's Expected Result/Impact:</b> Application of threat assessment management strategies will increase staff and community perceptions of student safety. <b>Staff Responsible for Monitoring:</b> Chief of RRISD Police, Campus Sergeant and Officer, Principal . Assistant Principal over Safety.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop specific lessons to teach students drill protocol and safety practices in the building and on the school bus.  <b>Strategy's Expected Result/Impact:</b> Increased student knowledge of physical safety protocols. <b>Staff Responsible for Monitoring:</b> Assistant Principal over Safety.  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Cyber safety training, anti-cyberbullying, and digital citizenship lessons during advisory time for students. <b>Strategy's Expected Result/Impact:</b> Positive impact in digital citizenship <b>Staff Responsible for Monitoring:</b> Administration, ITS  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Improve the social and emotional safety of students through advisory lessons based on safety survey information, brown bag lunches with students to collect safety information, and ongoing school-wide safety surveys. <b>Strategy's Expected Result/Impact:</b> Increased social and emotional safety of staff and students. <b>Staff Responsible for Monitoring:</b> Assistant principal (safety), Ground Works VLC  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

**CCNA Performance Objective 1:** The percentage of students in grades 6-8 meeting or exceeding expected growth from spring 2022 will increase in reading from 38% to 45% and in math from 19% to 25% by May 2023 for the following student groups: African American, Hispanic, White, Economically Disadvantaged, ESL, and Special Education.

**Evaluation Data Sources:** State of Texas Assessments of Academic Readiness

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish, implement and monitor data-driven instruction protocols. DDI training and coaching for campus leaders. <b>Strategy's Expected Result/Impact:</b> Consistent analysis of individual and student group performance on common assessments and reteach, retest cycles will increase % of students achieving at the Meets and Masters level on STAAR. <b>Staff Responsible for Monitoring:</b> ILT, Strategic Support Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement and monitor Multi Tiered Systems of Support (MTSS) protocols. Provide PD for staff on MTSS protocols and eligible interventions for student support. <b>Strategy's Expected Result/Impact:</b> Close student academic gaps and increase student growth. <b>Staff Responsible for Monitoring:</b> Administration, MTSS Department Chair, Interventionists, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Collaborate with campus, district and Region XIII personnel to actively monitor academic performance of migrant students enrolled on campus. <b>Strategy's Expected Result/Impact:</b> Migrant students will progress with one or more years growth. <b>Staff Responsible for Monitoring:</b> Campus administrators, ESL staff  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implementation of Eduphoria, Lead4ward reports, and Proficiency Scales to analyze data and guide instruction. <b>Strategy's Expected Result/Impact:</b> Increased student performance <b>Staff Responsible for Monitoring:</b> ILT and Strategic Support Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Strategic Support Funding - Grant Funds - Unique to Campus	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> PLCs will develop, implement and analyze common formative assessments that are aligned to proficiency scales on a regular bases to guide instruction. <b>Strategy's Expected Result/Impact:</b> Increased student performance <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Leadership Team, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Extra Planning Time - Title I-A, Imp Basic Prg	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.





**CCNA Performance Objective 2:** The percentage of students in grades 6-8 who score at the meets level on STAAR will increase from spring 2022 in reading from 55% to 70% and in math from 65% to 80% by May 2023 for the following student groups: African American, Hispanic, White, Economically Disadvantaged, ESL, and Special Education.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide Professional Development and coaching in partnership with Seidlitz on the 7 Steps to a Language Rich Classroom and other applicable Seidlitz Trainings. Implement strategies in PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on STAAR and TELPAS for all EL students. Increased engagement in rigorous learning for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Leadership Team, ESL Team, MTSS Department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Training and resources - State Bilingual</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide after school transportation to support extended learning time for tutoring or enrichment activities; and provide transportation and teacher substitutes to support enriching educational field trips during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased time for learning and access to enrichment opportunities will increase attendance and time in instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, club sponsors</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Late buses - Grant Funds - Unique to Campus - Superintendent Funds - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Professional Development on AVID strategies and monitor implementation. Secure AVID tutors. <b>Strategy's Expected Result/Impact:</b> Increased student engagement with rigorous learning activities. <b>Staff Responsible for Monitoring:</b> AVID Site Team, Administrators  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> AVID Tutors, AVID activities - Grant Funds - Unique to Campus - AVID Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide personalized and engaging instructional materials, such as Fluency Tutor, IXL, flocabulary, Edpuzzle, BrainPop, iLit, and Schoology. <b>Strategy's Expected Result/Impact:</b> Increased student performance on district and campus assessments, STAAR, and TELPAS. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, ITS  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide a variety of books that are culturally relevant and increase student interest in reading. <b>Strategy's Expected Result/Impact:</b> Increased student performance on district and campus assessments, STAAR, and TELPAS. <b>Staff Responsible for Monitoring:</b> Campus Administrators Librarian Classroom teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Library Books - General Fund: Form A, Library Books - ESSER ARP Act	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide professional development opportunities on campus and off campus for staff members, including Lead4ward and Marzano HRS. <b>Strategy's Expected Result/Impact:</b> Build efficacy among teachers and staff resulting in increased student success. <b>Staff Responsible for Monitoring:</b> Campus administrators, Strategic Support Team, ILT  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Professional Development - Title I-A, Imp Basic Prg, Supplies for PD - General Fund: Form A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Create and assess Targeted Equity Goals to increase the number of students in advanced academics. <b>Strategy's Expected Result/Impact:</b> Course enrollment, student performance <b>Staff Responsible for Monitoring:</b> Equity Vertical Leadership Committee  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> The campus will utilize high impact tutoring to accelerate instruction in compliance with HB 4545 and during advisory for all students to promote literacy and numeracy. <b>Strategy's Expected Result/Impact:</b> Increased student success on campus and district assessments and STAAR/EOCs <b>Staff Responsible for Monitoring:</b> MTSS Team, Campus Administrators, Strategic Support Team  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Implement Saturday enrichment classes to target areas of student academic growth. <b>Strategy's Expected Result/Impact:</b> Increased student success on campus and district assessments and STAAR/EOCs <b>Staff Responsible for Monitoring:</b> Strategic Support Team, Campus Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Extra duty - Title I-A, Imp Basic Prg	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** We will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

**CCNA Performance Objective 1:** Increase the percentage of parents who agree the "My child's school listens to the community" (3.12) from 72% in 2022 to 82% by 2023.

**Evaluation Data Sources:** Family Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send regular communication to the community (parents, students, and staff), and periodic social media posts about school events. Continue social media outlets to include posts on Facebook, Instagram, and Twitter. <b>Strategy's Expected Result/Impact:</b> Increased positive perception and engagement from families. <b>Staff Responsible for Monitoring:</b> Principal, ITS, Administrative Associate	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide community engagement events such as Open House, fine arts performances, AVID Family events, Family Connections sessions, coffee or pizza with the principal, CATCH night, and other family events such as Ice Cream Social, Block Party, and Fall Fest. <b>Strategy's Expected Result/Impact:</b> Increased positive relationships between community and school. <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaisons, Leadership Team.  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> Supplies and food for parent nights - Title I-A, Imp Basic Prg	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide multiple opportunities for community input on campus goals and activities through involvement in: Site Based Decision Making Committee, Equity Task Force, Development of the Parent and Family Engagement Policy and School-Parent Compact. <b>Strategy's Expected Result/Impact:</b> Increased family engagement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Parent Liaison  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide communication to parents through teacher Remind accounts, Schoology access, team newsletters, and emails through TAC. <b>Strategy's Expected Result/Impact:</b> Increased family engagement and understanding of classroom and campus events. <b>Staff Responsible for Monitoring:</b> Campus administrators, teachers, parent liaison  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Inform families in need about the CD Care Closet, Backpack Club, RRISD food pantry, Parent Education courses, and community resources. <b>Strategy's Expected Result/Impact:</b> Relationship building between staff and families, increased assistance to families in need <b>Staff Responsible for Monitoring:</b> Counselors, Parent Liaison  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** We will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

**CCNA Performance Objective 2:** Increase the percentage of teachers who feel confident communicating with the parents of English Language Learners regarding their child's achievement from 86% in 2022 to 91% by 2023.





**Evaluation Data Sources:** Teacher Cultural Competence Efficacy Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train new and returning teachers on parent communication systems such as say Hi, Google Translate, TAC, Avaya, and Remind. <b>Strategy's Expected Result/Impact:</b> Increased parental communication <b>Staff Responsible for Monitoring:</b> Campus Administrators, ITS, Parent Liaison  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Send home a parent newsletter for the entire campus that includes items such as grade level/department information, athletics and fine arts spotlights, and counselor information. <b>Strategy's Expected Result/Impact:</b> Increased parental communication <b>Staff Responsible for Monitoring:</b> Campus administrators, Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

**CCNA Performance Objective 1:** Increase teachers' confidence level in teaching students about their cultures' contributions to the content areas from 76% in April 2022 to 80% in 2023.

**Evaluation Data Sources:** RRISD Teacher Cultural Competence Efficacy Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and discussion opportunities for staff on equity, diversity, and inclusion. <b>Strategy's Expected Result/Impact:</b> Increased awareness and support for all students, building relationships with all students <b>Staff Responsible for Monitoring:</b> Equity VLC, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue growing our Ethnic Studies course through collaborative efforts with the Equity VLC, students, and staff. Create and utilize student input through surveys and focus groups. <b>Strategy's Expected Result/Impact:</b> Increased understanding of diversity. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Ethnic Studies teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Focus on inclusivity and diversity during PLCs by adding this as an agenda item to be discussed in all PLCs regularly in reference to books, materials, and instructional activities. <b>Strategy's Expected Result/Impact:</b> Increased focus on cultural awareness in teaching and learning. <b>Staff Responsible for Monitoring:</b> Campus administrators, Equity VLC, PLC leads  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

**CCNA Performance Objective 2:** Increase percentage of teachers who would encourage others to work in this school from 65% in 2022 to 80% in 2023.

**Evaluation Data Sources:** Staff Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide a mentor and coaching support for new and existing teachers as needed in the area of academics and behavior. Implement and support Newcomers Network for new staff that meets on a regular basis with campus and new teacher driven agendas. <b>Strategy's Expected Result/Impact:</b> Staff retention increase <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, New Teacher Mentor Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers to the campus will meet on a regular basis with their assigned mentor. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention <b>Staff Responsible for Monitoring:</b> Campus Administrators, New Teacher Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each campus administrator will conduct at least two walkthroughs per week with feedback shared to the designated staff member. <b>Strategy's Expected Result/Impact:</b> Improved instruction, teacher efficacy and teacher capacity. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increased coaching support and feedback through targeted feedback cycles. <b>Strategy's Expected Result/Impact:</b> Improved instruction, teacher efficacy and teacher capacity. <b>Staff Responsible for Monitoring:</b> ILT  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrators will meet with teams to discuss student behavior solutions and results of referrals and parent contacts. <b>Strategy's Expected Result/Impact:</b> Collaborative communication to best serve students <b>Staff Responsible for Monitoring:</b> Campus administrators, Team leads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

**CCNA Performance Objective 3:** Increase percentage of teachers who agree that professional development is relevant to my growth and goals from 81% in 2022 to 88% in 2023.

**Evaluation Data Sources:** Staff Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide personalized Professional Development opportunities for all staff based on their T-TESS goals and individual needs. <b>Strategy's Expected Result/Impact:</b> Increased effectiveness of teacher instruction and increase the percentage of teachers reporting feeling supported. <b>Staff Responsible for Monitoring:</b> ILT, Strategic Support Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff will participate in revising the campus Instructional Model (MOI), which will be utilized for professional development, goal setting, PLC focus, and classroom walk-throughs and observations. <b>Strategy's Expected Result/Impact:</b> Increased use of engaging instructional strategies; increased student success <b>Staff Responsible for Monitoring:</b> Campus administration, Strategic Support Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner with the district bilingual/ESL department to provide EL power burst sessions, walk-throughs, and other training opportunities based on the work of the Seidlitz group. <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy in working with EL students, increased success of EL students <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ESL Department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Staff will be provided with consistent professional development on AVID strategies, which is a daily focus in our Instructional Model. <b>Strategy's Expected Result/Impact:</b> Increased student success, increased student enrollment and success in advanced courses <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, AVID Site Committee  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Goal 4:** We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

**CCNA Performance Objective 4:** Responses on Climate survey will increase for positive school morale from a 58% (2022) to 70% positive response rate





**Evaluation Data Sources:** Staff Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue collaborative Staff Culture Vertical Leadership Committee to plan and implement activities and events during the school day and after school to build school culture. <b>Strategy's Expected Result/Impact:</b> We will increase shared accountability for low morale and respond to teacher concerns, resulting in increased teacher morale. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, School Culture VLC  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing opportunities for teacher appreciation and recognition such as teacher of the week or month, Staff Leedle Lees, teacher rewards and appreciation from the administrators, and implement school spirit days. Continue to reach out to the community for support with teacher appreciation. <b>Strategy's Expected Result/Impact:</b> Increased staff morale <b>Staff Responsible for Monitoring:</b> Campus Administrators, School Culture VLC  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

**CCNA Performance Objective 5:** CD Fulkes will be intentional about hiring the best candidates for our campus.

**Evaluation Data Sources:** Interview lists of candidates, interview questions, hiring documents, lists of interview committee members





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Interview committees will contain a variety of representatives from some of the following groups: campus administrators, instructional coaches, teachers, counselors, other professional or paraprofessional staff, students, parents <b>Strategy's Expected Result/Impact:</b> A diverse interview committee will provide multiple perspectives resulting in more effective hiring <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Interview questions will be collaboratively developed based on campus needs and the campus Instructional Model and adjusted based on the needs of the campus and department. <b>Strategy's Expected Result/Impact:</b> Effective hiring of new staff and retention <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 5:** We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

**CCNA Performance Objective 1:** Decrease student discipline referrals by 25% from 2022 to 2023. There were 393 office referrals, including 71 bus referrals in 2021-22. Decreasing by 20% will be a total not to exceed 294.75.

**Evaluation Data Sources:** Campus Discipline Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Examine office referral data in Equity VLC to determine a root cause analysis and staff action plan to decrease office referrals for Hispanic students (220 out of 393 referrals in 2021-22) and Black students (113 out of 393 referrals in 2021-22). Provide support and training to staff to decrease disproportionality in office referrals. <b>Strategy's Expected Result/Impact:</b> Decrease office referrals for Hispanic and Black students. <b>Staff Responsible for Monitoring:</b> Equity VLC, Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to partner with Emergent Tree to provide PD, coaching and systems to implement and support a school-wide expectation system through a Ground Works Vertical Leadership Committee. Train all staff, including paraprofessionals. Include positive/constructive options for staff to utilize for affirmations and consequences. <b>Strategy's Expected Result/Impact:</b> Increased teacher tool kit to respond to and proactively address student behaviors will result in increased learning time for students.  Reduction in disciplinary referrals and student removals from learning environment. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Ground Works VLC  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to develop connections between students and our assigned RRISD police staff, including the use of our assigned emotional support canine. <b>Strategy's Expected Result/Impact:</b> Positive relationship with RRISD police will dispel any previous negative interactions with police and provide another layer of support to students <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus RRISD Police Officer  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide positive student support strategies to build effective teacher- student connections. <b>Strategy's Expected Result/Impact:</b> Maintaining and rebuilding relationships between staff and students after behavioral incidents while also holding students accountable for their actions to proactively increase positive student behaviors and personal/social emotional support. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Professional Development - Title I-A, Imp Basic Prg	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to implement daily SEL connections in each classroom: greeting students at the door, daily SEL check-in/ daily non-content connections, and materials to document affirmations (Leedle Lee tickets). <b>Strategy's Expected Result/Impact:</b> Increase positive relationships between students and staff. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Ground Works VLC  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

**CCNA Performance Objective 2:** Increase student positive responses on climate survey in the area of student to student interaction by 5%

**Evaluation Data Sources:** Student Climate Survey





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Deliver Second Step social emotional learning curriculum to all students during Advisory time and re-teach necessary strategies, as needed. Intentionally focus on student to student relationships and interpersonal relationships. <b>Strategy's Expected Result/Impact:</b> Second step curriculum will provide students with social skills needed to be successful. <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Integrate SEL into daily classroom routines and instruction based on student needs and data. <b>Strategy's Expected Result/Impact:</b> Increased interpersonal relationships and decreased negative student behaviors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Collaboratively develop a social contract or agreement of how we treat each other in every classroom. Utilize this contract as a teaching tool throughout the school year to address potential and actual conflicts. <b>Strategy's Expected Result/Impact:</b> Increased student to student and student to adult relationships.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 5:** We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

**CCNA Performance Objective 3:** Provide nutritious meals and snacks to support student learning.

**Evaluation Data Sources:** % of students participating in BIC, after school snacks, and STAAR snacks





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Breakfast in the classroom (BIC) daily to all students and after school snacks for students participating in after school activities such as clubs, athletics, and tutoring. Provide snacks to all students participating in STAAR testing.  <b>Strategy's Expected Result/Impact:</b> Remove physical barriers, such as hunger, to successful learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, cafeteria staff (BIC, after school snacks) CTC and administrative associate (STAAR snacks)  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> STAAR Snacks - Title I-A, Imp Basic Prg	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** We will prepare every student for success after high school through a variety of experiences and learning pathways.

**CCNA Performance Objective 1:** Aligned to Board Goal #3 - College, Career, and Military Readiness

Increase the percentage of students who earn credit for advanced coursework from 33% in 2022 to 40% by 2023.

**Evaluation Data Sources:** PEIMS Data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide information sessions on ECHS and AP courses so that students and parents are informed when selecting classes. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced courses <b>Staff Responsible for Monitoring:</b> Counselors, Campus Administration  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to invite students individually to participate in advanced courses by sending students and their parents a letter/email. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced courses <b>Staff Responsible for Monitoring:</b> Equity VLC, Campus Administration  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 6:** We will prepare every student for success after high school through a variety of experiences and learning pathways.

**CCNA Performance Objective 2:** Increase % of parent responding on parent survey that they know how the counselors can help their child by 5%

**Evaluation Data Sources:** Parent Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will deliver two parent information sessions related to College-Career and High School readiness. <b>Strategy's Expected Result/Impact:</b> Increase student and parent information for high school readiness. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide parent engagement classes, coffee with the principal, and two parent engagement events. Collect feedback on the Parent and Family Engagement Policy and the Parent-Student-Teacher Compact during Open House event and through electronic communication. <b>Strategy's Expected Result/Impact:</b> Improved school to community relationships. <b>Staff Responsible for Monitoring:</b> Principal Parent Liaison  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> Supplies and food for parent sessions - Title I-A, Imp Basic Prg	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue the Family and Community Engagement Vertical Leadership Committee to determine campus needs and provide ideas and make plans for improvement. <b>Strategy's Expected Result/Impact:</b> Improve parent communication, involvement and engagement in campus processes. <b>Staff Responsible for Monitoring:</b> Campus Administrators Family and Community Involvement VLC  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 6:** We will prepare every student for success after high school through a variety of experiences and learning pathways.

**CCNA Performance Objective 3:** Increase student exposure to college and career readiness opportunities.

**Evaluation Data Sources:** School calendar of events, teacher lesson plans, staff professional development agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to provide AVID College-Career guest speakers to share details about their career and educational path to get there. Teachers will encourage students who are not in the AVID classroom to attend, as well. <b>Strategy's Expected Result/Impact:</b> Increased awareness of different colleges and types of jobs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, AVID site team  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Invite students involved in student organizations to attend one of the six AVID College field trips to universities and trade schools. <b>Strategy's Expected Result/Impact:</b> Increased student awareness of post-secondary education options. <b>Staff Responsible for Monitoring:</b> AVID Site Team  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Identify and train Student Ambassadors/WEB Leaders to provide welcoming environment to students enrolling after the start of school. Student Ambassadors/WEB Leaders provide a campus tour, ask questions, and ensure the new student has friends to sit with during lunch for the first few days of enrollment. <b>Strategy's Expected Result/Impact:</b> Increase student success for our high-mobility students by providing a welcoming environment to reduce anxiety and stress during transition. <b>Staff Responsible for Monitoring:</b> Principal, Assisitant Principals, WEB Leader Sponsors  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase student voice and ownership through Student Teacher Learning Community (STLC) representatives, principal lunch bunch, and internal student surveys. Invite STLC students to participate in certain VLCs and provide training to staff on instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increase student voice, leadership development, and positive contribution to the culture and climate. <b>Staff Responsible for Monitoring:</b> Campus administrators, STLC Contracted Staff  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide a Career Fair for students to expose them to various post-secondary career options and motivate them to have high aspirations. <b>Strategy's Expected Result/Impact:</b> Expose students to careers that they may not have considered otherwise. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide consistent training opportunities for staff on AVID and other high yield strategies with the expectation of classroom implementation, including teacher expectations for use of AVID in instruction, what it means to be an AVID school, and guidelines on what teachers should expect from their students who participate in the AVID elective. <b>Strategy's Expected Result/Impact:</b> Increased student success in advanced courses. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, AVID Site Team  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Continue integration of technology during instruction. <b>Strategy's Expected Result/Impact:</b> Students will be fluent in Google Suite and a variety of technology-based programs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ITS, teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Promote and provide support to students on post secondary topics such as taking the PSAT, building their volunteer hours, and other items that would help with college applications. <b>Strategy's Expected Result/Impact:</b> Increased student post secondary preparedness and success. <b>Staff Responsible for Monitoring:</b> Campus administrators, counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Donnay Green	TCH TITLE I MATH	TITLE I, PART A	0.5
Jenna Grubbs	TCH TITLE I MATH	TITLE I, PART A	1.0
Katherine Reavis	TCH TITLE I RDG	TITLE I, PART A	1.0
Pamela Marino	TCH TITLE I RDG	TITLE I, PART A	1.0

# Campus Funding Summary

Title I-A, Imp Basic Prg					
Goal	CCNA Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Extra Planning Time		\$0.00
2	2	6	Professional Development		\$0.00
2	2	9	Extra duty		\$0.00
3	1	2	Supplies and food for parent nights		\$0.00
5	1	4	Professional Development		\$0.00
5	3	1	STAAR Snacks		\$0.00
6	2	2	Supplies and food for parent sessions		\$0.00
Sub-Total					\$0.00
General Fund: Form A					
Goal	CCNA Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Library Books		\$0.00
2	2	6	Supplies for PD		\$0.00
Sub-Total					\$0.00
Grant Funds - Unique to Campus					
Goal	CCNA Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Strategic Support Funding		\$0.00
2	2	2	Late buses	Superintendent Funds	\$10,000.00
2	2	3	AVID Tutors, AVID activities	AVID Funds	\$0.00
Sub-Total					\$10,000.00
State Bilingual					
Goal	CCNA Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Training and resources		\$0.00
Sub-Total					\$0.00
ESSER ARP Act					
Goal	CCNA Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Library Books		\$0.00
Sub-Total					\$0.00

# Addendums

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD - WILLIAMSON COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>72</b>	<b>C</b>
<b>Student Achievement</b>		<b>62</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	33	62	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>72</b>	<b>C</b>
Academic Growth	67	72	<b>C</b>
Relative Performance (Eco Dis: 59.6%)	33	57	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>41</b>	<b>73</b>	<b>C</b>

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

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Distinction Designations**

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- X Comparative Closing the Gaps**



**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Academic Achievement in English Language Arts/Reading**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
**Campus Type: Middle School**

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q3
Accelerated Student Progress in ELA/Reading	36.0%	Q2
Grade 6 Reading Performance (Masters Grade Level)	8.0%	Q4
Grade 7 Reading Performance (Masters Grade Level)	26.0%	Q4
Grade 8 Reading Performance (Masters Grade Level)	27.0%	Q4
<b>Total Indicators for ELA/Reading</b>		<b>0 of 5</b>

**Campus Distinction Outcome: 0 of 5 eligible indicators in Q1 (Top Quartile)**

**0 of 5 = 0%**

**Distinction Target: Middle School = 50% or higher**

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Academic Achievement in Mathematics**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
**Campus Type: Middle School**

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q3
Accelerated Student Progress in Mathematics	9.0%	Q3
Grade 6 Mathematics Performance (Masters Grade Level)	1.0%	Q4
Grade 7 Mathematics Performance (Masters Grade Level)	0.0%	Q4
Grade 8 Mathematics Performance (Masters Grade Level)	5.0%	Q3
Algebra I by Grade 8 - Participation	30.0%	Q2
Algebra I by Grade 8 - Performance (Meets Grade Level)	15.0%	Q4
Algebra I Performance (Masters Grade Level)	34.0%	Q4
<b>Total Indicators for Mathematics</b>		<b>0 of 8</b>

**Campus Distinction Outcome: 0 of 8 eligible indicators in Q1 (Top Quartile)**

**0 of 8 = 0%**

**Distinction Target: Middle School = 50% or higher**

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Academic Achievement in Science**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
**Campus Type: Middle School**

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q3
Grade 8 Science Performance (Masters Grade Level)	15.0%	Q3
<b>Total Indicators for Science</b>		<b>0 of 2</b>
<p style="text-align: center;"><b>Campus Distinction Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)</b></p> <p style="text-align: center;"><b>0 of 2 = 0%</b></p> <p style="text-align: center;"><b>Distinction Target: Middle School = 50% or higher</b></p>		

NO DISTINCTION EARNED
<p>Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.</p> <p>Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.</p> <p>The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.</p>

**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Academic Achievement in Social Studies**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
**Campus Type: Middle School**

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q3
Grade 8 Social Studies Performance (Masters Grade Level)	9.0%	Q3
<b>Total Indicators for Social Studies</b>		<b>0 of 2</b>

**Campus Distinction Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)**

**0 of 2 = 0%**

**Distinction Target: Middle School = 50% or higher**

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Top 25 Percent: Comparative Academic Growth (AG)**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
**Campus Type: Middle School**

	Campus Name	District Name	AG Scaled Score
1	CATHEY MIDDLE (108906047)	MCALLEN ISD	93
2	MICHAEL E FOSSUM MIDDLE (108906048)	MCALLEN ISD	92
3	BOWMAN MIDDLE (043910042)	PLANO ISD	91
4	CANUTILLO MIDDLE (071907041)	CANUTILLO ISD	86
5	JARRELL MIDDLE (246907041)	JARRELL ISD	86
6	ARMANDO CHAPA MIDDLE (105906045)	HAYS CISD	85
7	CLARK MIDDLE (043911041)	PRINCETON ISD	84
8	BRIDGEPORT MIDDLE (249903041)	BRIDGEPORT ISD	83
9	DUMAS J H (171901041)	DUMAS ISD	83
10	GIDDINGS MIDDLE (144901041)	GIDDINGS ISD	83
11	IDEA KYLE COLLEGE PREPARATORY (108807039)	IDEA PUBLIC SCHOOLS	83
12	JOSE J ALDERETE MIDDLE (071907042)	CANUTILLO ISD	83
13	WATAUGA MIDDLE (220902045)	BIRDVILLE ISD	83
14	WHITE OAK MIDDLE (170908041)	NEW CANEY ISD	83
15	BROWN MIDDLE (071902056)	EL PASO ISD	81
16	GUNN J H (220901047)	ARLINGTON ISD	81
17	HUFFINES MIDDLE (061902052)	LEWISVILLE ISD	81
18	ILTEXAS KATY MIDDLE (057848015)	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	81
19	ARMSTRONG MIDDLE (043910045)	PLANO ISD	80
20	FLORENCE MIDDLE (246902041)	FLORENCE ISD	80
21	WEST MEMORIAL J H (101914042)	KATY ISD	80
22	UPLIFT SUMMIT INTERNATIONAL MIDDLE (057803047)	UPLIFT EDUCATION	79
23	CARPENTER MIDDLE (043910046)	PLANO ISD	74
24	CLEAR CREEK INT (084910051)	CLEAR CREEK ISD	74
25	ILTEXAS SAGINAW MIDDLE (057848024)	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	74
26	STRICKLAND MIDDLE (061901044)	DENTON ISD	74
27	APOLLO J H (057916050)	RICHARDSON ISD	72
	<b>C D FULKES MIDDLE (246909041)</b>	<b>ROUND ROCK ISD</b>	<b>72</b>
28	NORTH RICHLAND MIDDLE (220902042)	BIRDVILLE ISD	72
29	PERRYTON J H (179901041)	PERRYTON ISD	72
30	BETTYE MYERS MIDDLE (061901049)	DENTON ISD	70
31	CALHOUN MIDDLE (061901045)	DENTON ISD	70
32	PINER MIDDLE (091906042)	SHERMAN ISD	70
33	PFLUGERVILLE MIDDLE (227904041)	PFLUGERVILLE ISD	66
34	ILTEXAS NORTH RICHLAND HILLS MIDDLE (057848013)	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	60
35	LOWELL SMITH JR MIDDLE (126903041)	CLEBURNE ISD	60
36	PAMPA J H (090904042)	PAMPA ISD	60
37	EAST CHAMBERS J H (036903041)	EAST CHAMBERS ISD	59
38	GONZALES J H (089901042)	GONZALES ISD	59
39	ALVARADO J H (126901041)	ALVARADO ISD	58
40	PILOT POINT SELZ MIDDLE (061903041)	PILOT POINT ISD	58

**Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 83**

## NO DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Top 25 Percent: Comparative Closing the Gaps (CTG)**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
**Campus Type: Middle School**

	Campus Name	District Name	CTG Scaled Score
1	CATHEY MIDDLE (108906047)	MCALLEN ISD	100
2	MICHAEL E FOSSUM MIDDLE (108906048)	MCALLEN ISD	99
3	BOWMAN MIDDLE (043910042)	PLANO ISD	93
4	CLARK MIDDLE (043911041)	PRINCETON ISD	88
5	BRIDGEPORT MIDDLE (249903041)	BRIDGEPORT ISD	87
6	WATAUGA MIDDLE (220902045)	BIRDVILLE ISD	83
7	IDEA KYLE COLLEGE PREPARATORY (108807039)	IDEA PUBLIC SCHOOLS	82
8	CANUTILLO MIDDLE (071907041)	CANUTILLO ISD	80
9	JOSE J ALDERETE MIDDLE (071907042)	CANUTILLO ISD	80
10	JARRELL MIDDLE (246907041)	JARRELL ISD	79
11	WEST MEMORIAL J H (101914042)	KATY ISD	79
12	ILTEXAS KATY MIDDLE (057848015)	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	78
13	PERRYTON J H (179901041)	PERRYTON ISD	78
14	ARMANDO CHAPA MIDDLE (105906045)	HAYS CISD	77
15	ARMSTRONG MIDDLE (043910045)	PLANO ISD	77
16	EAST CHAMBERS J H (036903041)	EAST CHAMBERS ISD	77
17	GIDDINGS MIDDLE (144901041)	GIDDINGS ISD	77
18	GUNN J H (220901047)	ARLINGTON ISD	77
19	BROWN MIDDLE (071902056)	EL PASO ISD	76
20	CLEAR CREEK INT (084910051)	CLEAR CREEK ISD	76
21	DUMAS J H (171901041)	DUMAS ISD	76
22	STRICKLAND MIDDLE (061901044)	DENTON ISD	76
23	BETTYE MYERS MIDDLE (061901049)	DENTON ISD	75
24	CARPENTER MIDDLE (043910046)	PLANO ISD	75
25	HUFFINES MIDDLE (061902052)	LEWISVILLE ISD	75
26	LOWELL SMITH JR MIDDLE (126903041)	CLEBURNE ISD	75
27	PILOT POINT SELZ MIDDLE (061903041)	PILOT POINT ISD	75
28	PFLUGERVILLE MIDDLE (227904041)	PFLUGERVILLE ISD	74
29	APOLLO J H (057916050)	RICHARDSON ISD	73
	<b>C D FULKES MIDDLE (246909041)</b>	<b>ROUND ROCK ISD</b>	<b>73</b>
30	CALHOUN MIDDLE (061901045)	DENTON ISD	73
31	UPLIFT SUMMIT INTERNATIONAL MIDDLE (057803047)	UPLIFT EDUCATION	73
32	WHITE OAK MIDDLE (170908041)	NEW CANEY ISD	73
33	ILTEXAS NORTH RICHLAND HILLS MIDDLE (057848013)	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	72
34	NORTH RICHLAND MIDDLE (220902042)	BIRDVILLE ISD	72
35	ALVARADO J H (126901041)	ALVARADO ISD	71
36	FLORENCE MIDDLE (246902041)	FLORENCE ISD	71
37	PINER MIDDLE (091906042)	SHERMAN ISD	71
38	GONZALES J H (089901042)	GONZALES ISD	70
39	ILTEXAS SAGINAW MIDDLE (057848024)	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	70
40	PAMPA J H (090904042)	PAMPA ISD	69

**Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 79**

## NO DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

When Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.



**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**Postsecondary Readiness**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	28.0%	Q4
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	11.0%	Q4
<b>Total Indicators for Postsecondary Readiness</b>		<b>0 of 2</b>

Evaluation of campus outcomes: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Middle School = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

**TEXAS EDUCATION AGENCY**  
**2022 Distinction Designation Summary**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD**  
Campus Type: Middle School

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	110,368.0	115,411.0	95.6	98.0	Q3
Accelerated Student Progress in ELA/Reading	117	324	36.0	40.0	Q2
Accelerated Student Progress in Mathematics	29	322	9.0	19.0	Q3
Grade 6 Reading Performance (Masters Grade Level)	14	166	8.0	23.0	Q4
Grade 6 Mathematics Performance (Masters Grade Level)	2	161	1.0	12.0	Q4
Grade 7 Reading Performance (Masters Grade Level)	50	194	26.0	40.0	Q4
Grade 7 Mathematics Performance (Masters Grade Level)	0	125	0.0	11.0	Q4
Grade 8 Reading Performance (Masters Grade Level)	52	192	27.0	37.0	Q4
Grade 8 Mathematics Performance (Masters Grade Level)	11	204	5.0	15.0	Q3
Grade 8 Science Performance (Masters Grade Level)	29	191	15.0	24.0	Q3
Grade 8 Social Studies Performance (Masters Grade Level)	18	192	9.0	16.0	Q3
Algebra I by Grade 8 - Participation	60	201	30.0	32.0	Q2
Algebra I by Grade 8 - Performance (Meets Grade Level)	30	201	15.0	25.0	Q4
Algebra I Performance (Masters Grade Level)	21	61	34.0	80.0	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	414	1,486	28.0	44.0	Q4
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	56	488	11.0	28.0	Q4

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

Texas Education Agency  
**2022 STAAR Performance**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD - WILLIAMSON COUNTY**

\* Confidential \*

### Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	552	551	191	192	1,486	
Approaches GL or Above	363	288	120	103	874	59%
Meets GL or Above	207	104	66	37	414	28%
Masters GL	116	34	29	18	197	13%
Total Percentage Points						100%
<b>Component Score</b>						<b>33</b>

### Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	59%	60%	54%	76%	67%	74%	100%	59%	54%	49%	51%	23%	57%	61%	54%
At Meets GL Standard or Above	28%	24%	24%	44%	50%	53%	100%	31%	24%	20%	22%	7%	14%	29%	25%
At Masters GL Standard	13%	14%	11%	22%	0%	32%	0%	16%	12%	8%	10%	3%	0%	15%	10%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	874	160	501	141	4	25	2	41	516	242	270	55	8	638	236
At Meets GL Standard or Above	414	65	223	81	3	18	2	22	226	101	117	16	2	304	110
At Masters GL Standard	197	36	99	40	0	11	0	11	111	40	50	7	0	152	45
Total Tests	1,486	266	922	186	6	34	2	70	961	494	526	242	14	1,047	439
<b>Participation</b>															
% participation 2020-21	53%	46%	57%	49%	67%	62%	0%	46%	56%	65%	64%	53%	38%	54%	53%
% participation 2021-22	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	100%	98%	100%	100%	99%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	66%	67%	62%	81%	50%	62%	100%	68%	59%	56%	58%	30%	83%	69%	58%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	38%	33%	35%	53%	50%	38%	100%	46%	32%	27%	30%	10%	33%	39%	34%
At Masters GL Standard	21%	22%	19%	28%	0%	31%	0%	29%	17%	14%	16%	3%	0%	24%	15%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	363	65	211	58	1	8	1	19	213	101	113	28	5	265	98
At Meets GL Standard or Above	207	32	117	38	1	5	1	13	113	49	59	9	2	150	57
At Masters GL Standard	116	21	63	20	0	4	0	8	62	25	32	3	0	90	26
Total Tests	552	97	339	72	2	13	1	28	358	181	194	94	6	382	170
<b>Participation</b>															
% participation 2020-21	54%	46%	59%	45%	100%	63%	0%	47%	58%	71%	69%	56%	45%	56%	52%
% participation 2021-22	100%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	52%	49%	49%	69%	50%	69%	100%	46%	47%	46%	49%	19%	50%	55%	47%
At Meets GL Standard or Above	19%	15%	16%	28%	0%	54%	100%	21%	17%	16%	18%	2%	0%	20%	15%
At Masters GL Standard	6%	4%	5%	11%	0%	31%	0%	7%	6%	4%	5%	1%	0%	8%	2%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	288	48	166	50	1	9	1	13	169	84	95	18	3	209	79
At Meets GL Standard or Above	104	15	55	20	0	7	1	6	60	29	34	2	0	78	26
At Masters GL Standard	34	4	16	8	0	4	0	2	22	7	9	1	0	30	4
Total Tests	551	97	338	72	2	13	1	28	357	181	194	94	6	382	169
<b>Participation</b>															
% participation 2020-21	58%	52%	61%	57%	100%	53%	0%	45%	60%	69%	67%	58%	36%	59%	56%
% participation 2021-22	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	100%	98%	100%	100%	99%
<b>Science</b>															
<b>Percent of Tests</b>															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	63%	69%	57%	76%	100%	100%	-	71%	59%	48%	51%	19%	0%	62%	66%
At Meets GL Standard or Above	35%	33%	27%	67%	100%	100%	-	29%	28%	23%	22%	11%	0%	34%	36%
At Masters GL Standard	15%	17%	10%	38%	0%	50%	-	14%	14%	8%	7%	4%	0%	13%	20%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	120	25	69	16	1	4	-	5	72	32	35	5	0	87	33
At Meets GL Standard or Above	66	12	33	14	1	4	-	2	35	15	15	3	0	48	18
At Masters GL Standard	29	6	12	8	0	2	-	1	17	5	5	1	0	19	10
Total Tests	191	36	122	21	1	4	-	7	123	66	69	27	1	141	50
<b>Participation</b>															
% participation 2020-21	57%	52%	61%	45%	-	67%	0%	60%	64%	69%	68%	43%	20%	56%	59%
% participation 2021-22	99%	98%	99%	100%	100%	100%	-	100%	99%	100%	100%	97%	100%	99%	98%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	54%	61%	45%	81%	100%	100%	-	57%	50%	38%	39%	15%	0%	54%	52%
At Meets GL Standard or Above	19%	17%	15%	43%	100%	50%	-	14%	15%	12%	13%	7%	0%	20%	18%
At Masters GL Standard	9%	14%	7%	19%	0%	25%	-	0%	8%	5%	6%	7%	0%	9%	10%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	103	22	55	17	1	4	-	4	62	25	27	4	0	77	26
At Meets GL Standard or Above	37	6	18	9	1	2	-	1	18	8	9	2	0	28	9
At Masters GL Standard	18	5	8	4	0	1	-	0	10	3	4	2	0	13	5
Total Tests	192	36	123	21	1	4	-	7	123	66	69	27	1	142	50
<b>Participation</b>															
% participation 2020-21	50%	45%	52%	45%	-	67%	0%	60%	53%	55%	55%	43%	40%	49%	53%
% participation 2021-22	100%	98%	100%	100%	100%	100%	-	100%	99%	100%	100%	97%	100%	100%	98%

- Indicates there are no students in the group.

Released August 12, 2022

TEA | School Programs | Assessment and Reporting |  
Performance Reporting

Texas Education Agency  
**2022 Closing the Gaps**  
**C D FULKES MIDDLE (246909041) - ROUND ROCK ISD - WILLIAMSON COUNTY**

\* Confidential \*

**Calculation Report**

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	2	20	10%	30%	3.0
Growth Status	10	18	56%	50%	28.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	0	11	0%	10%	0.0
<b>Closing the Gaps Score</b>					<b>41</b>

**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
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>	<b>46%</b>	<b>42%</b>		
<b>Target Met</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>				<b>No</b>	<b>No</b>	<b>Yes</b>	<b>No</b>		<b>No</b>	<b>No</b>		
% at Meets GL Standard or Above	38%	33%	35%	53%	50%	38%	100%	46%	32%	30%	10%	33%	39%	34%		
# at Meets GL Standard or Above	207	32	117	38	1	5	1	13	113	59	9	2	150	57		
Total Tests (Adjusted)	552	97	339	72	2	13	1	28	358	194	94	6	382	170		
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
<b>Target Met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>				<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>		<b>No</b>	<b>No</b>		
% at Meets GL Standard or Above	19%	15%	16%	28%	0%	54%	100%	21%	17%	18%	2%	0%	20%	15%		
# at Meets GL Standard or Above	104	15	55	20	0	7	1	6	60	34	2	0	78	26		
Total Tests (Adjusted)	551	97	338	72	2	13	1	28	357	194	94	6	382	169		
<b>Total Indicators</b>															<b>2</b>	<b>20</b>
<b>Growth Status</b>																
<b>ELA/Reading Target</b>	<b>66%</b>	<b>62%</b>	<b>65%</b>	<b>69%</b>	<b>67%</b>	<b>77%</b>	<b>67%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	<b>59%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>					<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	75%	77%	75%	78%	75%	57%	-	71%	75%	75%	70%	80%	77%	71%		
Growth Points	242.5	44.0	152.0	31.0	1.5	4.0	-	10.0	165.0	86.0	38.0	4.0	174.5	68.0		
Total Tests	324	57	204	40	2	7	-	14	220	114	54	5	228	96		
<b>Mathematics Target</b>	<b>71%</b>	<b>67%</b>	<b>69%</b>	<b>74%</b>	<b>71%</b>	<b>86%</b>	<b>74%</b>	<b>73%</b>	<b>68%</b>	<b>68%</b>	<b>61%</b>	<b>70%</b>	<b>71%</b>	<b>70%</b>		
<b>Target Met</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>				<b>No</b>	<b>No</b>	<b>No</b>			<b>No</b>	<b>No</b>		
Academic Growth Score	59%	69%	57%	65%	50%	67%	-	27%	56%	59%	47%	60%	61%	55%		
Growth Points	190.0	37.0	119.0	26.0	1.0	4.0	-	3.0	123.0	72.5	28.0	3.0	138.5	51.5		
Total Tests	322	54	209	40	2	6	-	11	219	123	59	5	228	94		
<b>Total Indicators</b>															<b>10</b>	<b>18</b>
<b>Graduation Rate Status</b>																
<b>Target</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>		

	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
<b>Target Met</b>																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-				
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-				
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-				
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-				
<b>Total Indicators</b>																
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>										Yes						
TELPAS Progress Rate										45%						
TELPAS Progress										80						
TELPAS Total										178						
<b>Total Indicators</b>															1	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	No	No	No	No		No		No	No	No	No		No	No		
STAAR Component Score	33	33	30	47	39	53	67	35	30	28	11	24	35	30		
% at Approaches GL Standard or Above	59%	60%	54%	76%	67%	74%	100%	59%	54%	51%	23%	57%	61%	54%		
% at Meets GL Standard or Above	28%	24%	24%	44%	50%	53%	100%	31%	24%	22%	7%	14%	29%	25%		
% at Masters GL Standard	13%	14%	11%	22%	0%	32%	0%	16%	12%	10%	3%	0%	15%	10%		
Total Tests	1,486	266	922	186	6	34	2	70	961	526	242	14	1,047	439		
<b>Total Indicators</b>															0	11
<b>School Quality Status</b>																
<b>Target</b>	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
<b>Target Met</b>																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Indicators</b>																
<b>Participation 2020-21</b>																
<b>Target</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
<b>ELA/Reading</b>																
% Participation	54%	46%	59%	45%	100%	63%	0%	47%	58%	69%	56%	45%	56%	52%		
# Participants	379	59	252	43	1	10	0	14	246	172	58	5	262	117		
Total Tests	696	129	424	95	1	16	1	30	423	251	103	11	469	227		
<b>Mathematics</b>																
% Participation	58%	52%	61%	57%	100%	53%	0%	45%	60%	67%	58%	36%	59%	56%		
# Participants	381	62	245	52	1	8	0	13	238	159	59	4	257	124		
Total Tests	660	119	404	91	1	15	1	29	400	238	102	11	439	221		



	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
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	100%	99%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%		
# Participants	633	105	395	86	2	15	1	29	376	225	105	6	410	223		
Total Tests	636	106	397	86	2	15	1	29	377	225	106	6	412	224		
<b>Mathematics</b>																
% Participation	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	98%	100%	100%	99%		
# Participants	631	105	393	86	2	15	1	29	374	224	104	6	410	221		
Total Tests	635	106	396	86	2	15	1	29	377	225	106	6	411	224		

+ 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.

Released August 12, 2022

TEA | School Programs | Assessment and Reporting |  
Performance Reporting

# TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data  
Campuses: All Campuses

2021 - 2022 Fall Collection, Accepted Submission

LEA: 246909 - ROUND ROCK ISD  
Campus: 246909041 - C D FULKES MIDDLE

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	176	29.98%
GRADE 7	208	35.43%
GRADE 8	203	34.58%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	587	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	274	46.68%
FEMALE	313	53.32%
TOTAL	587	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	585	99.66%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	2	0.34%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTU LRNG	0	0.00%
TOTAL	587	100.00%

	Count	%Enroll
LEP	188	32.03%
IMMIGRANT	9	1.53%
ECONOMIC DISADVANTAGE	350	59.63%
MILITARY CONNECTED	8	1.36%
FOSTER CARE	2	0.34%
DYSLEXIA	42	7.16%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.34%	0.34%
ASIAN	15	2.56%	2.56%
BLACK/AFRICAN AMER.	100	17.04%	17.04%
HISPANIC/LATINO	360	61.33%	61.33%
WHITE	80	13.63%	13.63%
HAWAIIAN/PAC ISLAND	1	0.17%	0.17%
TWO OR MORE	29	4.94%	4.94%
TOTAL	587	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.29%	0.17%
ASIAN	7	2.00%	1.19%
BLACK/AFRICAN AMER.	72	20.57%	12.27%
HISPANIC/LATINO	219	62.57%	37.31%
WHITE	33	9.43%	5.62%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	18	5.14%	3.07%
TOTAL	350	100.00%	59.63%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	4.89%	1.53%
BLACK/AFRICAN AMER.	3	1.63%	0.51%
HISPANIC/LATINO	167	90.76%	28.45%
WHITE	5	2.72%	0.85%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	184	100.00%	31.35%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	3.28%	0.34%
BLACK/AFRICAN AMER.	6	9.84%	1.02%
HISPANIC/LATINO	34	55.74%	5.79%
WHITE	15	24.59%	2.56%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	6.56%	0.68%
TOTAL	61	100.00%	10.39%

# TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data  
Campuses: All Campuses

2021 - 2022 Fall Collection, Accepted Submission

LEA: 246909 - ROUND ROCK ISD  
Campus: 246909041 - C D FULKES MIDDLE

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	587	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	587	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	18	3.07%
UNACCOMPANIED YOUTH CODE 3	18	3.07%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	18	3.07%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.46%	0.34%
ASIAN	11	2.55%	1.87%
BLACK/AFRICAN AMER.	70	16.20%	11.93%
HISPANIC/LATINO	288	66.67%	49.06%
WHITE	45	10.42%	7.67%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	16	3.70%	2.73%
TOTAL	432	100.00%	73.59%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	18	18.00%	3.07%
HISPANIC/LATINO	66	66.00%	11.24%
WHITE	13	13.00%	2.21%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	3.00%	0.51%
TOTAL	100	100.00%	17.04%

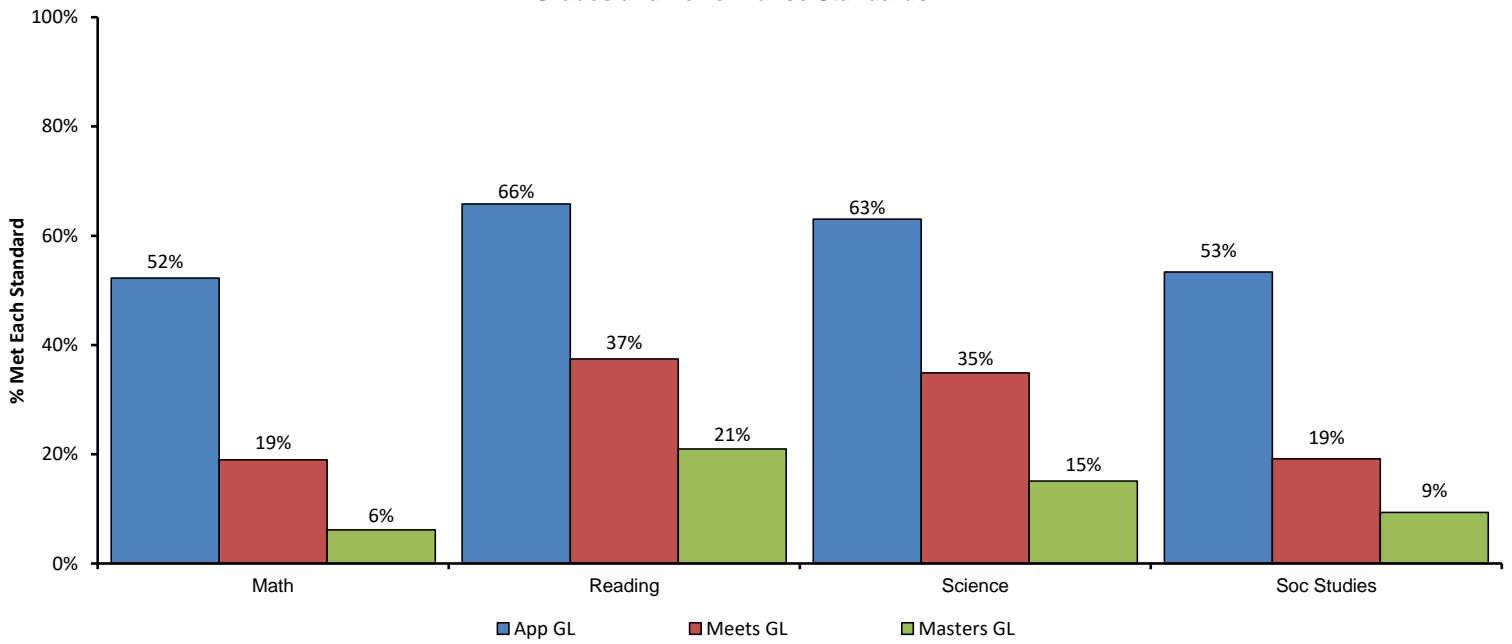
PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

# C.D. Fulkes Middle School

## All Grades and Performance Standards



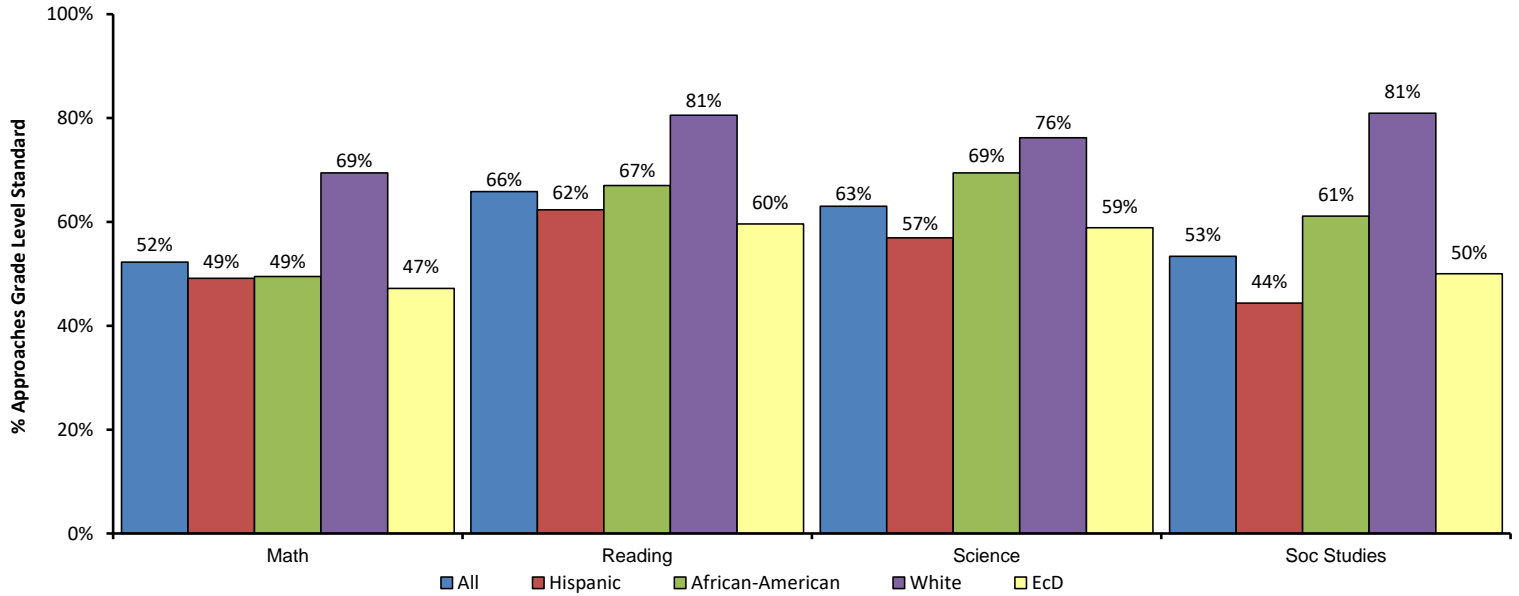
All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
All Accountability Students	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
Approaches Grade Level	289	553	52%	364	553	66%	121	192	63%	103	193	53%
Meets Grade Level	105	553	19%	207	553	37%	67	192	35%	37	193	19%
Masters Grade Level	34	553	6%	116	553	21%	29	192	15%	18	193	9%

^All results are calculated for the **Estimated Accountability Subset** which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

## C.D. Fulkes Middle School

### All Grades - Approaches Grade Level Performance Standard



All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
Approaches Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	289	553	52%	364	553	66%	121	192	63%	103	193	53%
Hispanic	167	340	49%	212	340	62%	70	123	57%	55	124	44%
African-American	48	97	49%	65	97	67%	25	36	69%	22	36	61%
White	50	72	69%	58	72	81%	16	21	76%	17	21	81%
Eco Disadvantaged (EcD)	169	358	47%	214	359	60%	73	124	59%	62	124	50%

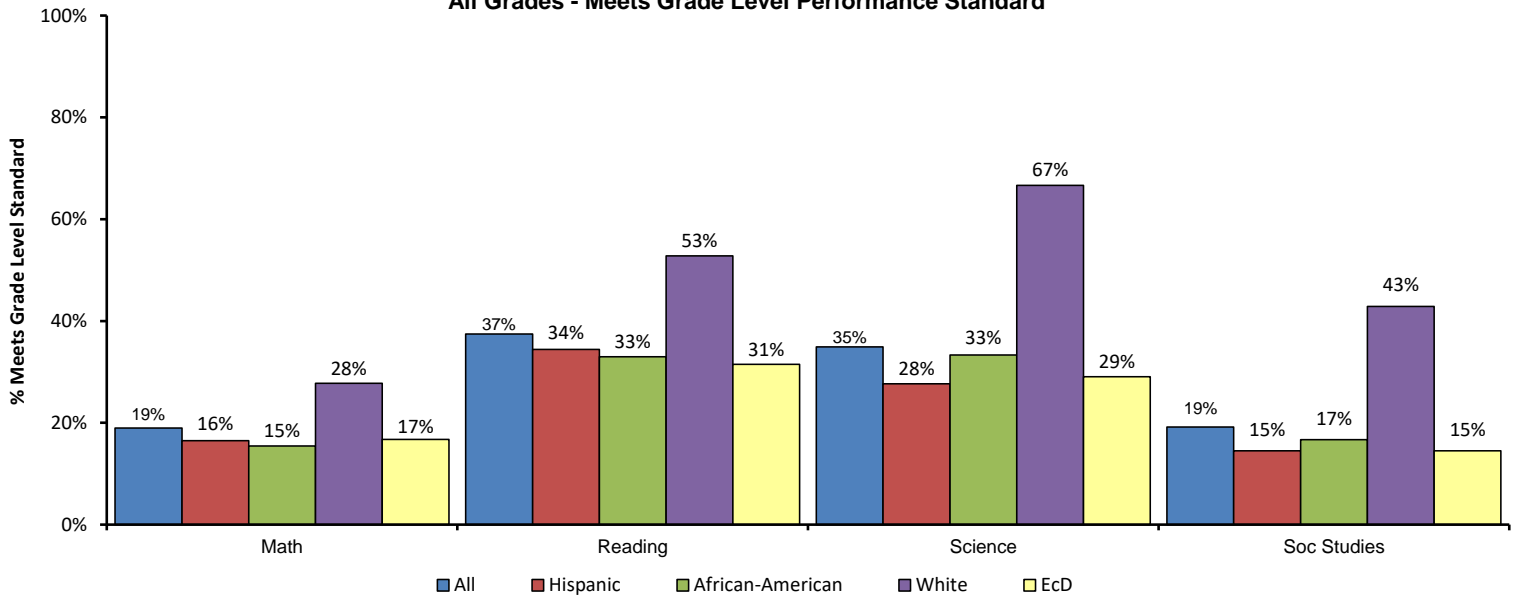
All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
Approaches Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
LEP	84	181	46%	101	181	56%	32	66	48%	25	66	38%
Special Education	15	94	16%	28	94	30%	5	27	19%	4	27	15%
Asian	7	13	54%	8	13	62%	--	4	--	--	4	--
Two+ Races	12	28	43%	19	28	68%	5	7	71%	4	7	57%
Pacific Islander	--	1	--	--	1	--	--	0	--	--	0	--
Native American	--	2	--	--	2	--	--	1	--	--	1	--

^All results are calculated for the **Estimated Accountability Subset** which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

## C.D. Fulkes Middle School

### All Grades - Meets Grade Level Performance Standard



All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
Meets Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	105	553	19%	207	553	37%	67	192	35%	37	193	19%
Hispanic	56	340	16%	117	340	34%	34	123	28%	18	124	15%
African-American	15	97	15%	32	97	33%	12	36	33%	6	36	17%
White	20	72	28%	38	72	53%	14	21	67%	9	21	43%
Eco Disadvantaged (EcD)	60	358	17%	113	359	31%	36	124	29%	18	124	15%

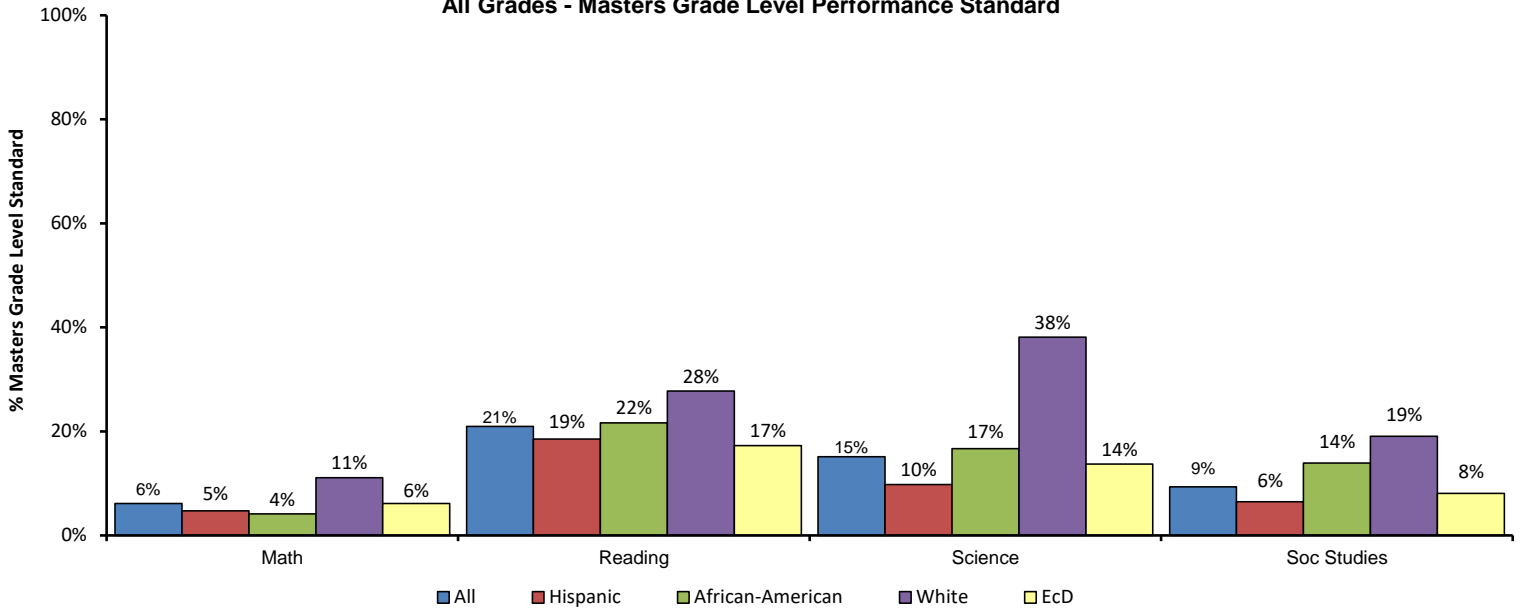
All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
Meets Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
LEP	29	181	16%	49	181	27%	15	66	23%	8	66	12%
Special Education	0	94	0%	9	94	10%	3	27	11%	2	27	7%
Asian	5	13	38%	5	13	38%	--	4	--	--	4	--
Two+ Races	5	28	18%	13	28	46%	2	7	29%	1	7	14%
Pacific Islander	--	1	--	--	1	--	--	0	--	--	0	--
Native American	--	2	--	--	2	--	--	1	--	--	1	--

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

## C.D. Fulkes Middle School

### All Grades - Masters Grade Level Performance Standard



All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
Masters Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	34	553	6%	116	553	21%	29	192	15%	18	193	9%
Hispanic	16	340	5%	63	340	19%	12	123	10%	8	124	6%
African-American	4	97	4%	21	97	22%	6	36	17%	5	36	14%
White	8	72	11%	20	72	28%	8	21	38%	4	21	19%
Eco Disadvantaged (EcD)	22	358	6%	62	359	17%	17	124	14%	10	124	8%

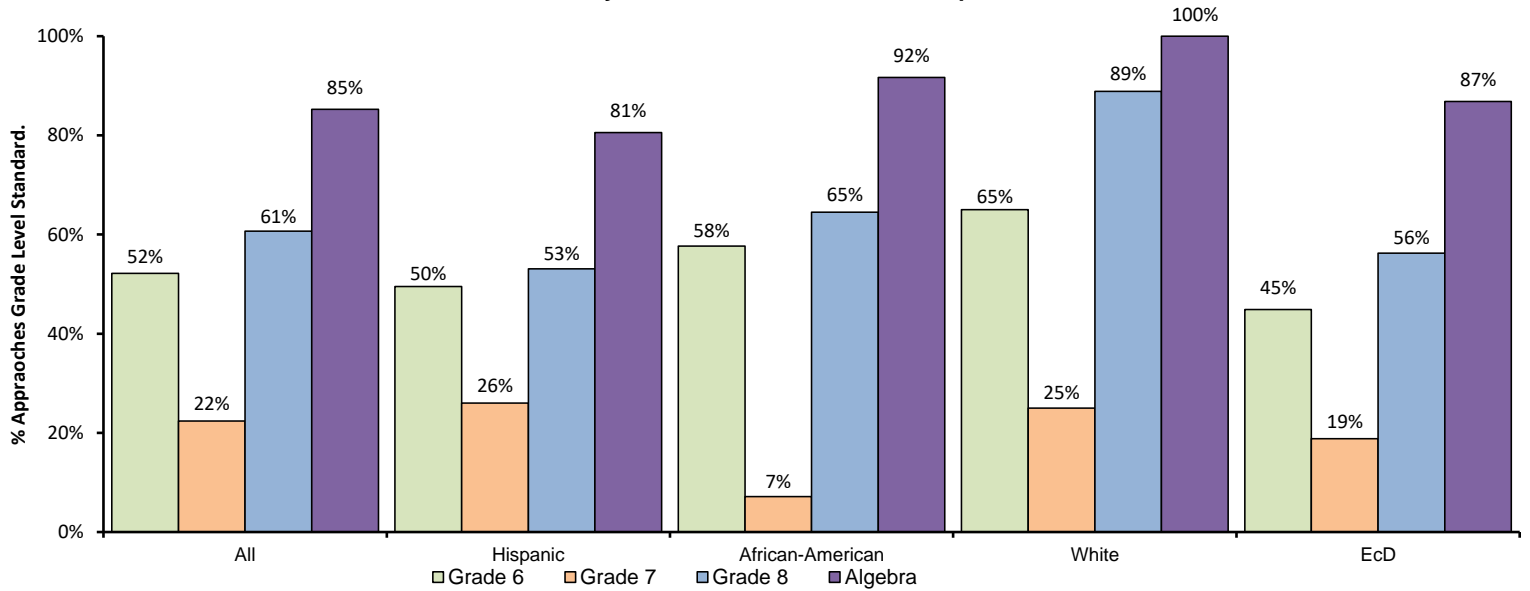
All Grades Tested	Math 6-8 & Algebra I			Reading			Science			Social Studies		
Masters Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
LEP	7	181	4%	25	181	14%	5	66	8%	3	66	5%
Special Education	0	94	0%	3	94	3%	1	27	4%	2	27	7%
Asian	2	13	15%	4	13	31%	--	4	--	--	4	--
Two+ Races	1	28	4%	8	28	29%	1	7	14%	0	7	0%
Pacific Islander	--	1	--	--	1	--	--	0	--	--	0	--
Native American	--	2	--	--	2	--	--	1	--	--	1	--

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

## C.D. Fulkes Middle School

### Math By Grade Level and Student Groups



Math	Grade 6			Grade 7			Grade 8			Algebra I		
Approaches Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	84	161	52%	28	125	22%	125	206	61%	52	61	85%
Hispanic	50	101	50%	19	73	26%	69	130	53%	29	36	81%
African-American	15	26	58%	2	28	7%	20	31	65%	11	12	92%
White	13	20	65%	4	16	25%	24	27	89%	9	9	100%
Eco Disadvantaged (EcD)	48	107	45%	16	85	19%	72	128	56%	33	38	87%

Math	Grade 6			Grade 7			Grade 8			Algebra I		
Approaches Grade Level	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
LEP	21	50	42%	9	40	23%	38	72	53%	16	19	84%
Special Education	8	31	26%	3	32	9%	4	28	14%	--	3	--
Asian	--	3	--	--	3	--	5	5	100%	--	2	--
Two+ Races	4	9	44%	2	5	40%	6	12	50%	--	2	--
Pacific Islander	--	1	--	--	0	--	--	0	--	--	0	--
Native American	--	1	--	--	0	--	--	1	--	--	0	--

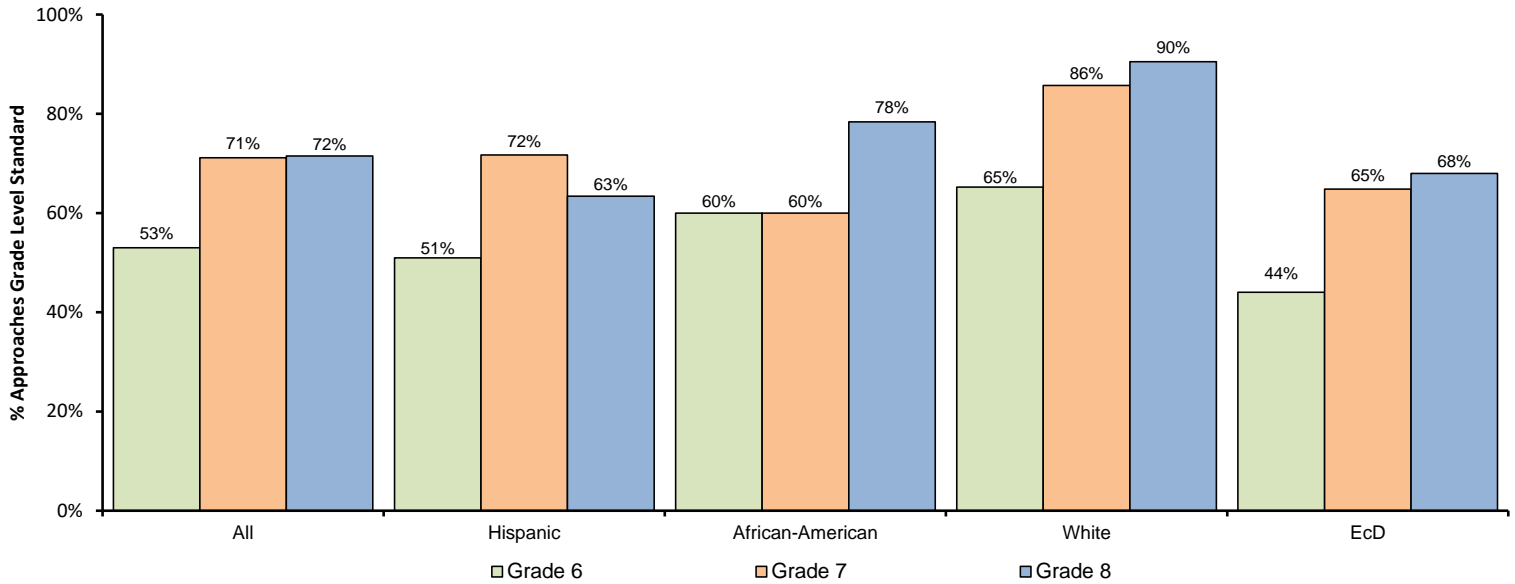
^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.



# C.D. Fulkes Middle School

## Reading By Grade Level and Student Groups



Reading	Grade 6			Grade 7			Grade 8		
Met Standard	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	88	166	53%	138	194	71%	138	193	72%
Hispanic	53	104	51%	81	113	72%	78	123	63%
African-American	15	25	60%	21	35	60%	29	37	78%
White	15	23	65%	24	28	86%	19	21	90%
Eco Disadvantaged (EcD)	48	109	44%	81	125	65%	85	125	68%

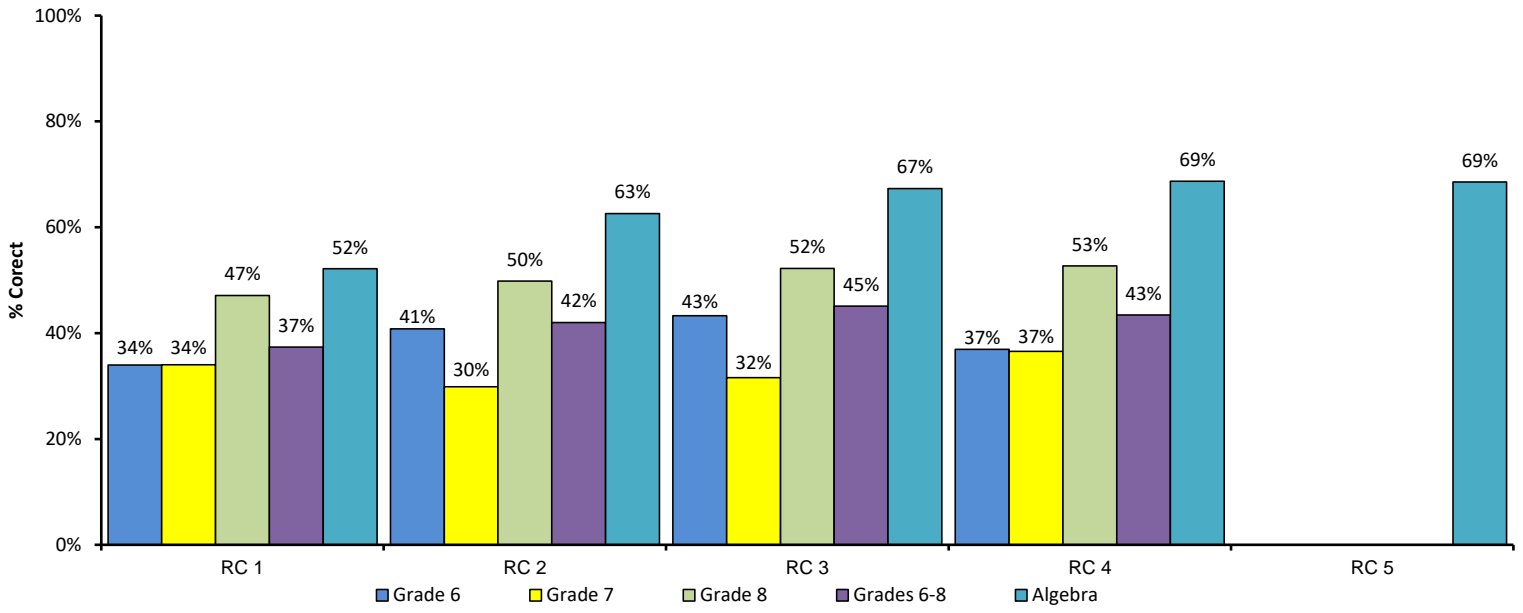
Reading	Grade 6			Grade 7			Grade 8		
Met Standard	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
LEP	21	50	42%	43	65	66%	37	66	56%
Special Education	8	30	27%	15	36	42%	5	28	18%
Asian	--	3	--	3	6	50%	--	4	--
Two+ Races	3	9	33%	9	12	75%	7	7	100%
Pacific Islander	--	1	--	--	0	--	--	0	--
Native American	--	1	--	--	0	--	--	1	--

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR, STAAR-L, STAAR-A and STAAR-Alt 2. Report source is data file from Cambium.

## C.D. Fulkes Middle School

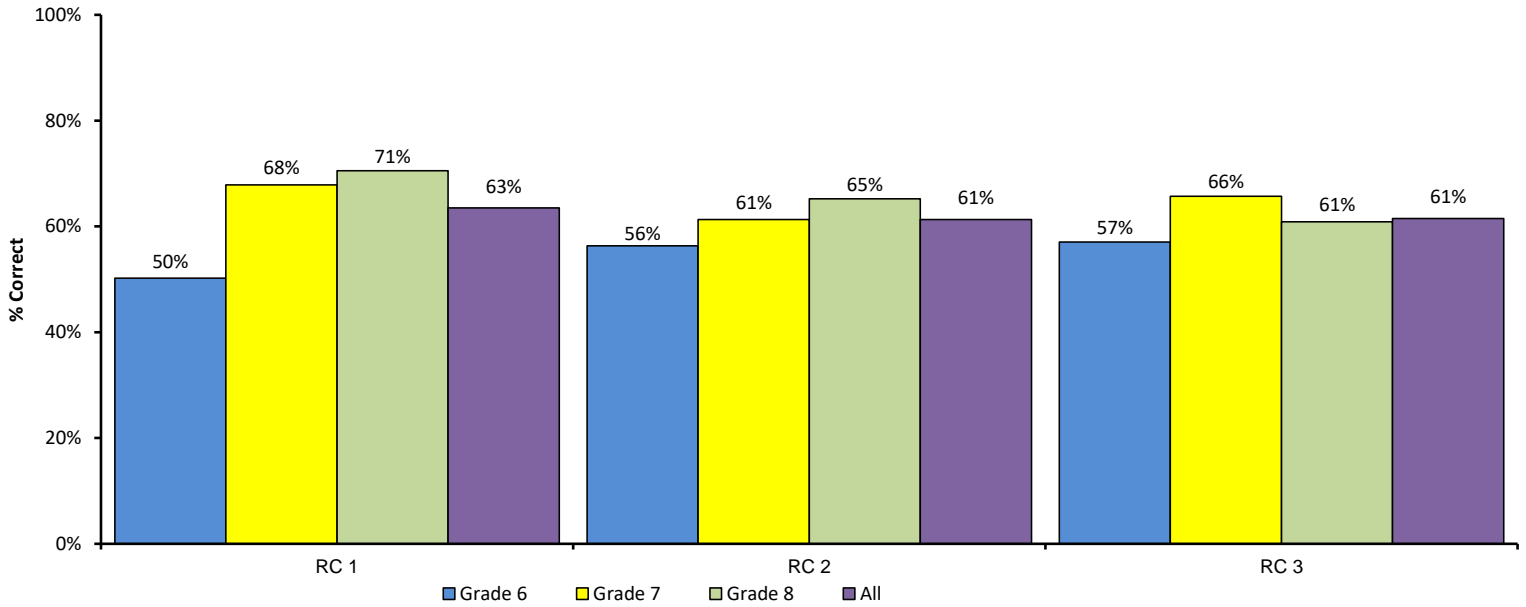
### STAAR Math Correct by Reporting Category



Math	RC 1	RC 2	RC 3	RC 4	RC 5
Grade 6	34%	41%	43%	37%	
Grade 7	34%	30%	32%	37%	
Grade 8	47%	50%	52%	53%	
<b>Grades 6-8</b>	<b>37%</b>	<b>42%</b>	<b>45%</b>	<b>43%</b>	
Algebra I	52%	63%	67%	69%	69%

Correct by Reporting Category results are for all students and are calculated from Cambium data files. The total number of possible items differs from category to category and from STAAR to STAAR-Alt 2.

**C.D. Fulkes Middle School**  
**STAAR Reading Correct by Reporting Category**

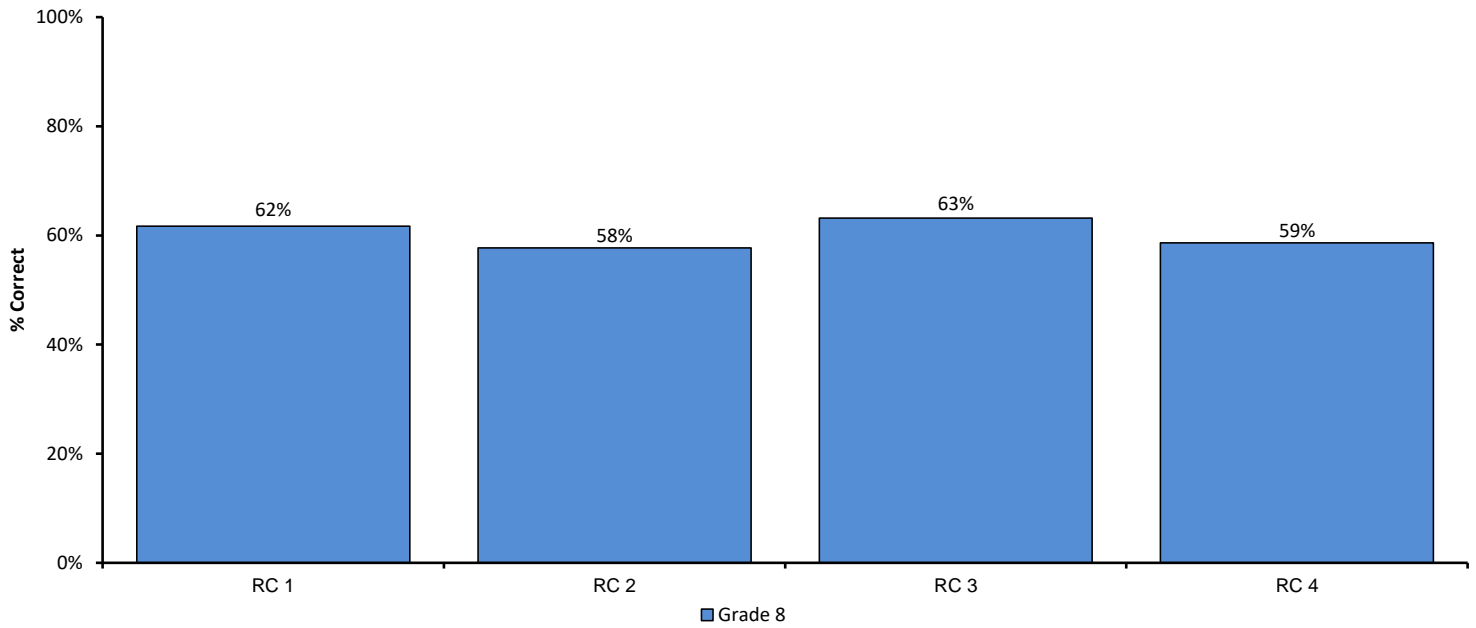


Reading	RC 1	RC 2	RC 3
Grade 6	50%	56%	57%
Grade 7	68%	61%	66%
Grade 8	71%	65%	61%
All	63%	61%	61%

Correct by Reporting Category results are for all students and are calculated from Cambium data files. The total number of possible items differs from category to category and from STAAR to STAAR-Alt 2.

## C.D. Fulkes Middle School

### STAAR Science Correct by Reporting Category

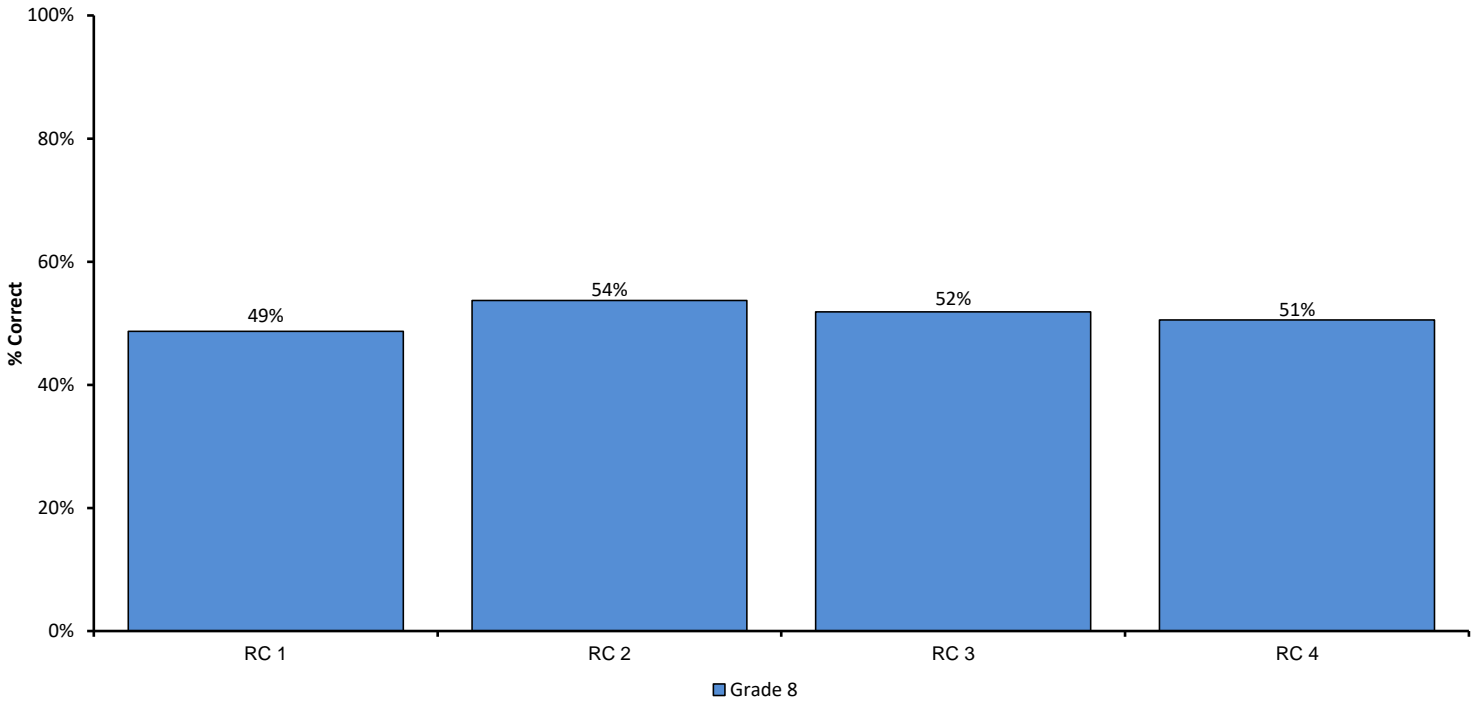


Science	RC 1	RC 2	RC 3	RC 4
Grade 8	62%	58%	63%	59%

Correct by Reporting Category results are for all students and are calculated from Cambium data files. The total number of possible items differs from category to category and from STAAR to STAAR-Alt 2.

## C.D. Fulkes Middle School

### Social Studies Correct by Reporting Category

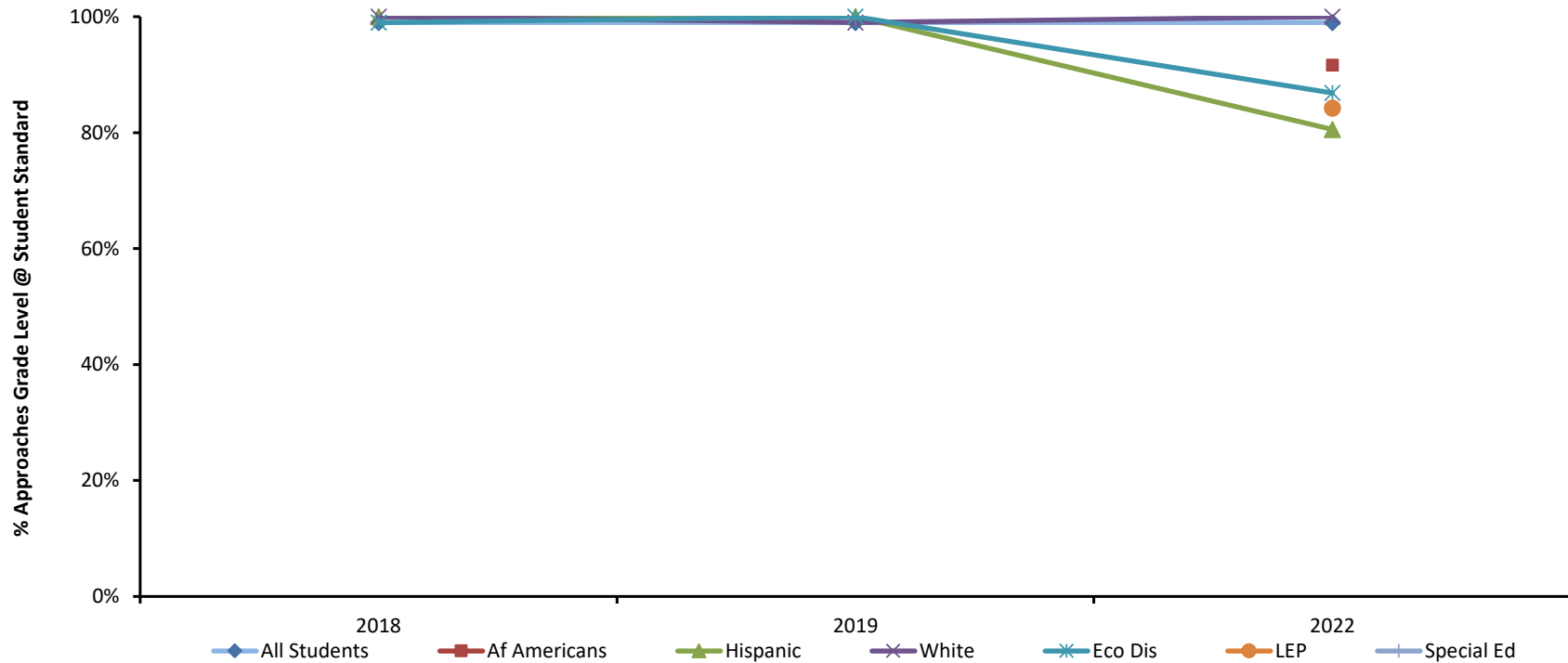


SS	RC 1	RC 2	RC 3	RC 4
Grade 8	49%	54%	52%	51%

Correct by Reporting Category results are for all students and are calculated from Cambium data files. The total number of possible items differs from category to category and from STAAR to STAAR-Alt 2.

# CD Fulkes Middle School

## Algebra I - Approaches Grade Level @ Student Standard



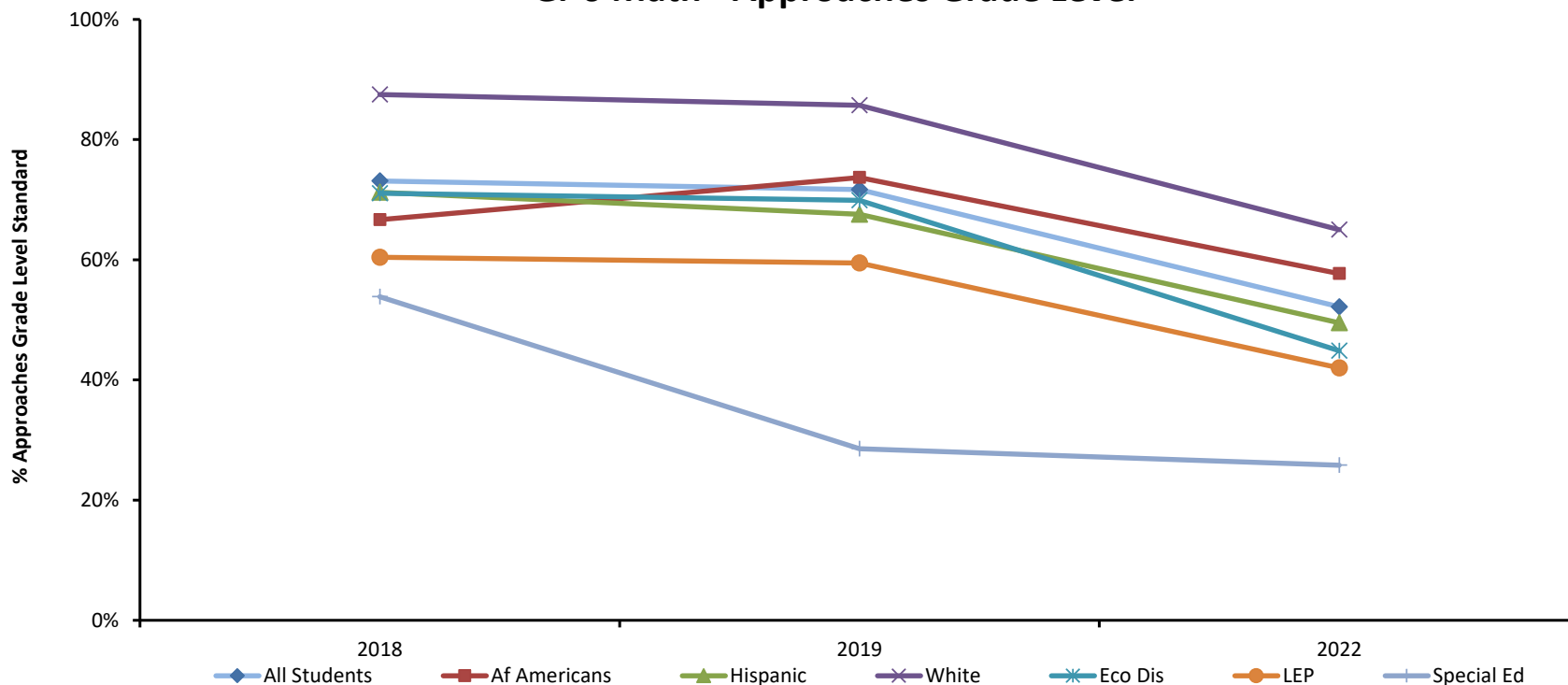
Approaches Grade Level @ Student Standard	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	45	45	99%	54	54	99%	52	61	99%
African-American	--	2	--	--	4	--	11	12	92%
Hispanic	21	21	100%	32	32	100%	29	36	81%
White	16	16	100%	13	13	99%	9	9	100%
Eco Disadvantaged	26	26	99%	30	30	100%	33	38	87%
LEP	--	3	--	--	3	--	16	19	84%
Special Education	--	0	--	--	0	--	--	3	--

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

# CD Fulkes Middle School

## Gr 6 Math - Approaches Grade Level



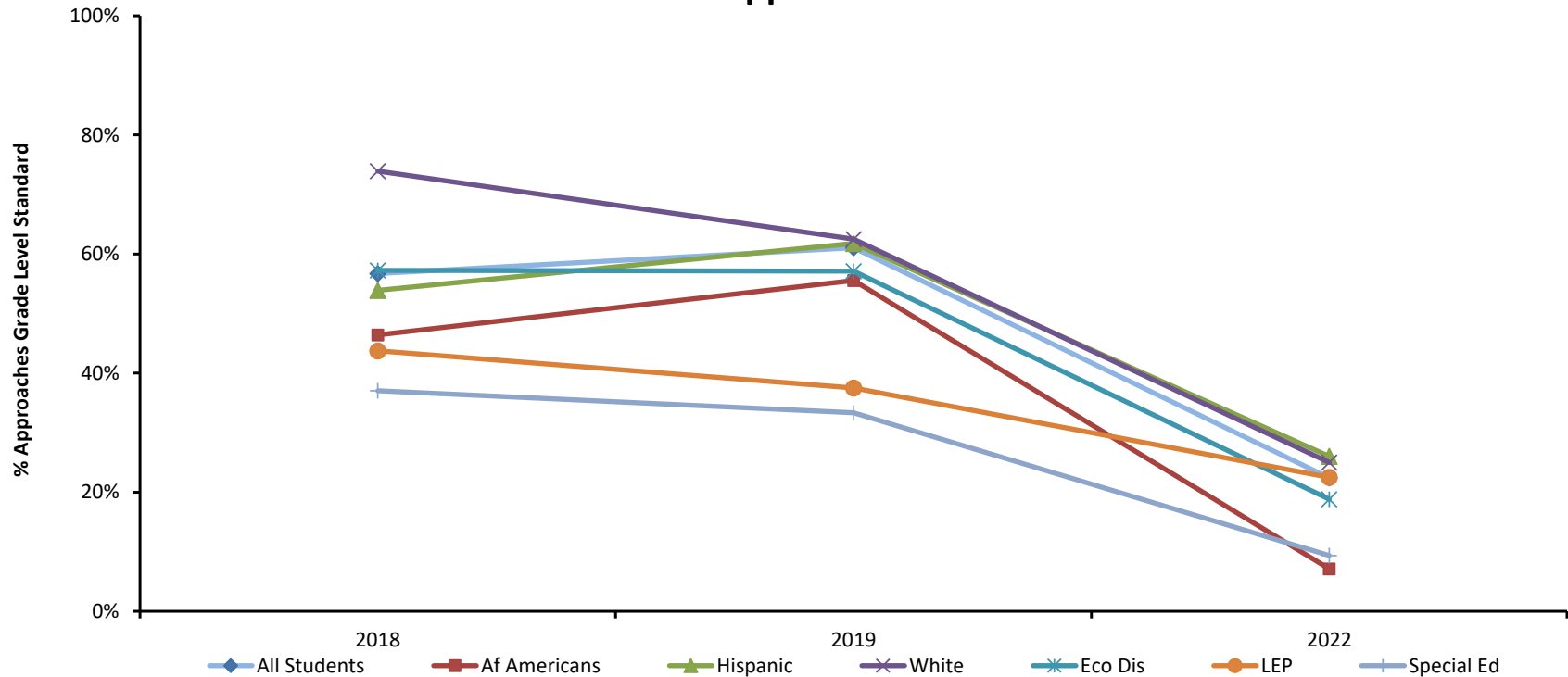
Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	155	212	73%	172	240	72%	84	161	52%
African-American	24	36	67%	28	38	74%	15	26	58%
Hispanic	99	139	71%	100	148	68%	50	101	50%
White	28	32	88%	36	42	86%	13	20	65%
Eco Disadvantaged	113	159	71%	116	166	70%	48	107	45%
LEP	29	48	60%	44	74	59%	21	50	42%
Special Education	21	39	54%	10	35	29%	8	31	26%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

# CD Fulkes Middle School

## Grade 7 Math - Approaches Grade Level



Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	101	178	57%	116	190	61%	28	125	22%
African-American	13	28	46%	20	36	56%	2	28	7%
Hispanic	62	115	54%	76	123	62%	19	73	26%
White	17	23	74%	15	24	63%	4	16	25%
Eco Disadvantaged	75	131	57%	76	133	57%	16	85	19%
LEP	21	48	44%	15	40	38%	9	40	23%
Special Education	10	27	37%	12	36	33%	3	32	9%

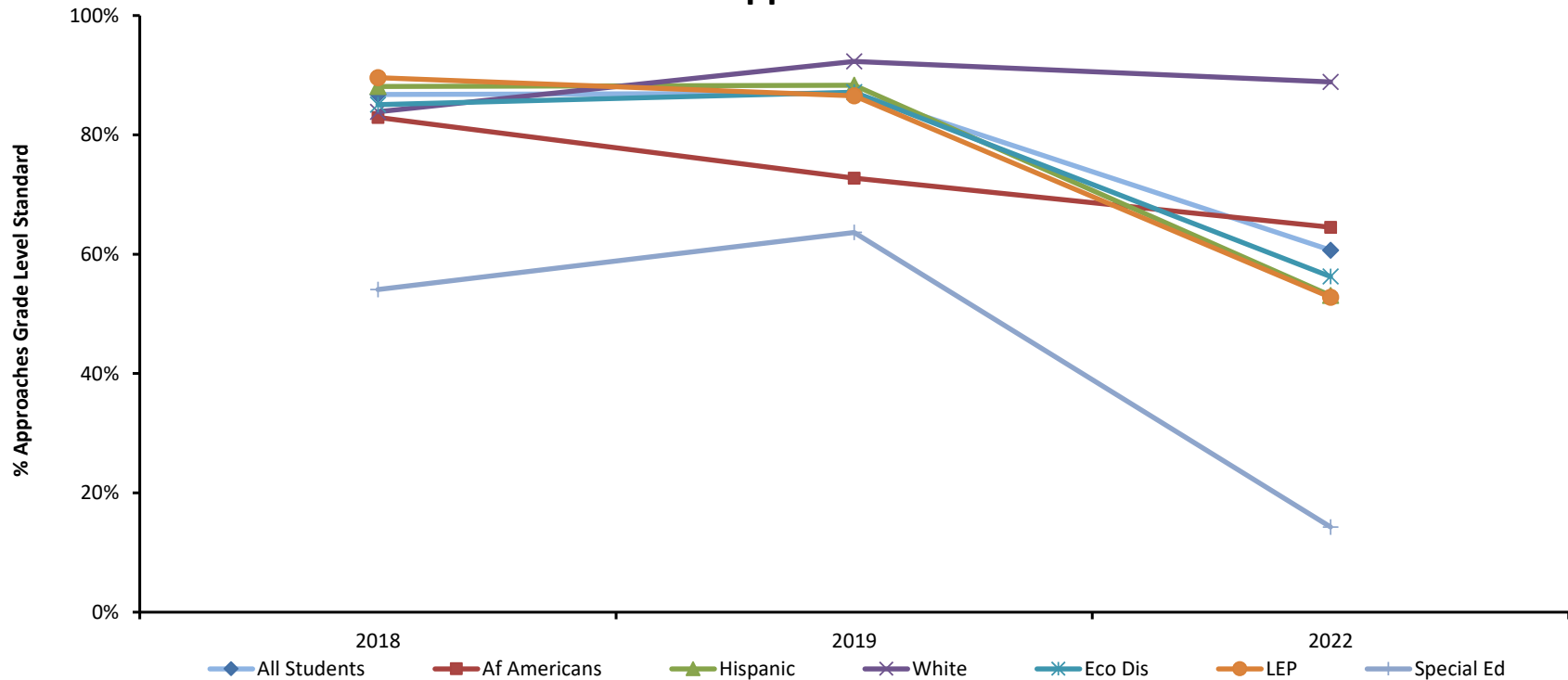
^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.



# CD Fulkes Middle School

## Grade 8 Math - Approaches Grade Level



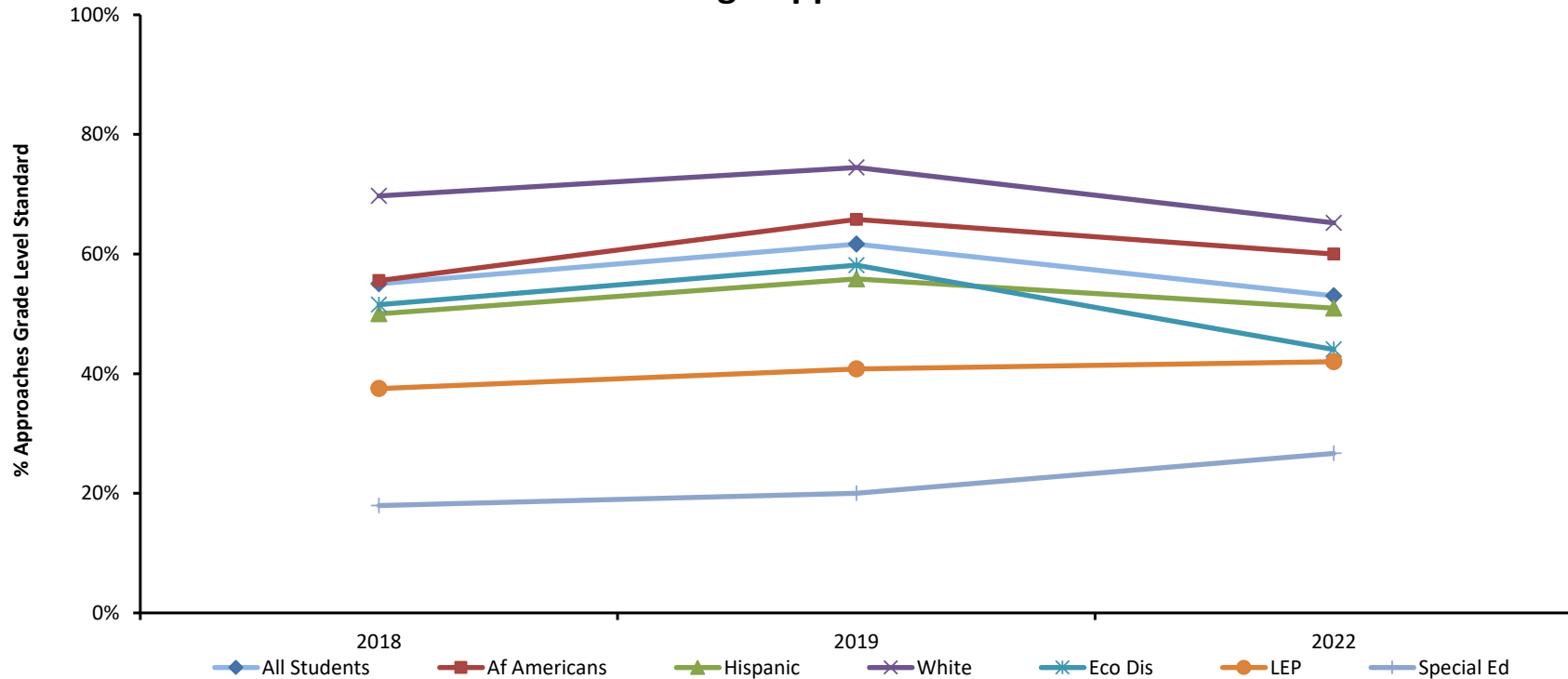
Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	197	227	87%	207	238	87%	125	206	61%
African-American	34	41	83%	24	33	73%	20	31	65%
Hispanic	126	143	88%	136	154	88%	69	130	53%
White	26	31	84%	36	39	92%	24	27	89%
Eco Disadvantaged	131	154	85%	156	179	87%	72	128	56%
LEP	43	48	90%	45	52	87%	38	72	53%
Special Education	20	37	54%	21	33	64%	4	28	14%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

# CD Fulkes Middle School

## Grade 6 Reading - Approaches Grade Level

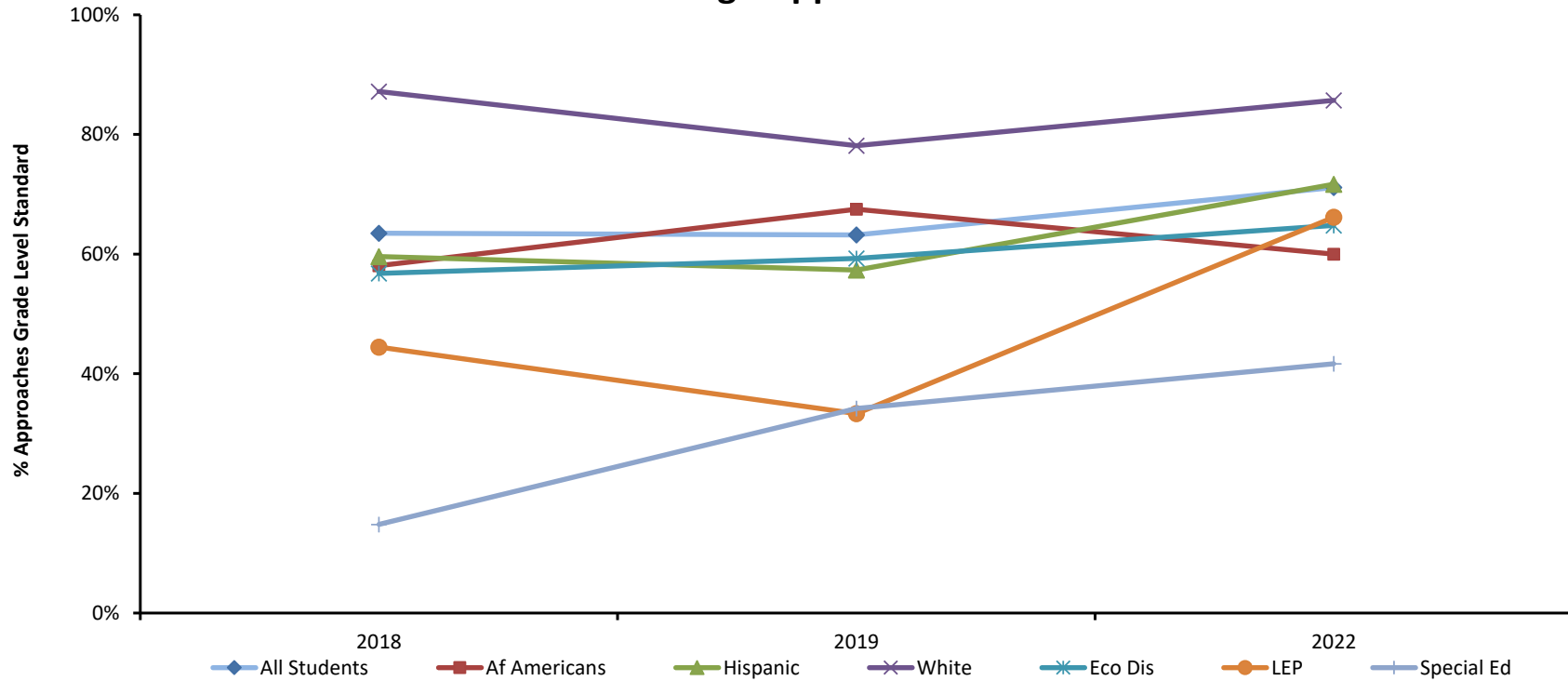


Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	120	218	55%	156	253	62%	88	166	53%
African-American	20	36	56%	25	38	66%	15	25	60%
Hispanic	71	142	50%	86	154	56%	53	104	51%
White	23	33	70%	35	47	74%	15	23	65%
Eco Disadvantaged	85	165	52%	100	172	58%	48	109	44%
LEP	18	48	38%	31	76	41%	21	50	42%
Special Education	7	39	18%	7	35	20%	8	30	27%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

# CD Fulkes Middle School

## Grade 7 Reading - Approaches Grade Level



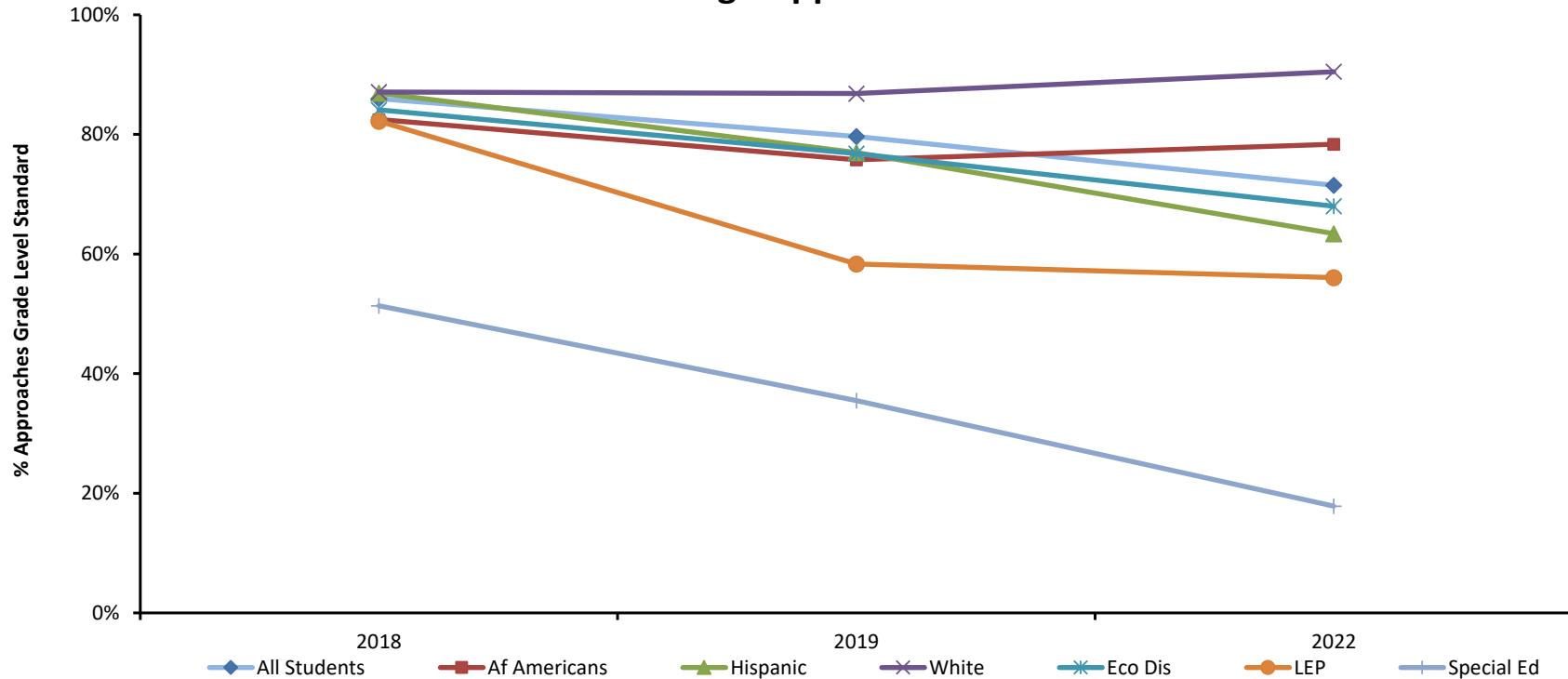
Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	146	230	63%	146	231	63%	138	194	71%
African-American	18	31	58%	27	40	68%	21	35	60%
Hispanic	87	146	60%	86	150	57%	81	113	72%
White	34	39	87%	25	32	78%	24	28	86%
Eco Disadvantaged	88	155	57%	99	167	59%	81	125	65%
LEP	24	54	44%	15	45	33%	43	65	66%
Special Education	4	27	15%	13	38	34%	15	36	42%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

# CD Fulkes Middle School

## Grade 8 Reading - Approaches Grade Level



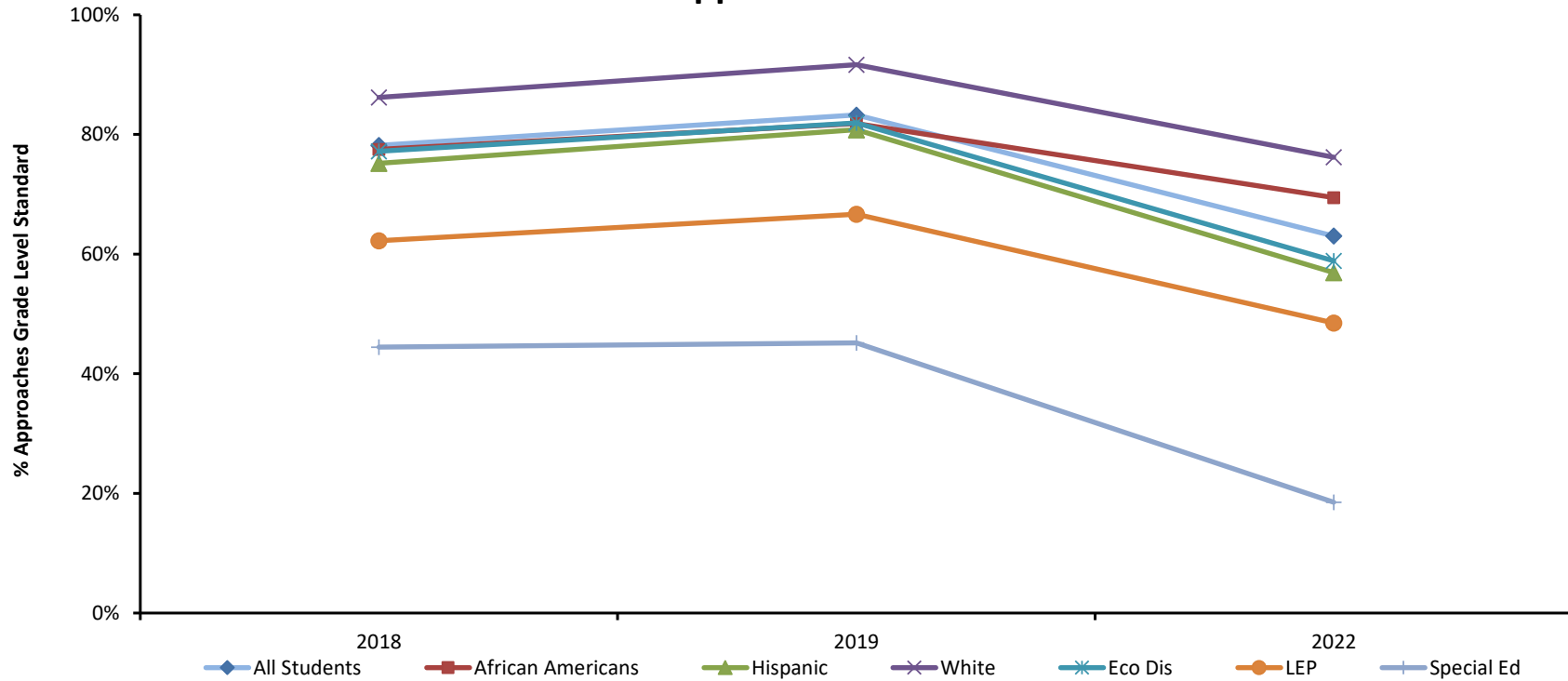
Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	184	214	86%	188	236	80%	138	193	72%
African-American	33	40	83%	25	33	76%	29	37	78%
Hispanic	113	130	87%	117	152	77%	78	123	63%
White	27	31	87%	33	38	87%	19	21	90%
Eco Disadvantaged	127	151	84%	129	168	77%	85	125	68%
LEP	37	45	82%	28	48	58%	37	66	56%
Special Education	19	37	51%	11	31	35%	5	28	18%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

# CD Fulkes Middle School

## Science - Approaches Grade Level



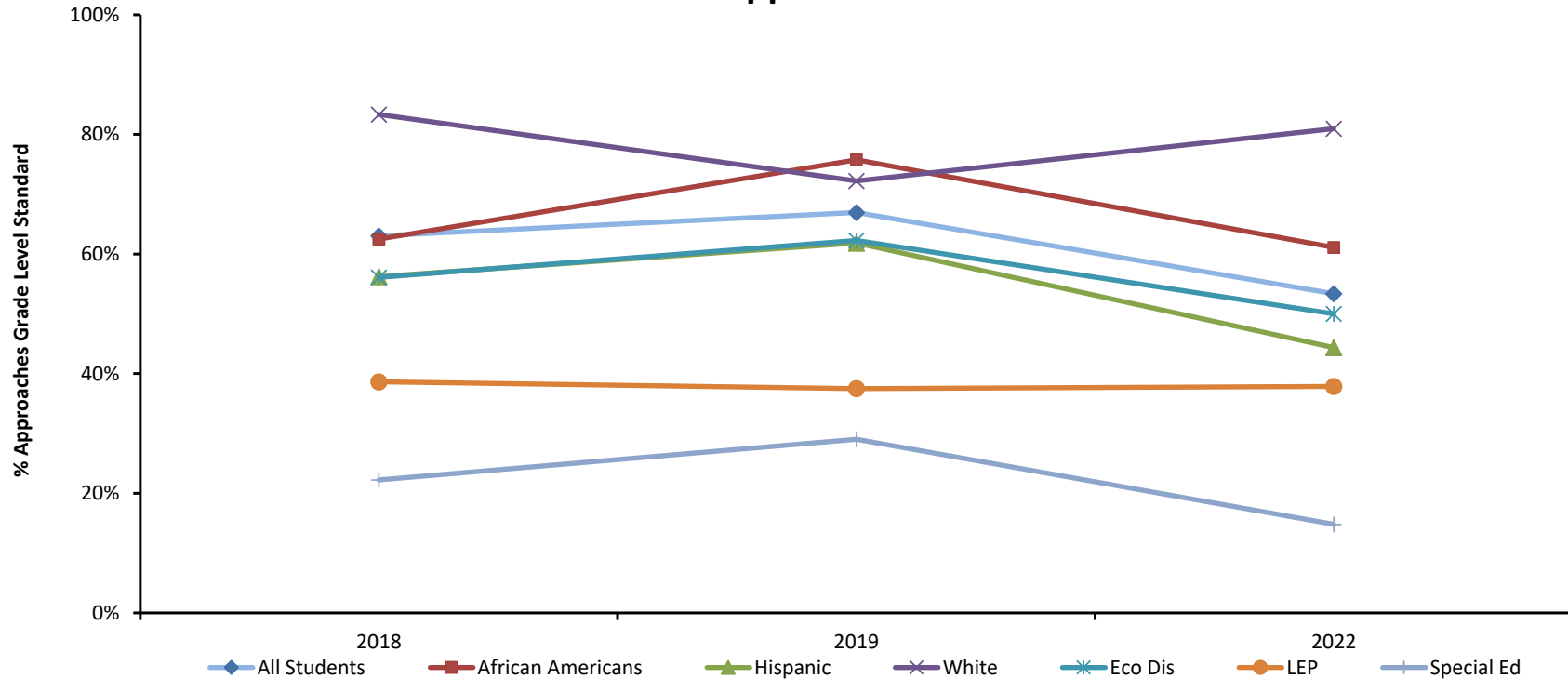
Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	165	211	78%	194	233	83%	121	192	63%
African-American	31	40	78%	27	33	82%	25	36	69%
Hispanic	97	129	75%	122	151	81%	70	123	57%
White	25	29	86%	33	36	92%	16	21	76%
Eco Disadvantaged	115	149	77%	136	166	82%	73	124	59%
LEP	28	45	62%	32	48	67%	32	66	48%
Special Education	16	36	44%	14	31	45%	5	27	19%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

# CD Fulkes Middle School

## Social Studies - Approaches Grade Level



Approaches Grade Level	2018			2019			2022		
	# Met	Total Tested	% Met	# Met	Total Tested	% Met	# Met	Total Tested	% Met
All Students	133	211	63%	156	233	67%	103	193	53%
African-American	25	40	63%	25	33	76%	22	36	61%
Hispanic	72	128	56%	94	152	62%	55	124	44%
White	25	30	83%	26	36	72%	17	21	81%
Eco Disadvantaged	83	148	56%	104	167	62%	62	124	50%
LEP	17	44	39%	18	48	38%	25	66	38%
Special Education	8	36	22%	9	31	29%	4	27	15%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

## CD Fulkes Middle School

READING		2018	2019	2022
6th grade	All Students	55%	62%	53%
	African American	56%	66%	60%
	Hispanic	50%	56%	51%
	White	70%	74%	65%
	Eco Disadvantaged	52%	58%	44%
	LEP	38%	41%	42%
	Special Education	18%	20%	27%
7th grade	All Students	63%	63%	71%
	African American	58%	68%	60%
	Hispanic	60%	57%	72%
	White	87%	78%	86%
	Eco Disadvantaged	57%	59%	65%
	LEP	44%	33%	66%
	Special Education	15%	34%	42%
8th grade - 1st & 2nd Admin (2018 & 2019)	All Students	86%	80%	72%
	African American	83%	76%	78%
	Hispanic	87%	77%	63%
	White	87%	87%	90%
	Eco Disadvantaged	84%	77%	68%
	LEP	82%	58%	56%
	Special Education	51%	35%	18%

MATH		2018	2019	2022
6th grade	All Students	73%	72%	52%
	African American	67%	74%	58%
	Hispanic	71%	68%	50%
	White	88%	86%	65%
	Eco Disadvantaged	71%	70%	45%
	LEP	60%	59%	42%
	Special Education	54%	29%	26%
7th grade	All Students	57%	61%	22%
	African American	46%	56%	7%
	Hispanic	54%	62%	26%
	White	74%	63%	25%
	Eco Disadvantaged	57%	57%	19%
	LEP	44%	38%	23%
	Special Education	37%	33%	9%
8th grade - 1st & 2nd Admin (2018 & 2019)	All Students	87%	87%	61%
	African American	83%	73%	65%
	Hispanic	88%	88%	53%
	White	84%	92%	89%
	Eco Disadvantaged	85%	87%	56%
	LEP	90%	87%	53%
	Special Education	54%	64%	14%

^All results are calculated for the Estimated Accountability Subset which are those students reported to be enrolled in the campus in the fall (PEIMS snapshot date) and tested in the same campus in the second semester. The Actual Accountability Subset is determined using a more refined set of rules.

Results include STAAR and STAAR-Alt 2. Report source is data file from Cambium.

<b>Fiscal Year</b>	<b>District-Wide Middle School Attendance Rate</b>	<b>C D Fulkes Middle School Attendance Rate</b>
2021-2022	90%	94%
2020-2021	96%	90%
2019-2020	97%	96%
2018-2019	97%	95%
2017-2018	97%	96%
2016-2017	97%	96%
2015-2016	97%	96%



**ROUND ROCK**  
INDEPENDENT SCHOOL DISTRICT





**ROUND ROCK ISD**  
RESEARCH & EVALUATION

# Climate Survey

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How do staff, students, and  
parents/guardians view their schools?

2022



# Climate Survey Results

## Contents

<b>Introduction</b>	<b>3</b>
<b>Staff Survey</b>	<b>4</b>
Include All . . . . .	5
Invest in Growth . . . . .	8
Inspire Action . . . . .	11
Classroom Demands . . . . .	14
About the Pandemic . . . . .	16
<b>Family Survey</b>	<b>17</b>
School and Academic Environment . . . . .	19
Skilled Professions . . . . .	21
About the Pandemic . . . . .	22
<b>Student Survey</b>	<b>23</b>
Academic Environment . . . . .	24
School Environment . . . . .	27
Social and Emotional Learning . . . . .	31
School Safety . . . . .	33
Skilled Professions . . . . .	36
Use of Digital Communications . . . . .	38
About the Pandemic . . . . .	39
<b>References</b>	<b>40</b>

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Campus Name

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C D Fulkes Middle School

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## Introduction

Round Rock Independent School District (ISD) Research and Evaluation team administers climate surveys annually to campus staff, parents/legal guardians, and students (henceforth referred as stakeholders or participants). These surveys ask stakeholders to indicate how they perceive their schools and schooling experiences. School climate measurement based on the survey data is the first step toward school improvement (National Center for Safe Supportive Learning Environment, 2022). Stakeholders' perception of school climate can help educators identify needs of improvement as well as set goals and priorities.

In 2021-22, the Round Rock ISD climate survey window was between February 21 and April 5. We used Qualtrics to distribute the survey to our stakeholders via email invitation. Five email reminders were sent during the survey window. Each type of stakeholder had their own version of the climate survey. In other words, campus staff had their version (i.e., staff survey); so did parents and students respectively (i.e., family survey and student survey). Because students below the third grade were not intended participants, we did not collect survey responses from them.

This report provides a summary of the responses organized by the version of climate surveys. Overall, a majority of the stakeholders agreed that the climate of their campuses was positive. Note, percentages of "strongly disagree" and "disagree" are added up and displayed on the left side of each figure; the percentages of "strongly agree" and "agree" are added up and displayed on the right side of each figure.

## Staff Survey

Campus staff were asked to provide their rating in the following areas: (a) Round Rock ISD leadership values (i.e., “include all”, “invest in growth”, and “inspire action”), (b) classroom demands, and (c) the pandemic. The table below shows the response rate. The survey did not collect staff’s demographics such as gender and race/ethnicity.

Table 1

*Campus staff survey response rate*

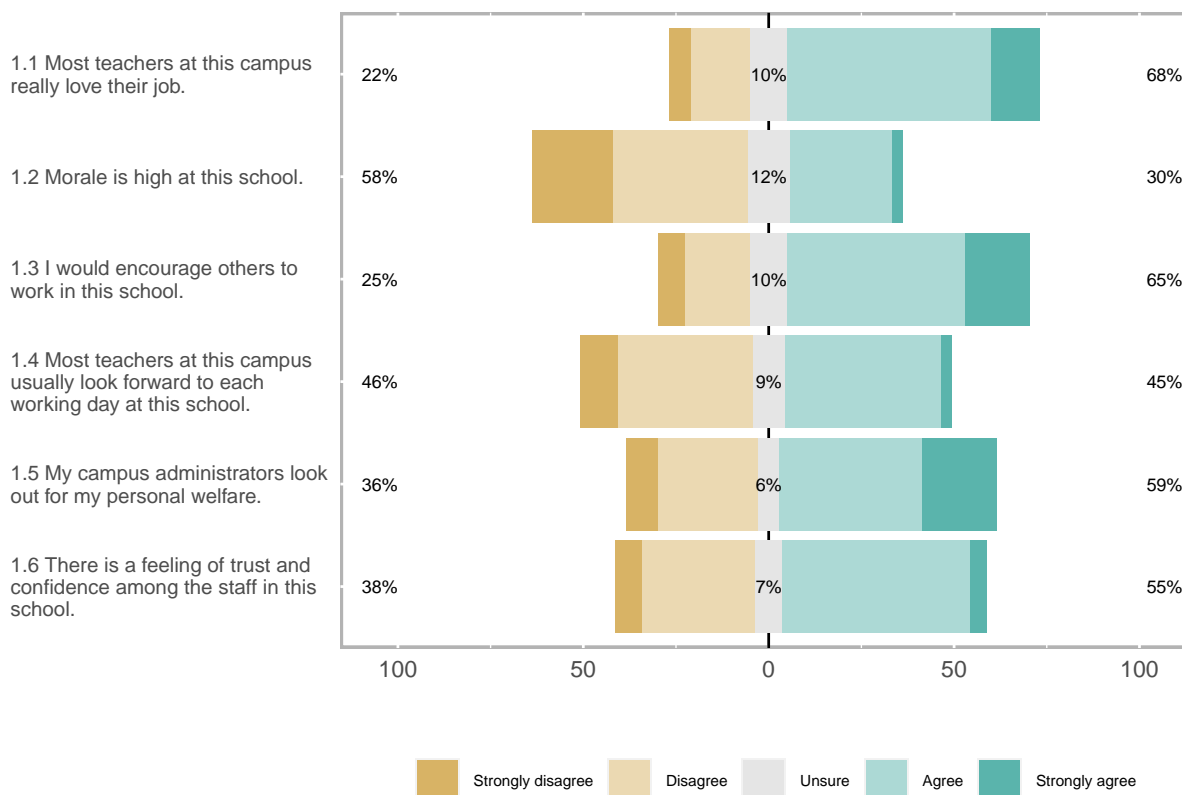
Campus	Total	Responded	Response Rate (%)
C D Fulkes Middle School	82	70	85.4
All Middle Schools	1,057	717	67.8

## Include All

This section shows campus staff's agreement on survey statements regarding "include all." Response options were "strongly agree", "agree", "unsure", "disagree", and "strongly disagree."

Figure 1

*Percentage of agreement on "include all"*



*Note, percentages of "strongly disagree" and "disagree" are added up and displayed on the left side of each figure; the percentages of "strongly agree" and "agree" are added up and displayed on the right side of each figure.*

1.7 I am treated with respect by my colleagues.

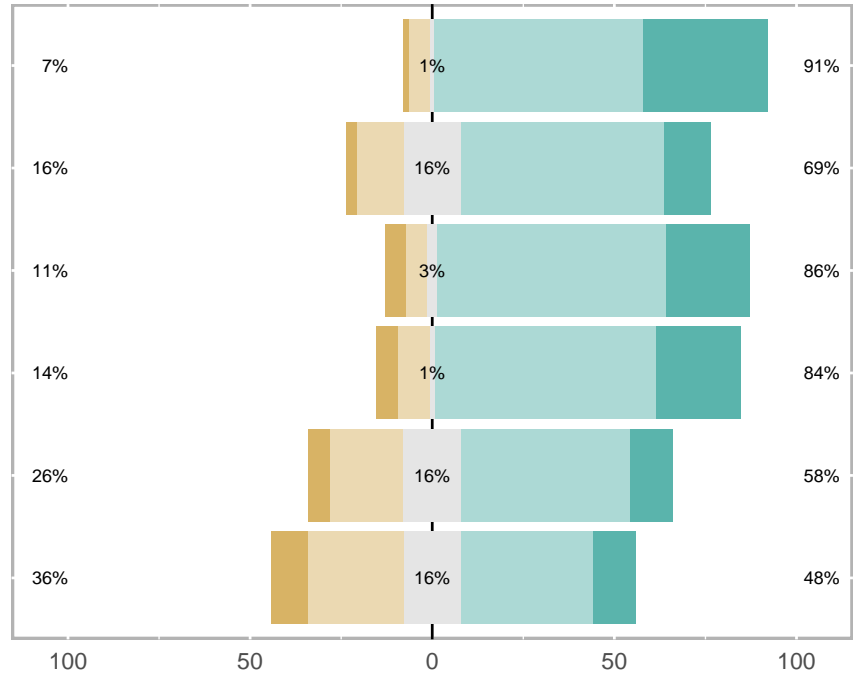
1.8 Our school administrators use data to assess learning equity for different populations.

1.9 The school schedule is designed so that students can receive academic help within the school day.

1.10 At our school, struggling students receive early intervention and remediation to acquire skills.

1.11 Our school's Response to Intervention (RTI) programs are closing academic gaps for students.

1.12 Our school's Response to Intervention (RTI) systems have a positive impact on student behavior.



Strongly disagree Disagree Unsure Agree Strongly agree

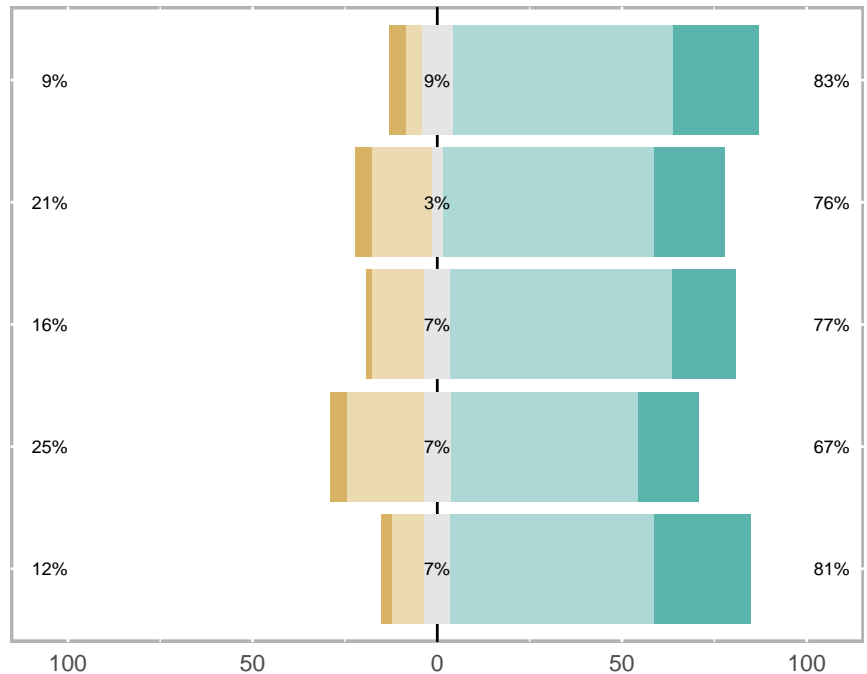
1.13 Most teachers at this campus give a wide range of assignments, matched to students' needs and skill level.

1.14 In our school, we are provided training to support a culturally responsive learning environment.

1.15 The curriculum we teach at this school reflects the cultures of the community we serve.

1.16 In our school, we have opportunities to learn effective teaching strategies for the cultures represented.

1.17 Most teachers at this campus incorporate learners' interests and strengths into lessons.



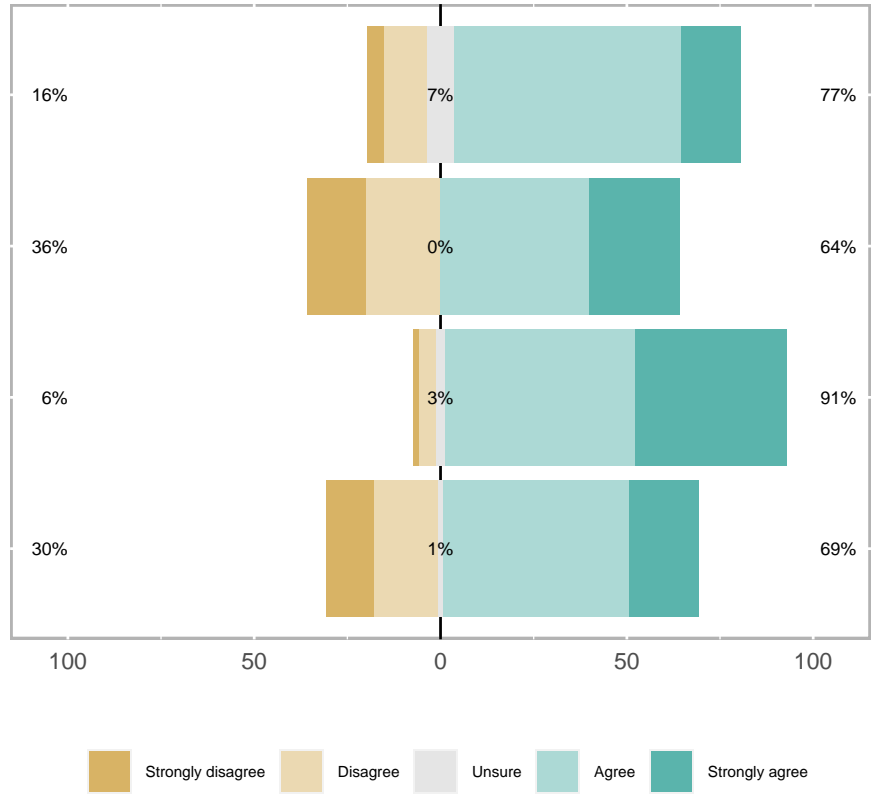
Strongly disagree Disagree Unsure Agree Strongly agree

1.18 Most teachers at this campus are able to develop a student's understanding that their actions impact the environment, politics, economics, and availability of resources.

1.19 In our school, we have high expectations for all students.

1.20 Our school has activities to celebrate the cultures of its community.

1.21 Most teachers at this campus help maintain discipline in the entire school, not just in their classroom.



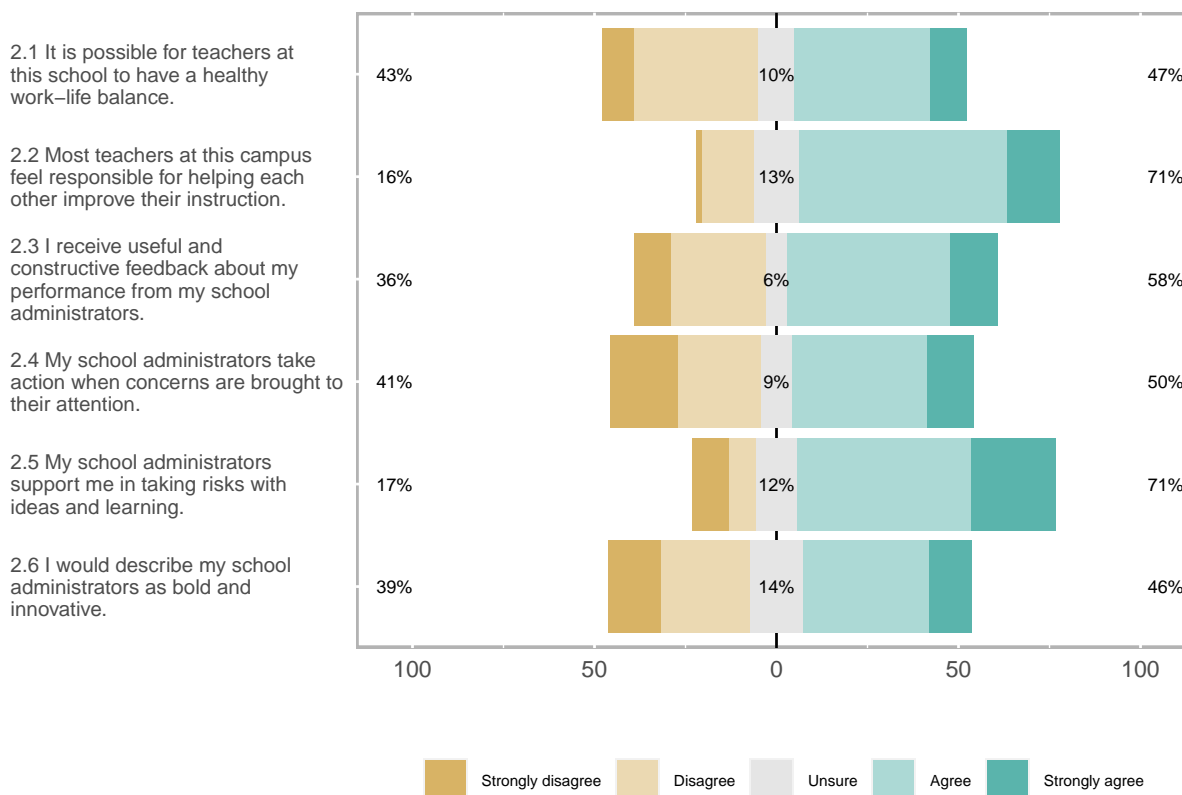


## Invest in Growth

Staff members rated their level of agreement with several statements related to the Round Rock ISD “invest in growth” leadership value, presented in the table below.

Figure 2

*Percentage of agreement on “invest in growth”*



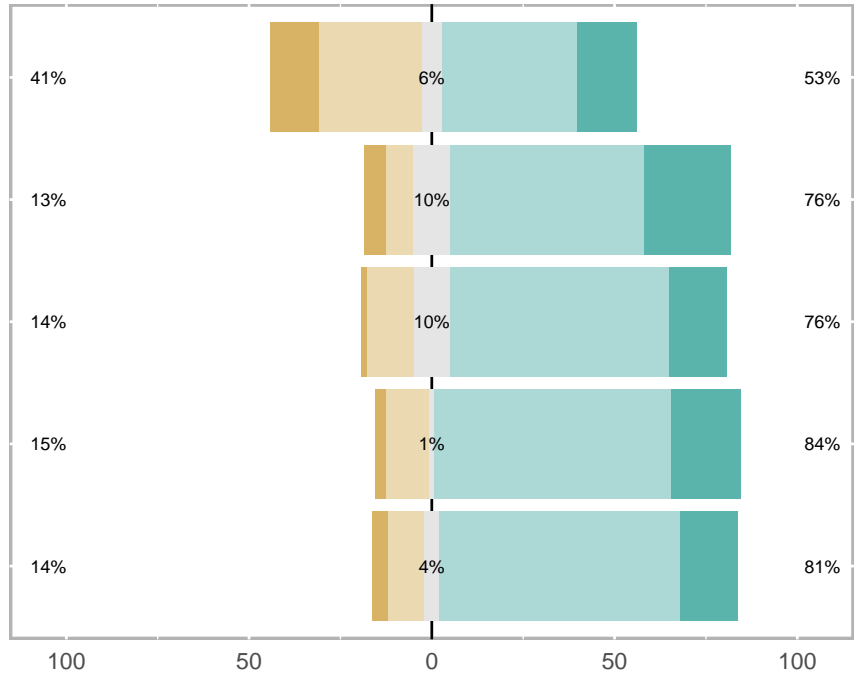
2.7 My school administrators frequently give me feedback that helps foster my growth.

2.8 My school administrators provide opportunities for teachers to plan and make school decisions about professional development and curriculum.

2.9 Most teachers in this school feel responsible for helping each other improve their instruction.

2.10 My school administrators regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).

2.11 Professional development that is relevant to my instructional growth goals is available to me.



Strongly disagree Disagree Unsure Agree Strongly agree

2.12 At our campus, a real effort is made to recognize students for effort and improvement.

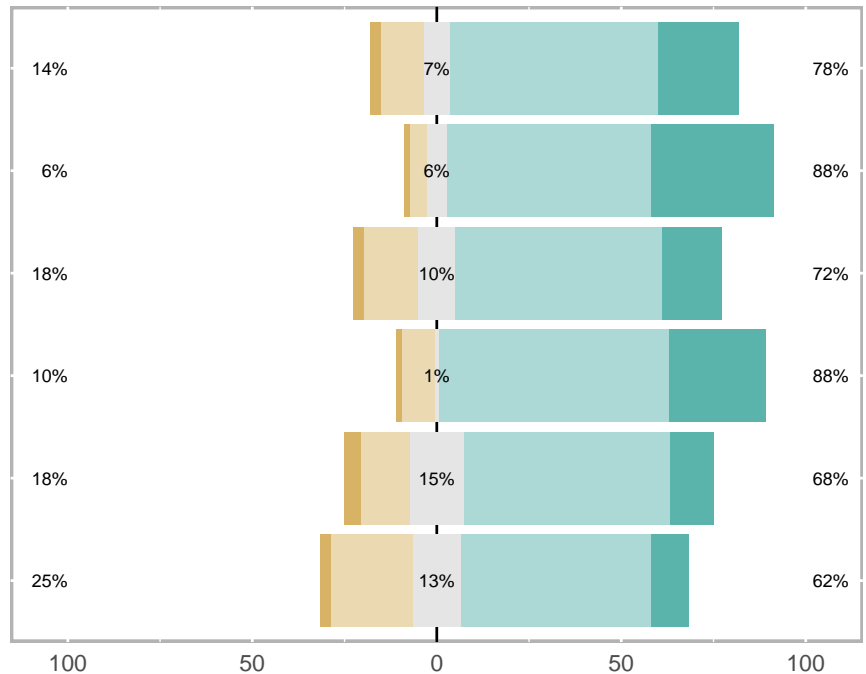
2.13 Most teachers at this campus encourage student creativity, originality, and innovation.

2.14 Most teachers at this campus regularly provide students with opportunities to solve real-world problems.

2.15 Teachers at this campus are encouraged to foster creativity in their students.

2.16 I can describe how the available professional development supports achievement of my instructional growth goals.

2.17 My professional development has been sustained and coherently focused, rather than short term and unrelated.



Strongly disagree Disagree Unsure Agree Strongly agree

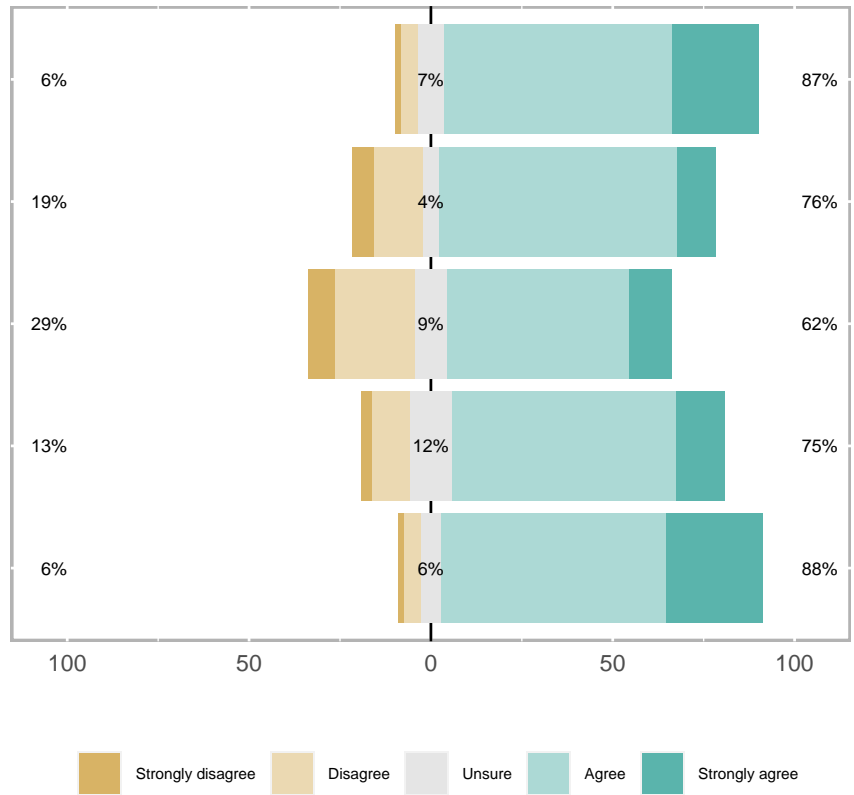
2.18 Most teachers at this campus exchange suggestions for curriculum materials with colleagues.

2.19 At this campus, a real effort is made to show students how the work they do in school is related to their lives outside of school.

2.20 Most teachers at this campus can calm a student who is disruptive or noisy.

2.21 My professional development has been closely connected to my school's improvement plan.

2.22 Teachers at our campus are encouraged to use innovative instructional practices.

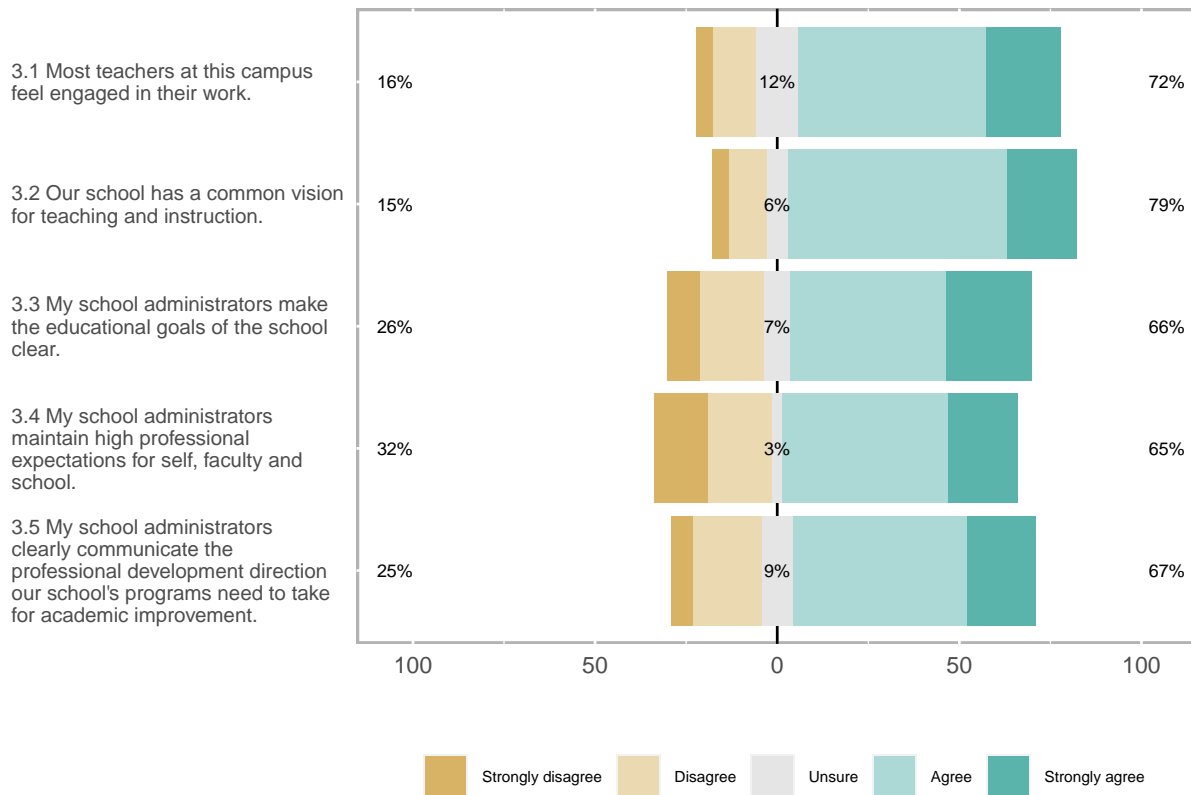


## Inspire Action

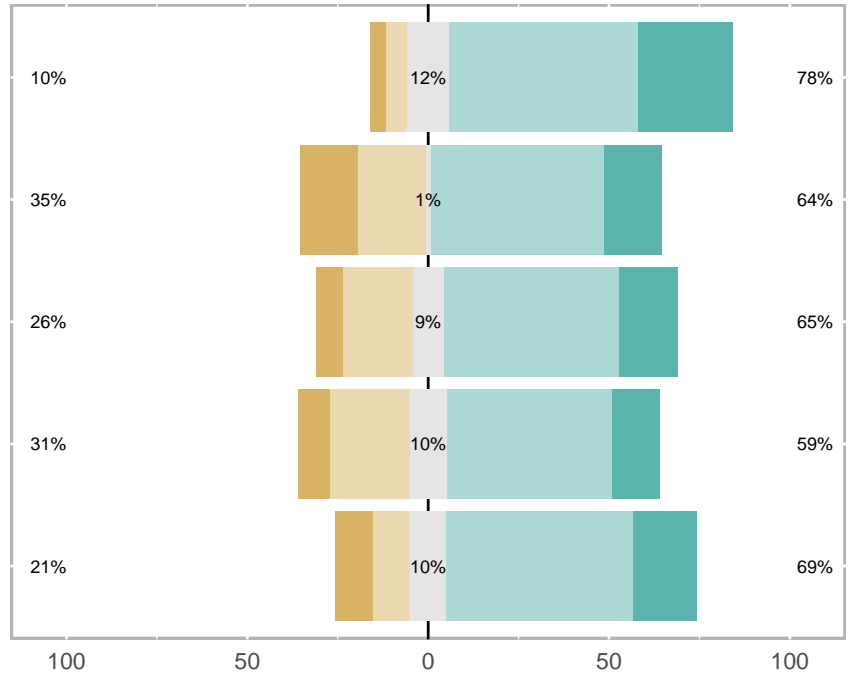
This section shows campus staff's agreement on survey statements on "inspire action."

Figure 3

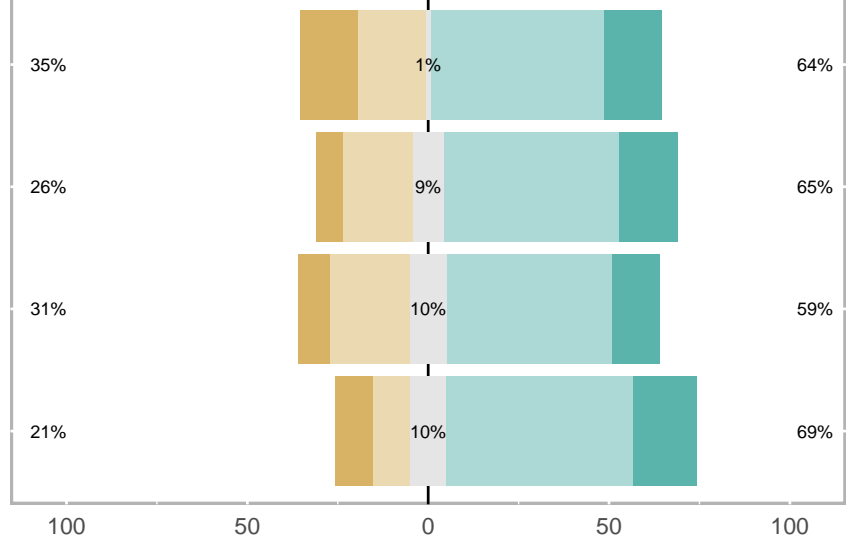
Percentage of agreement on "inspire action"



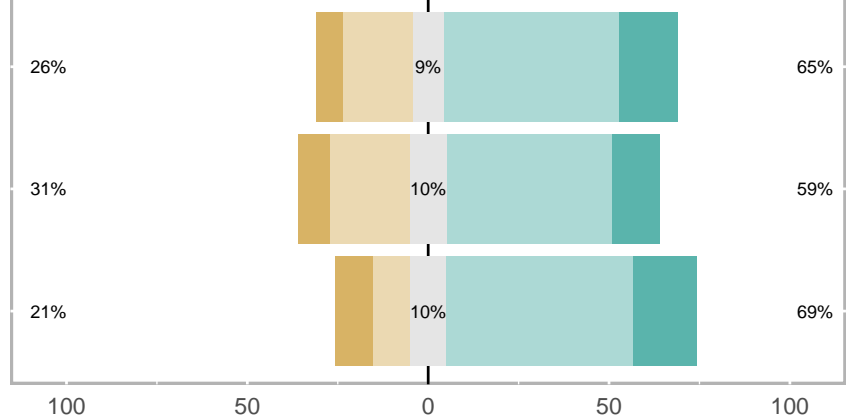
3.6 Teachers in our school share a similar set of values, beliefs, and attitudes related to teaching and learning.



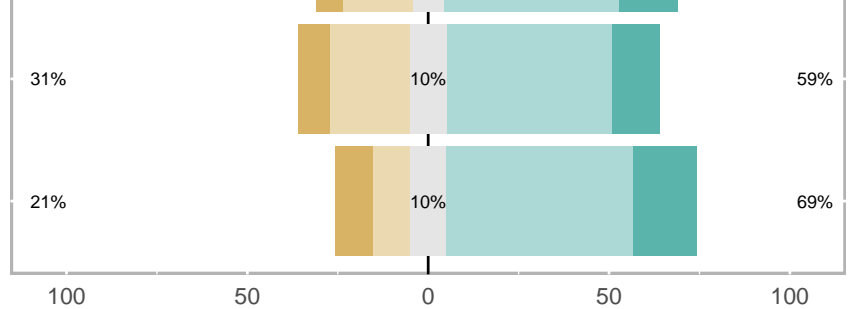
3.7 My school administrators communicate clear expectations to me.



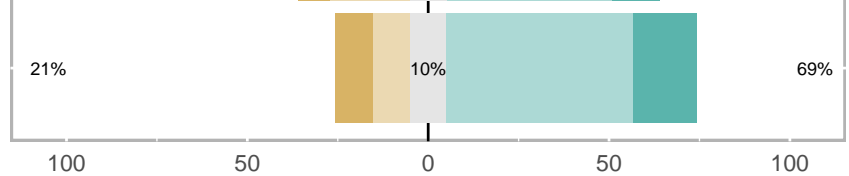
3.8 School improvement goals are well understood in my school by most teachers and staff.



3.9 The process to achieve school improvement goals is well understood in my school by most teachers and staff.

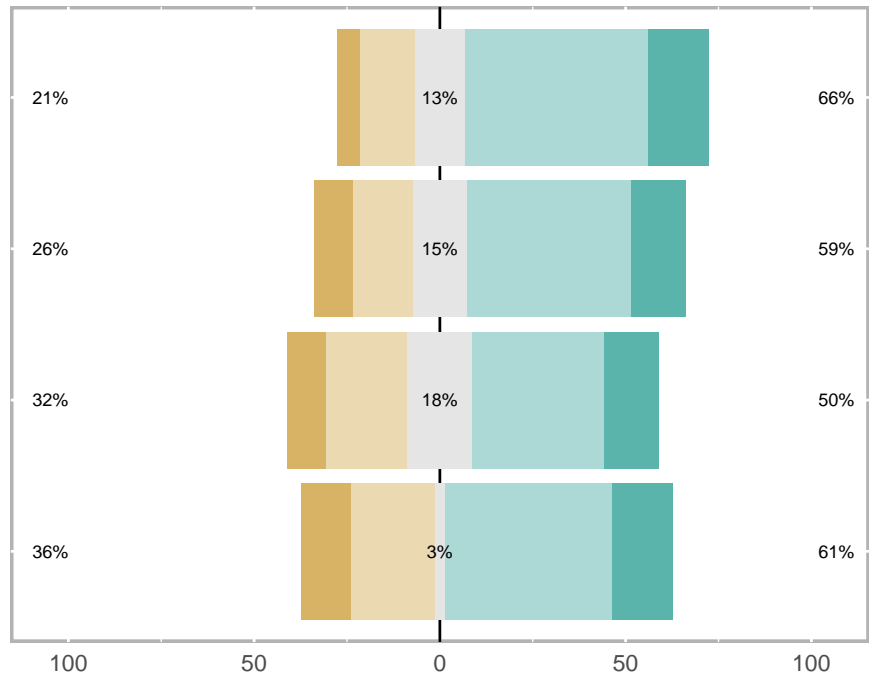


3.10 My school administrators empower teachers to make decisions that improve teaching and learning.

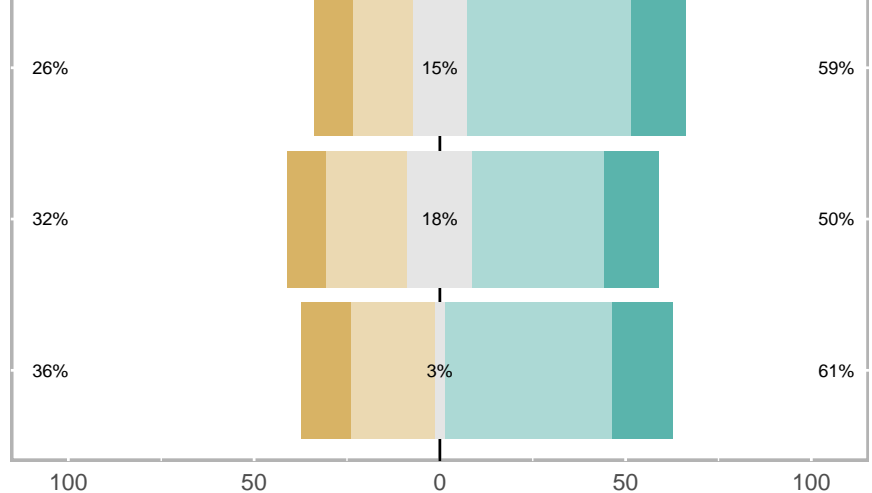


Strongly disagree Disagree Unsure Agree Strongly agree

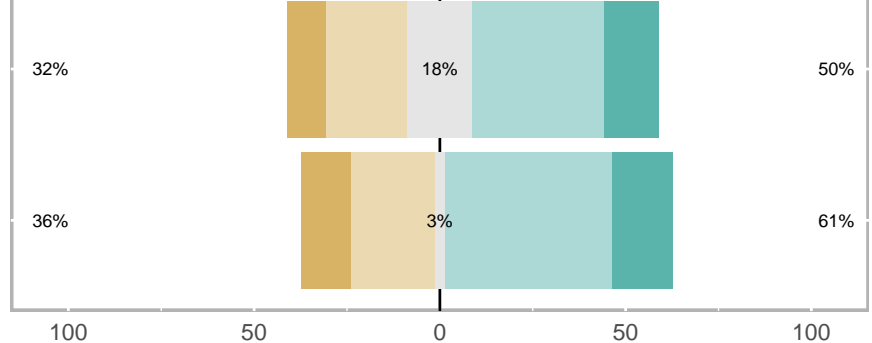
3.11 My school administrators clearly define or help teachers understand standards for instructional practices.



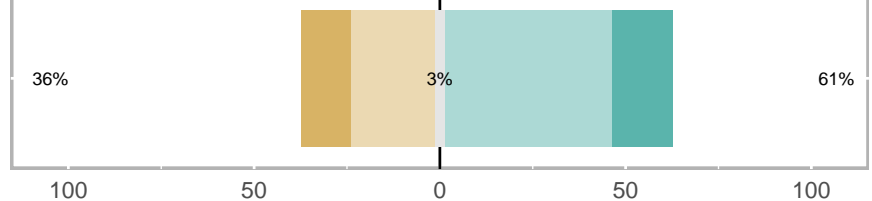
3.12 My school administrators give teachers specific ideas for how to improve instruction.



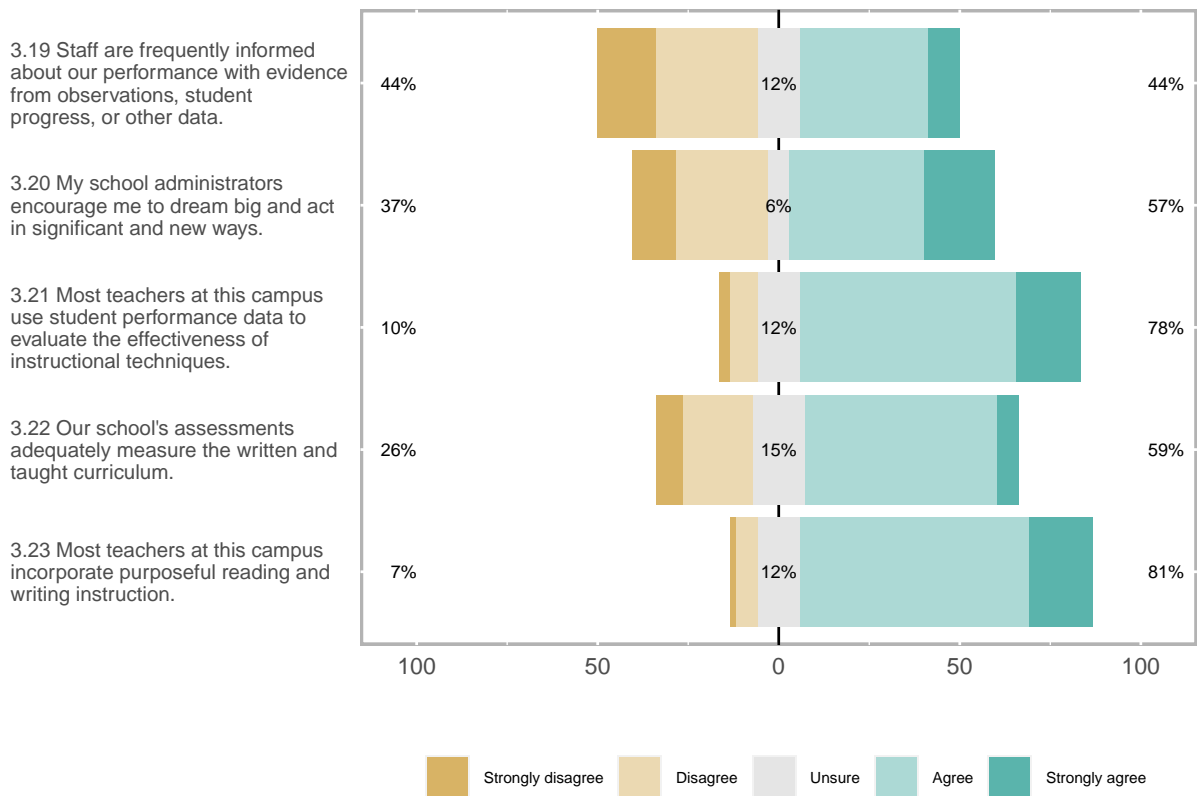
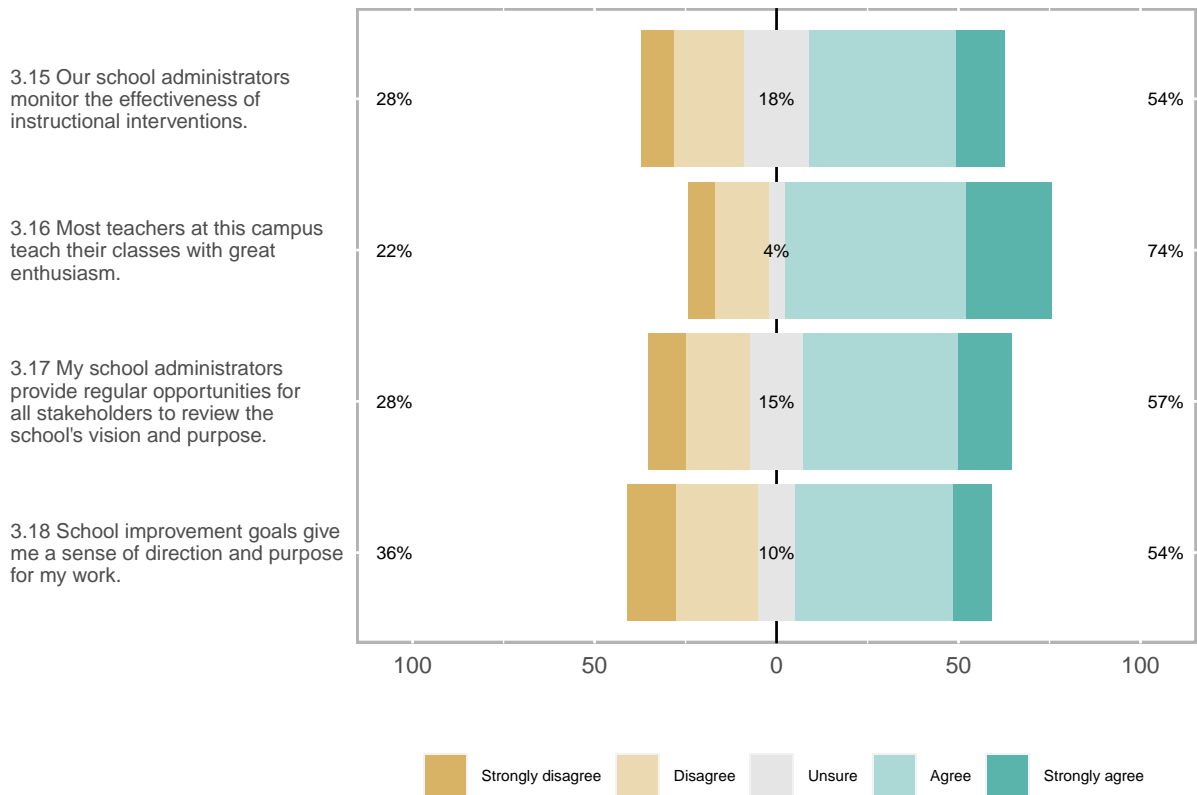
3.13 My school administrators use collaborative decision-making processes.



3.14 School administrators, teachers, and staff work together effectively to achieve school goals.



Strongly disagree Disagree Unsure Agree Strongly agree

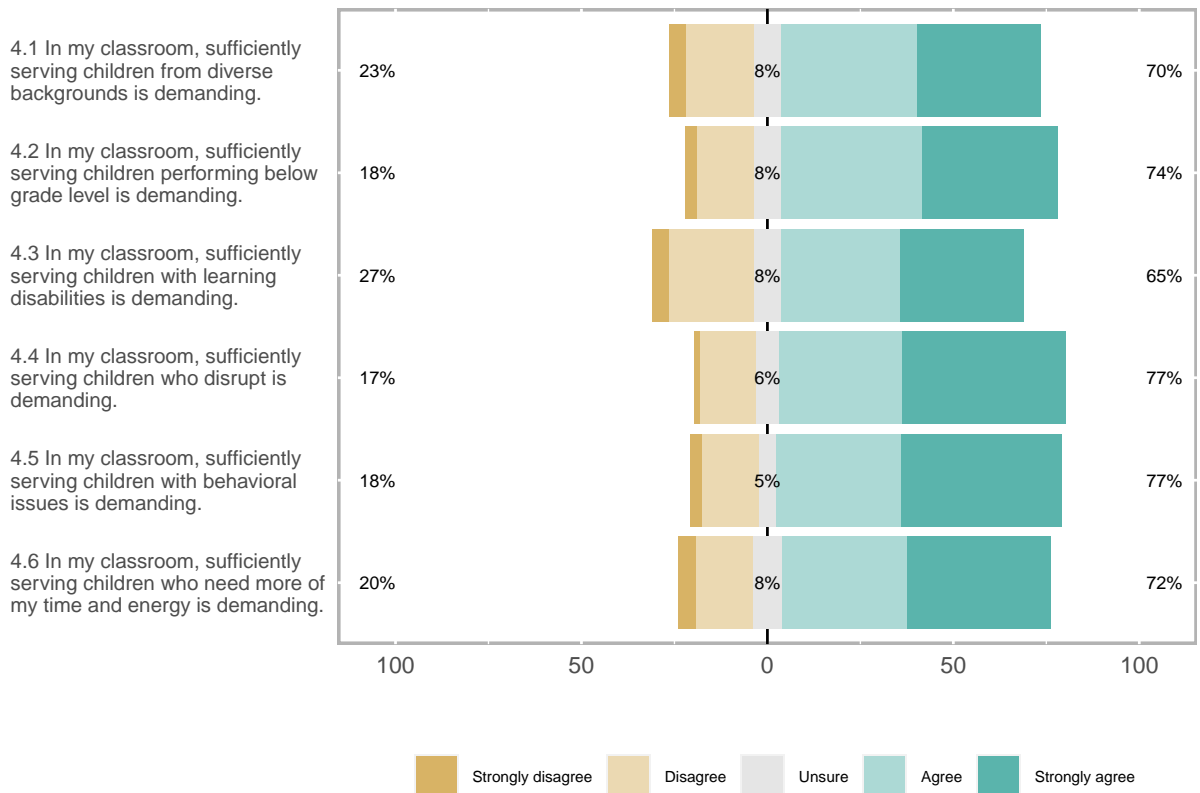


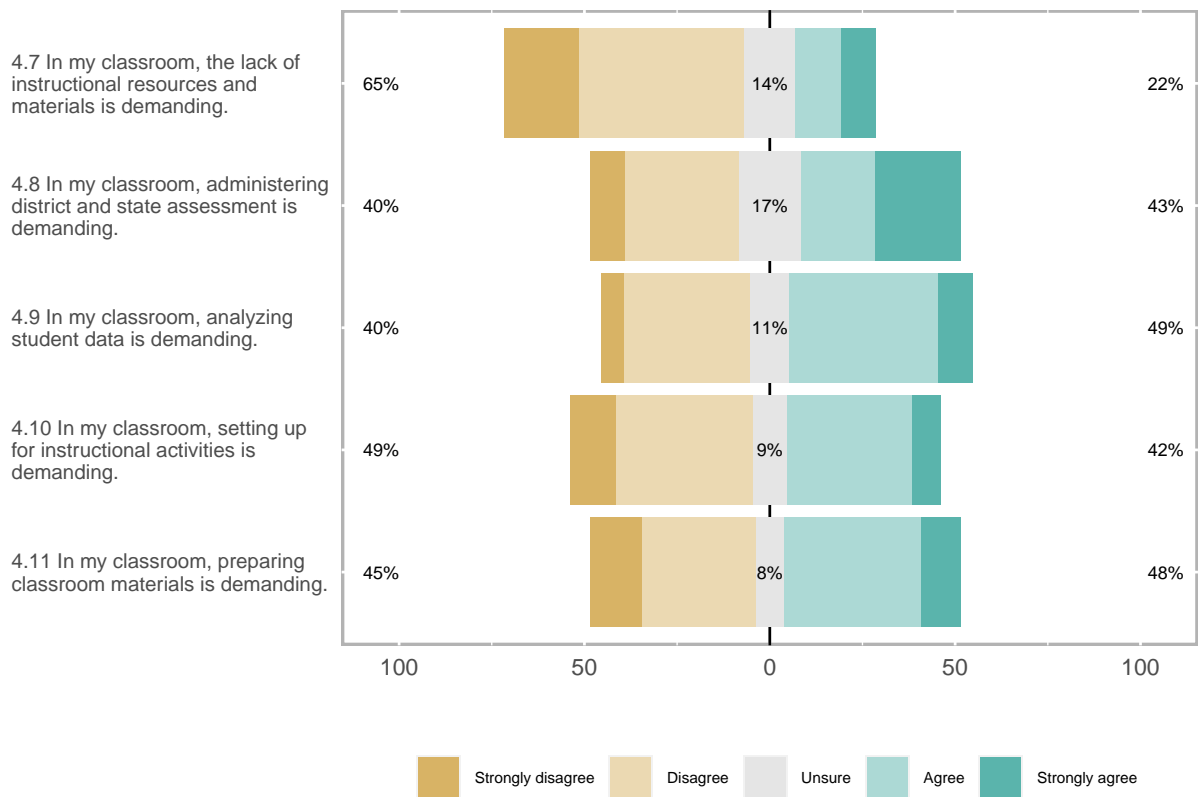
## Classroom Demands

In the figures below, staff members rated their level of agreement with several statements related to perceived classroom demands. Areas where many teachers perceived classroom demands may be good areas to focus resources and support.

Figure 4

*Percentage of agreement on classroom demands*





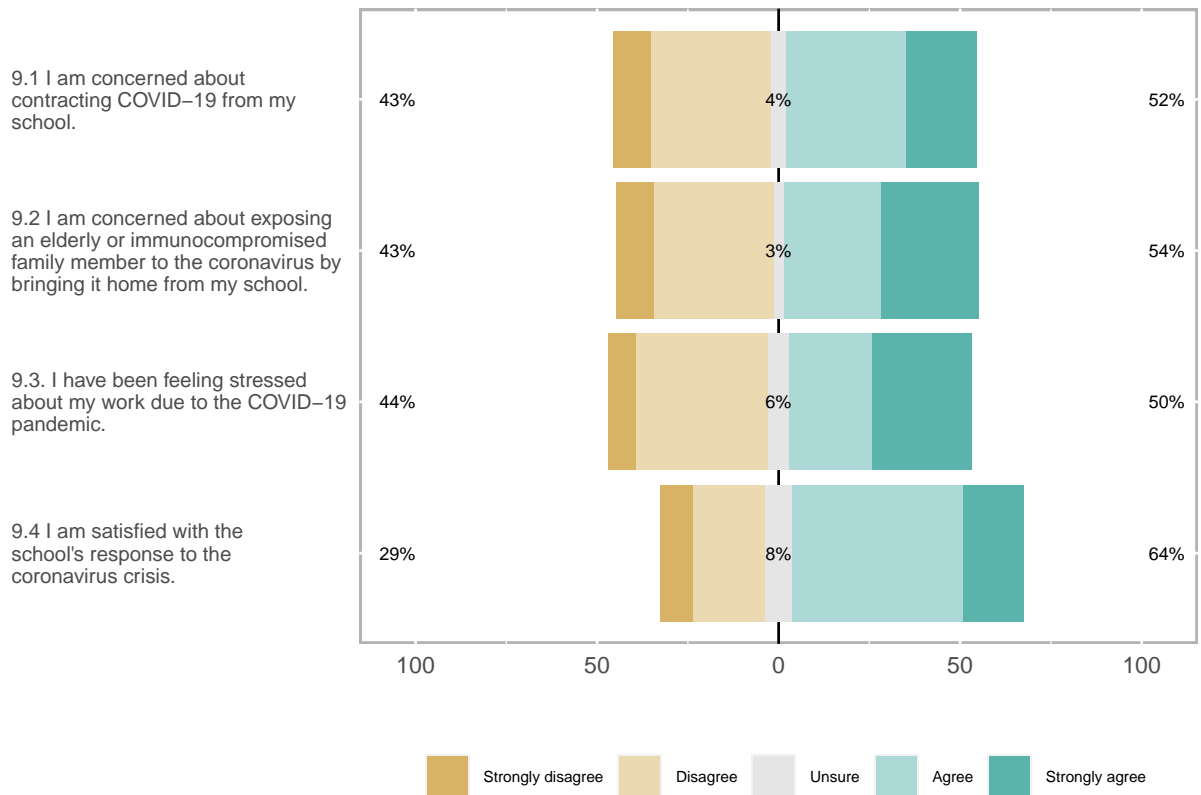


## About the Pandemic

Staff members were asked about their perspectives regarding the pandemic and work.

Figure 5

*Percentage of staff agreement on statements on the pandemic*



## Family Survey

Round Rock ISD is committed to maintaining a positive and engaging learning environment for all students. In an effort to support this goal, parents and legal guardians were invited to rate their school and classroom environments, school safety, and communication between home and school. The number of respondents, response rates, and the demographic characteristics of respondents' children are shown below.

Table 2

*Family survey response rate*

Campus	Total	Responded	Response Rate (%)
C D Fulkes Middle School	600	174	29.0
All Middle Schools	10,786	3,850	35.7

Table 3

*Self-reported grade level and gender of respondents' children*

Group	Female (%)	Male (%)	Prefer not to answer (%)	Total
6th Grade	15.8	17.7	0.6	34.1
7th Grade	17.7	11.4	0.0	29.1
8th Grade	20.9	13.3	2.5	36.7
Total	54.4	42.4	3.1	99.9

Table 4  
*Self-reported race/ethnicity and gender of respondents' children*

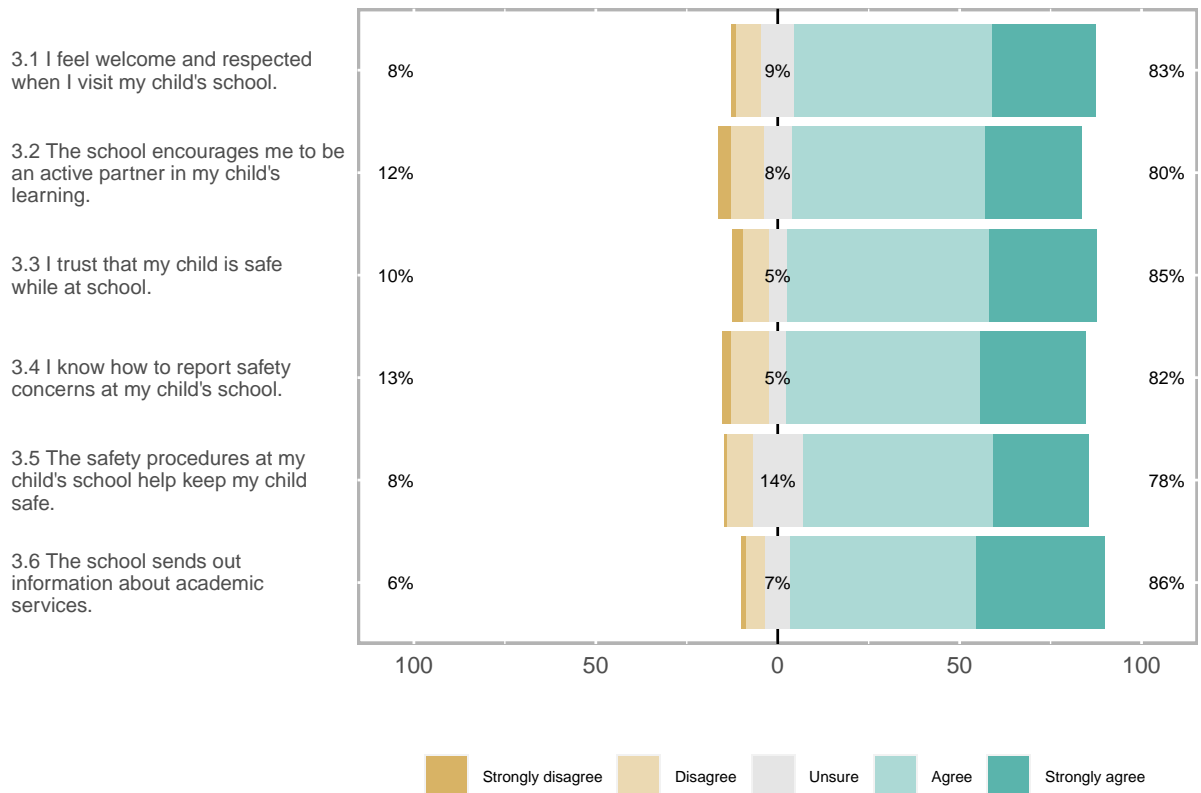
Group	Female (%)	Male (%)	Prefer not to answer (%)	Total
American Indian or Alaska Native	0.0	0.0	0.0	0.0
Asian	1.9	1.9	0.0	3.8
Black or African American	6.4	6.4	0.0	12.8
Hispanic or Latino	26.1	21.0	0.0	47.1
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0
White	11.5	6.4	0.6	18.5
Two or more	5.7	4.5	0.0	10.2
Prefer not to answer	2.5	2.5	2.5	7.5
Total	54.1	42.7	3.1	99.9

## School and Academic Environment

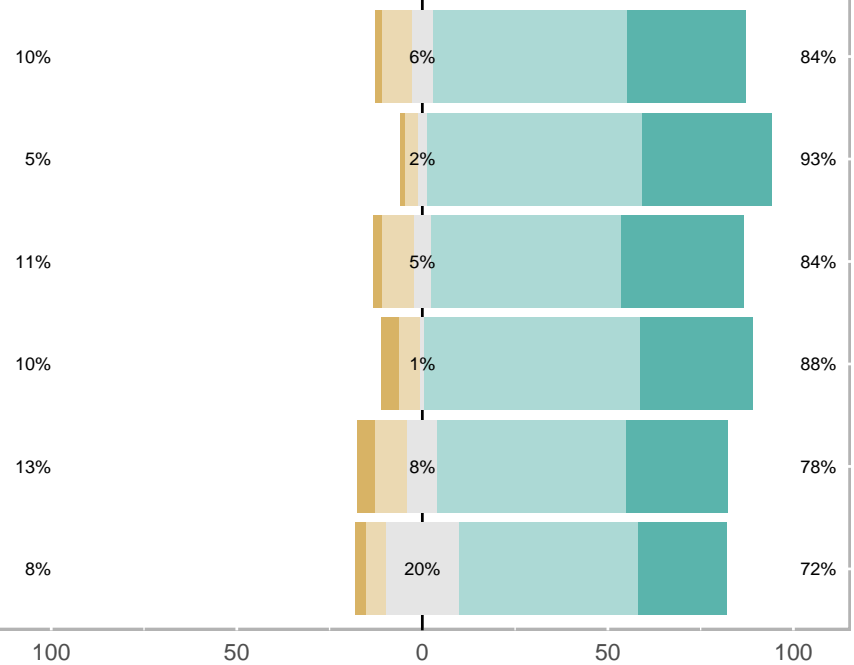
Parents indicated their level of agreement with each statement related to school and academic environment below.

Figure 6

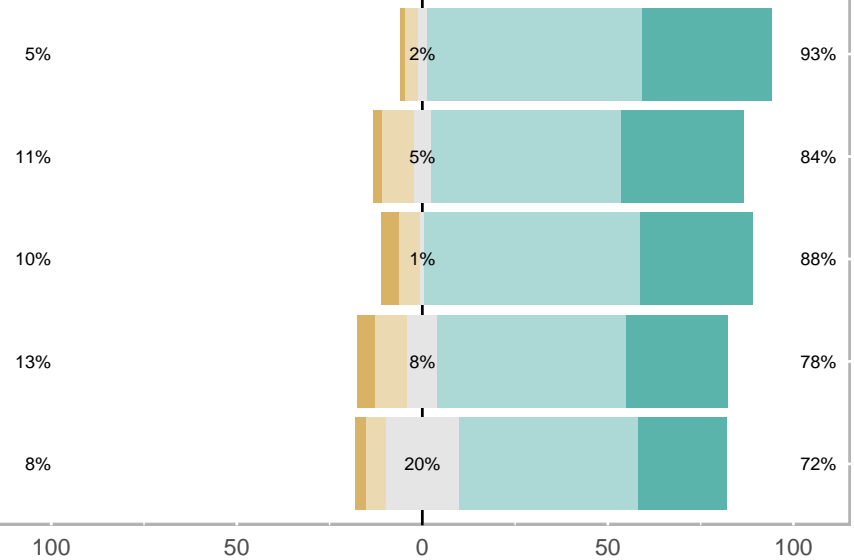
*Percentage of agreement on academic environment*



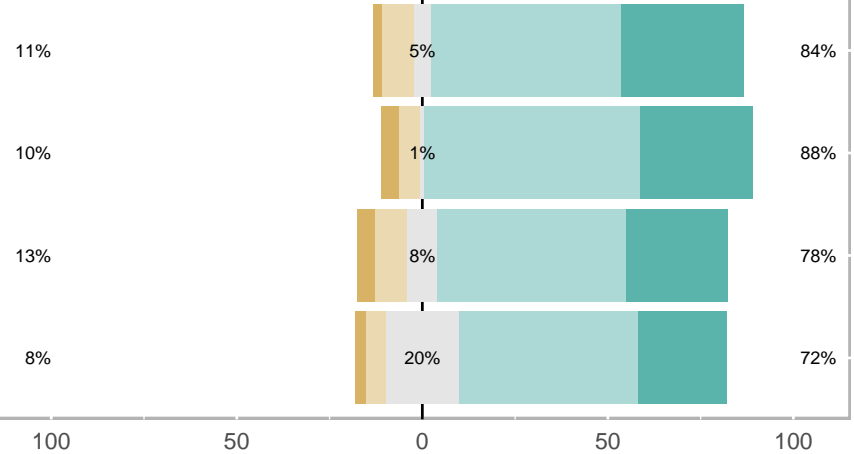
3.7 The school sends out information about opportunities to get involved.



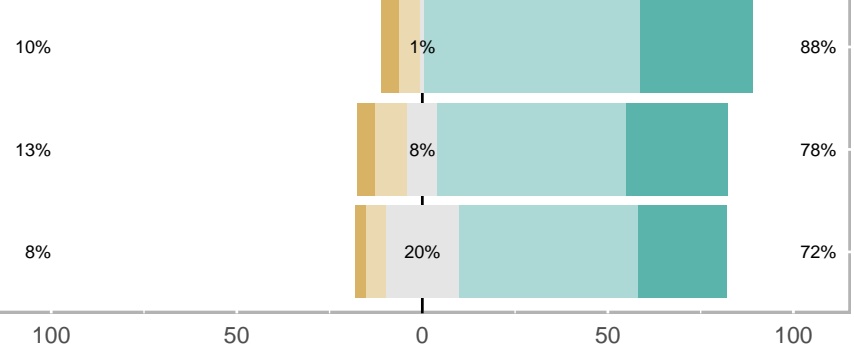
3.8 The school sends out information about activities and events.



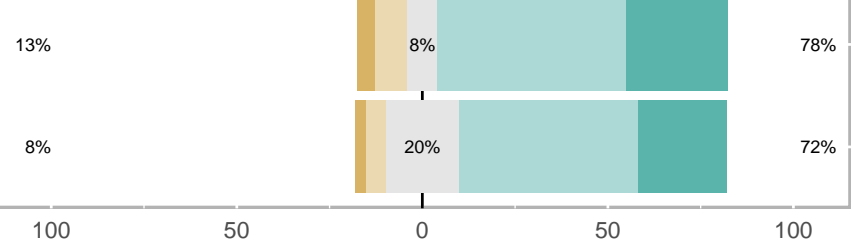
3.9 The school provides me with various opportunities to stay informed about my child's learning.



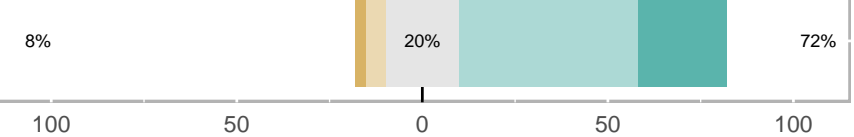
3.10 My child mostly enjoys being at school.



3.11 The school meets my child's social and emotional needs.

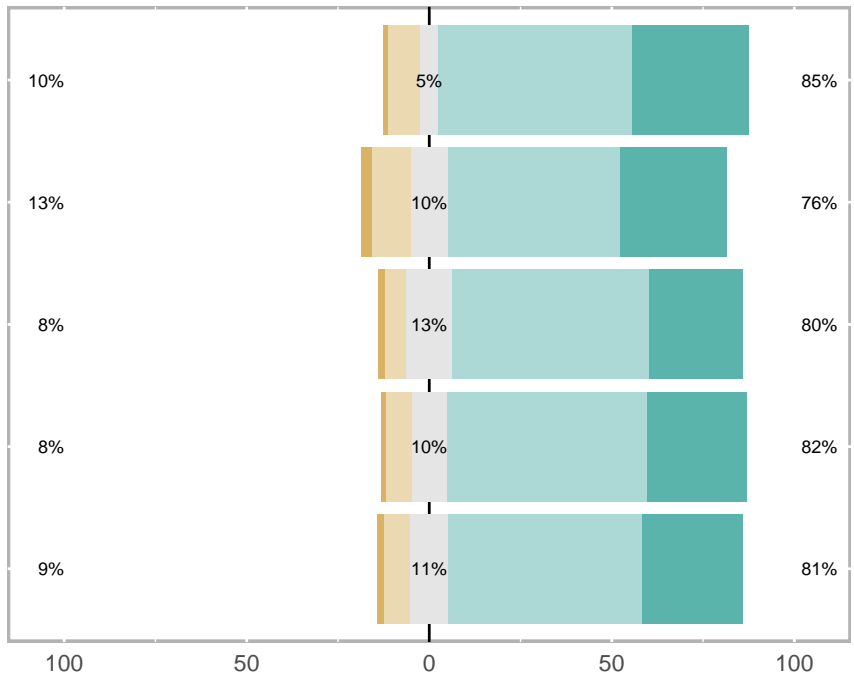


3.12 My child's school listens to community and parent feedback.

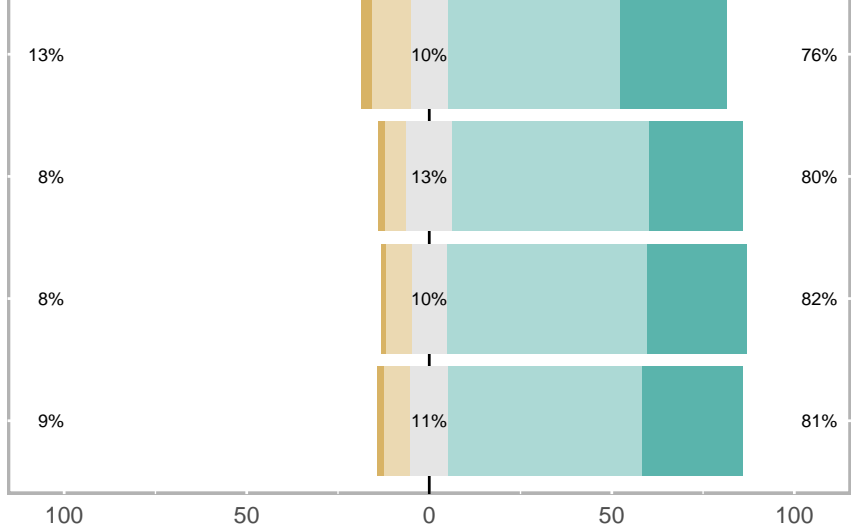


Strongly disagree Disagree Unsure Agree Strongly agree

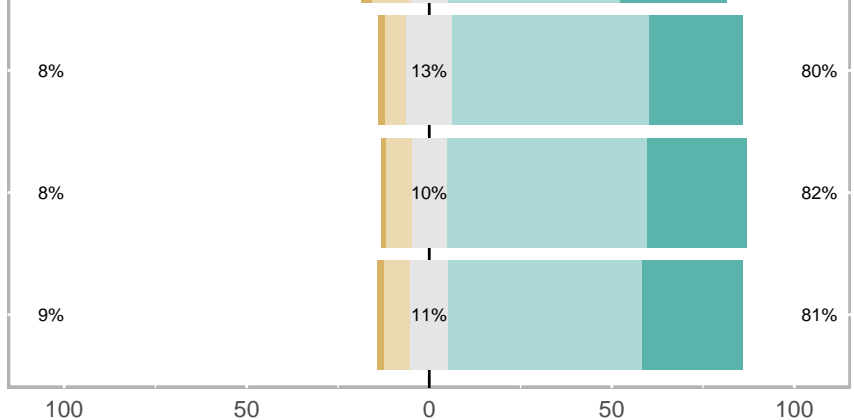
3.13 I know who to contact in my child's school when I have questions.



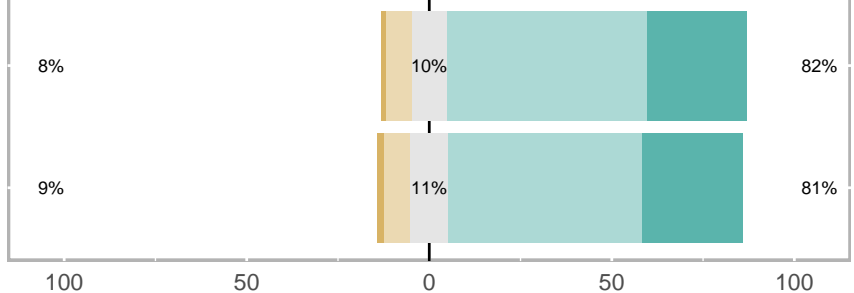
3.14 Issues regarding my child are addressed in an appropriate amount of time.



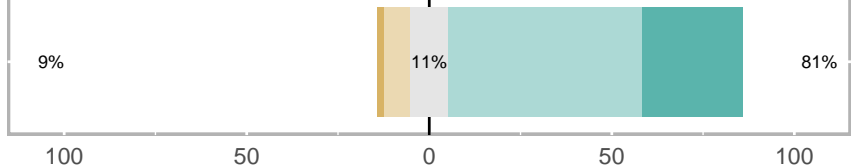
3.15 My child is being well-prepared academically for next year.



3.16 I believe my child is being challenged to reach his/her academic potential.



3.17 I know where to get help for my child if they are struggling academically.



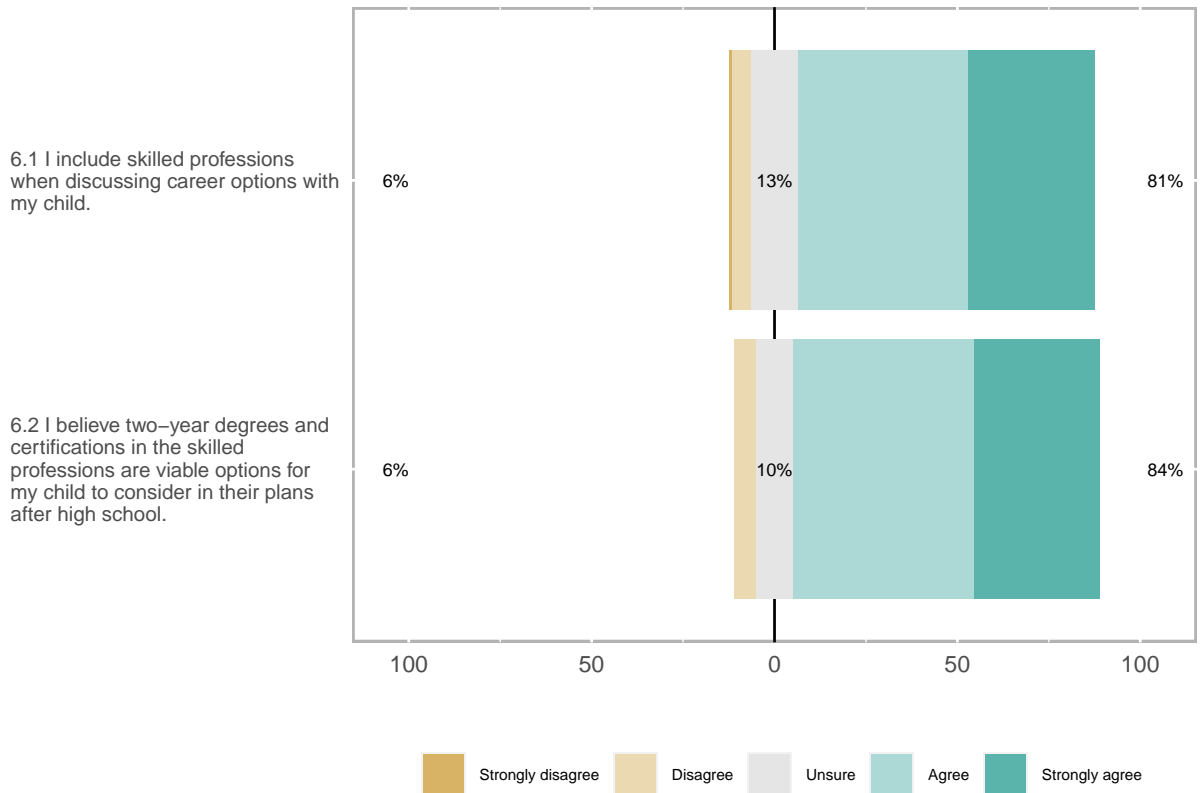
Strongly disagree Disagree Unsure Agree Strongly agree

## Skilled Professions

Round Rock ISD is exploring options to expand offerings in the skilled trades/skilled professions (e.g., electrician, plumber, medical lab technician, cosmetology, culinary arts, cyber security). Skilled trades/skilled professions require on the job training or certification. These careers do not require a four-year degree. The figures below show parents'/legal guardians' agreement on the statements related to skilled professions.

Figure 7

*Percentage of agreement on skilled profession*

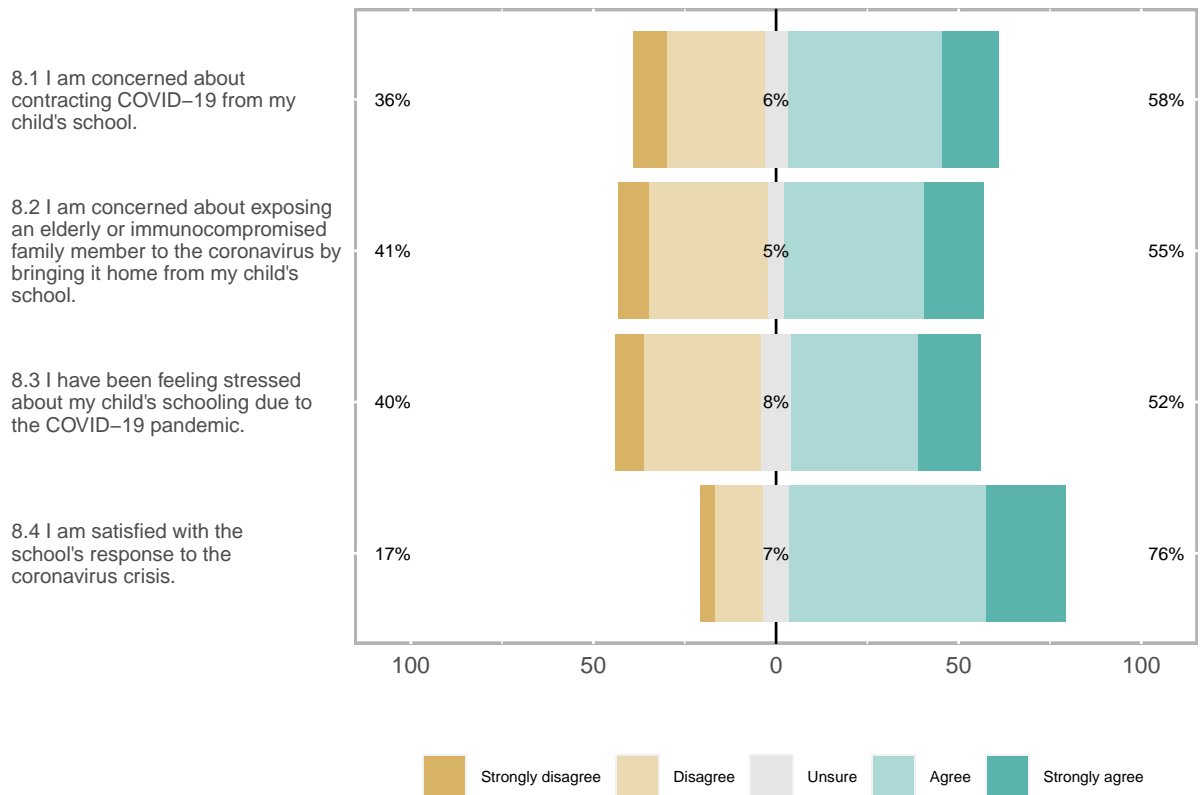


## About the Pandemic

The climate survey asked parents/legal guardians about their perspectives regarding the pandemic and schooling.

Figure 8

*Percentage of families' agreement on statements on the pandemic*



## Student Survey

The climate survey for students includes statements under several domains such as academic environment, school environment, social and emotional learning, and school safety among others, all of which are essential for students' academic and life success (Gietz & McIntosh, 2014; West et al., 2018). The three tables below show the survey response rate and self-reported demographics.

Table 5  
*Student survey response rate*

Campus	Total	Responded	Response Rate (%)
C D Fulkes Middle School	629	546	86.8
All Middle Schools	10,849	7,487	69.0

Table 6  
*Students' self-reported grade level and gender*

Group	Female (%)	Male (%)	Prefer not to answer (%)	Total
6th Grade	15.9	12.0	2.8	30.7
7th Grade	17.9	14.8	2.0	34.7
8th Grade	18.5	14.0	2.0	34.5
Total	52.3	40.8	6.8	99.9

Table 7  
*Students' self-reported race/ethnicity and gender*

Group	Female (%)	Male (%)	Prefer not to answer (%)	Total
American Indian or Alaska Native	0.0	0.0	0.0	0.0
Asian	0.9	1.1	0.0	2.0
Black or African American	8.5	7.0	0.4	15.9
Hispanic or Latino	25.7	15.9	2.2	43.8
Native Hawaiian or Pacific Islander	0.0	0.0	0.2	0.2
White	6.1	5.4	1.5	13.0
Two or more	8.5	8.5	0.7	17.7
Prefer not to answer	2.6	3.0	1.8	7.4
Total	52.3	40.9	6.8	100.0

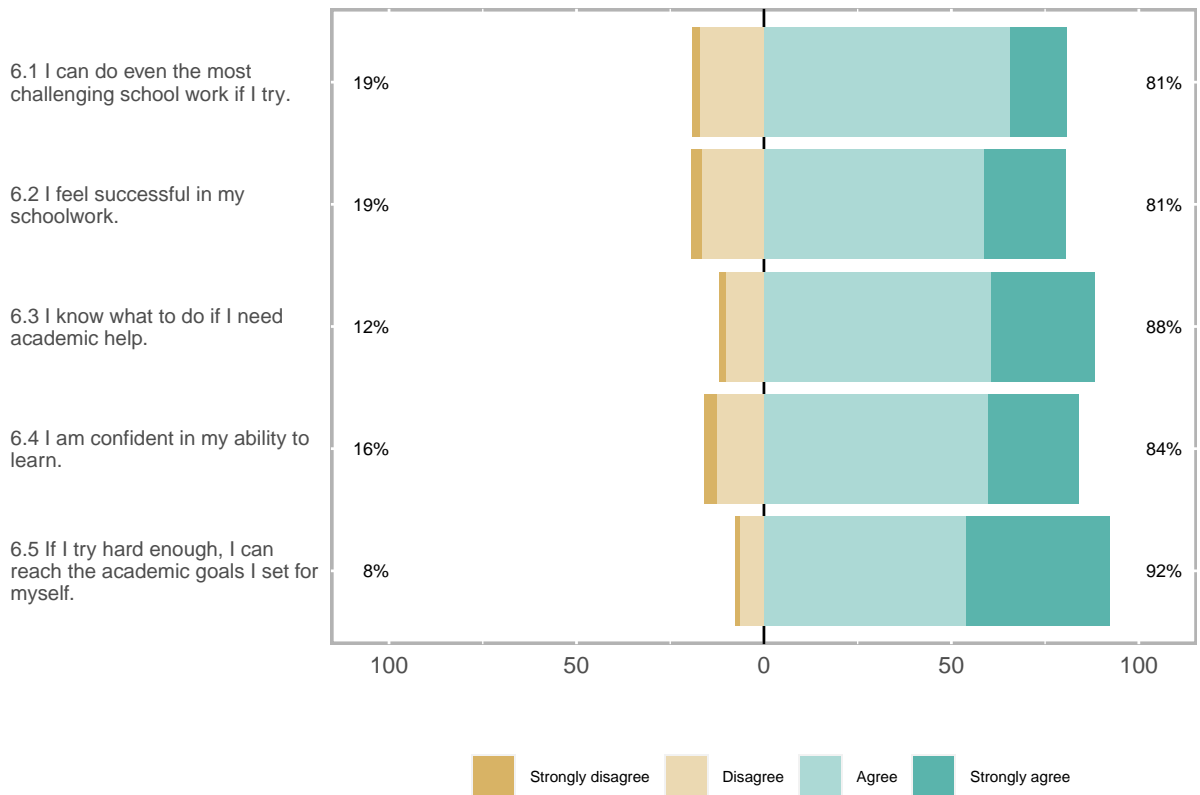


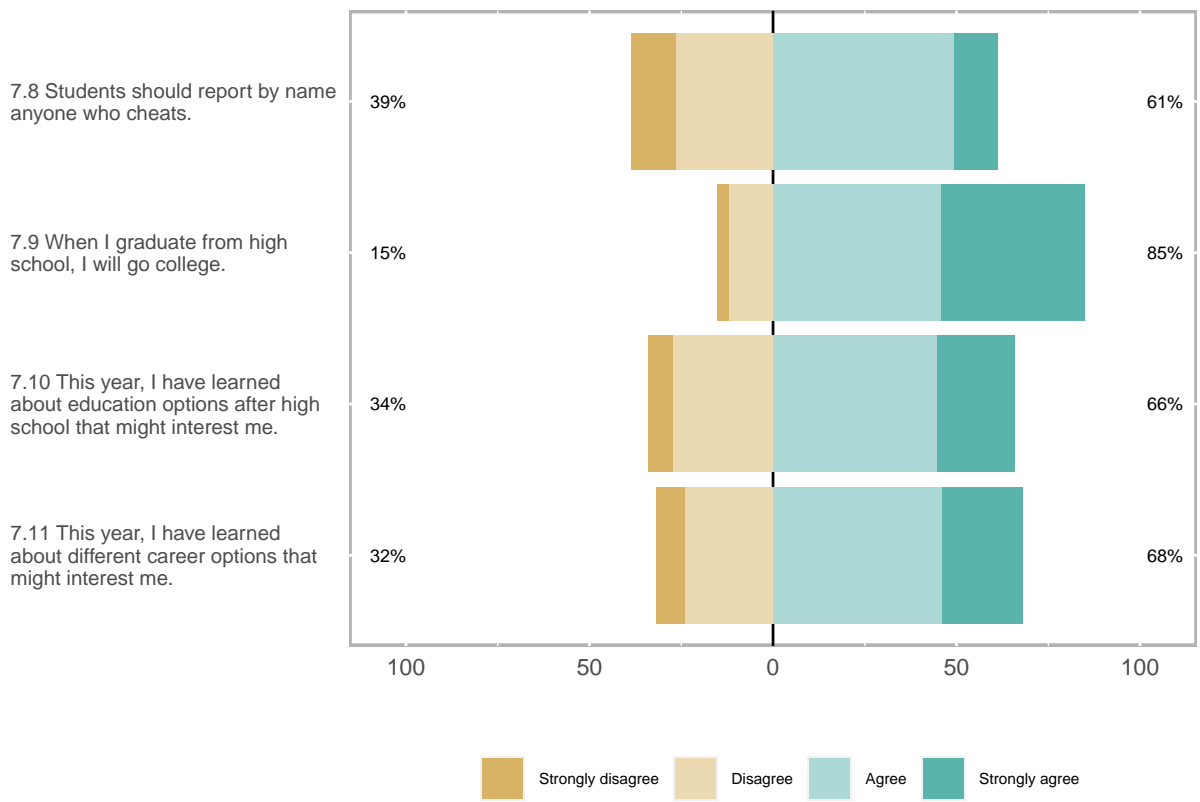
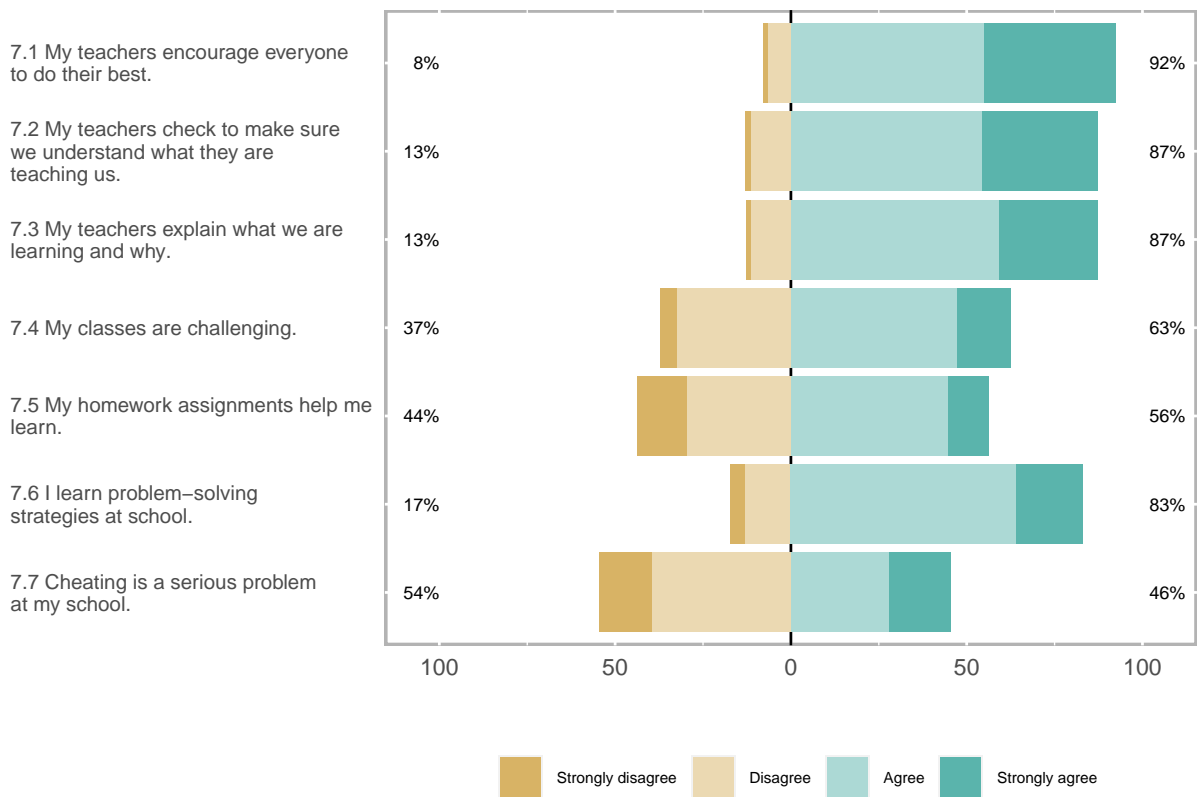
## Academic Environment

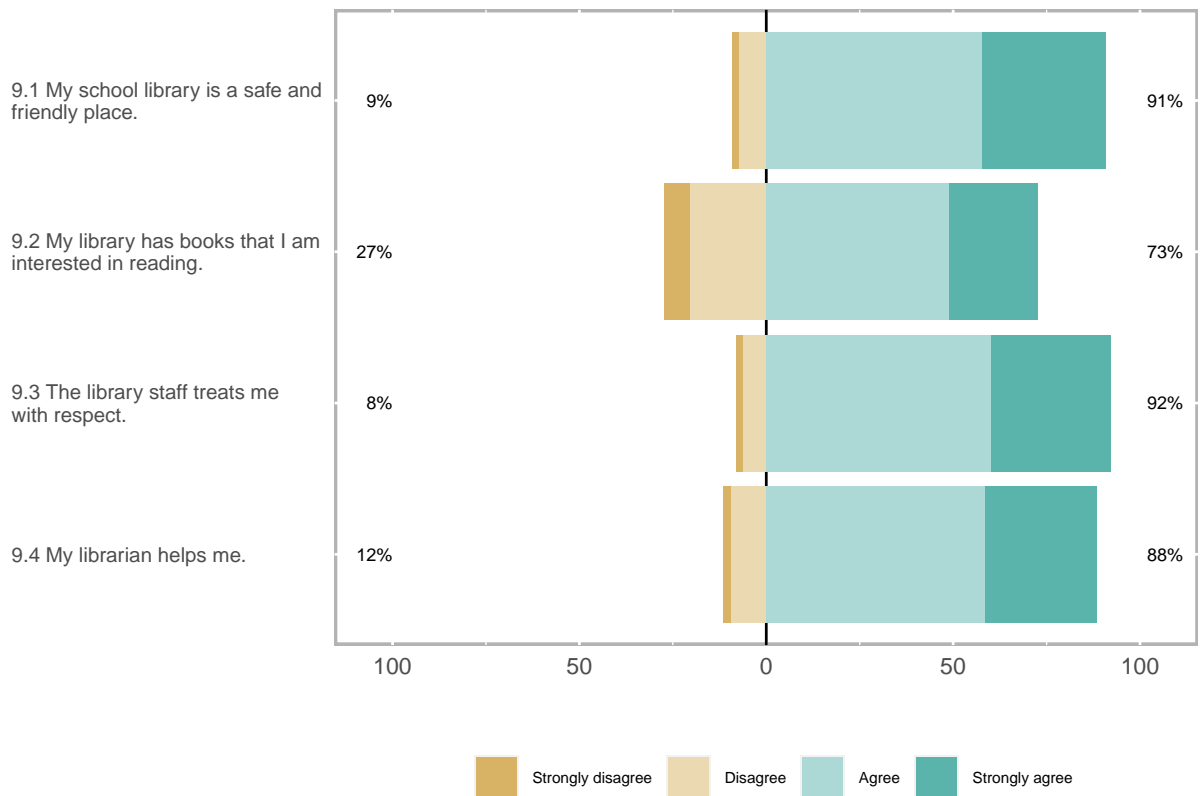
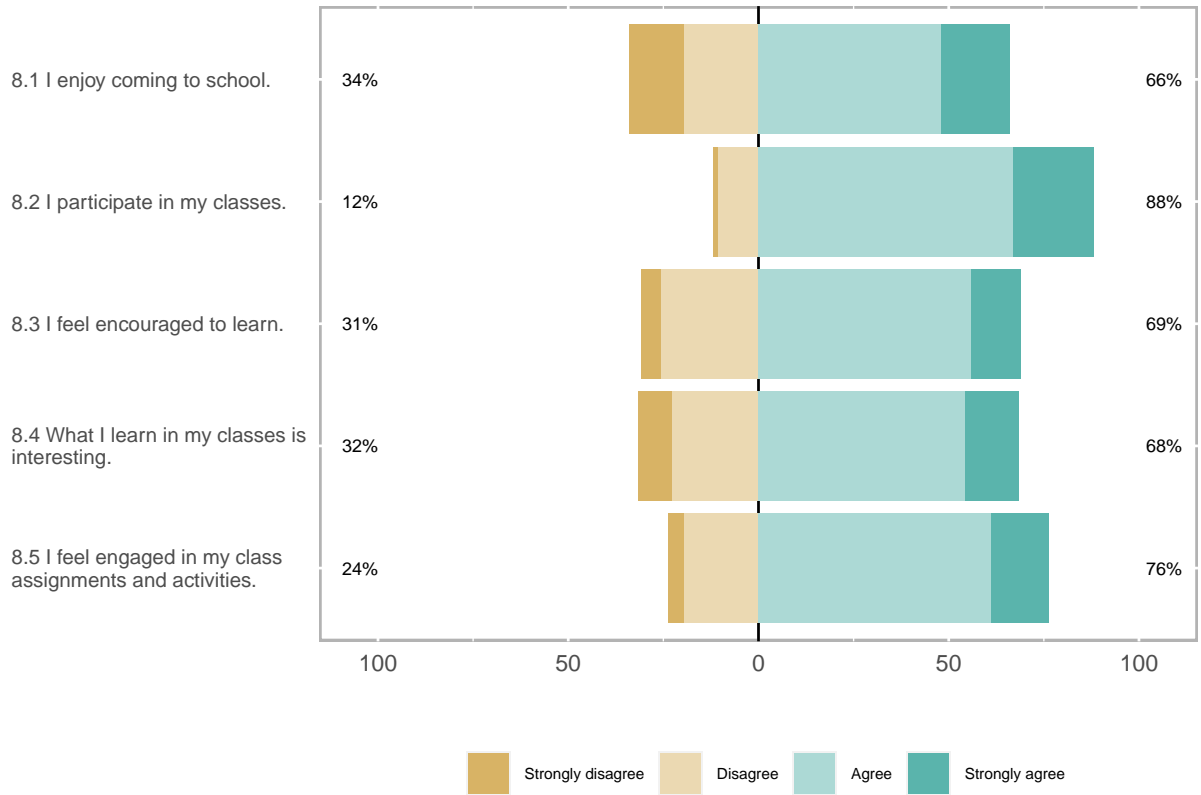
The survey statements on academical environment are centered around how students perceive themselves (e.g. “I feel successful in my schoolwork”), teachers (e.g., “My teachers challenge me in class”), and their learning experiences (e.g., “I have fun learning in class”) academically.

Figure 9

*Percentage of agreement on academic environment*





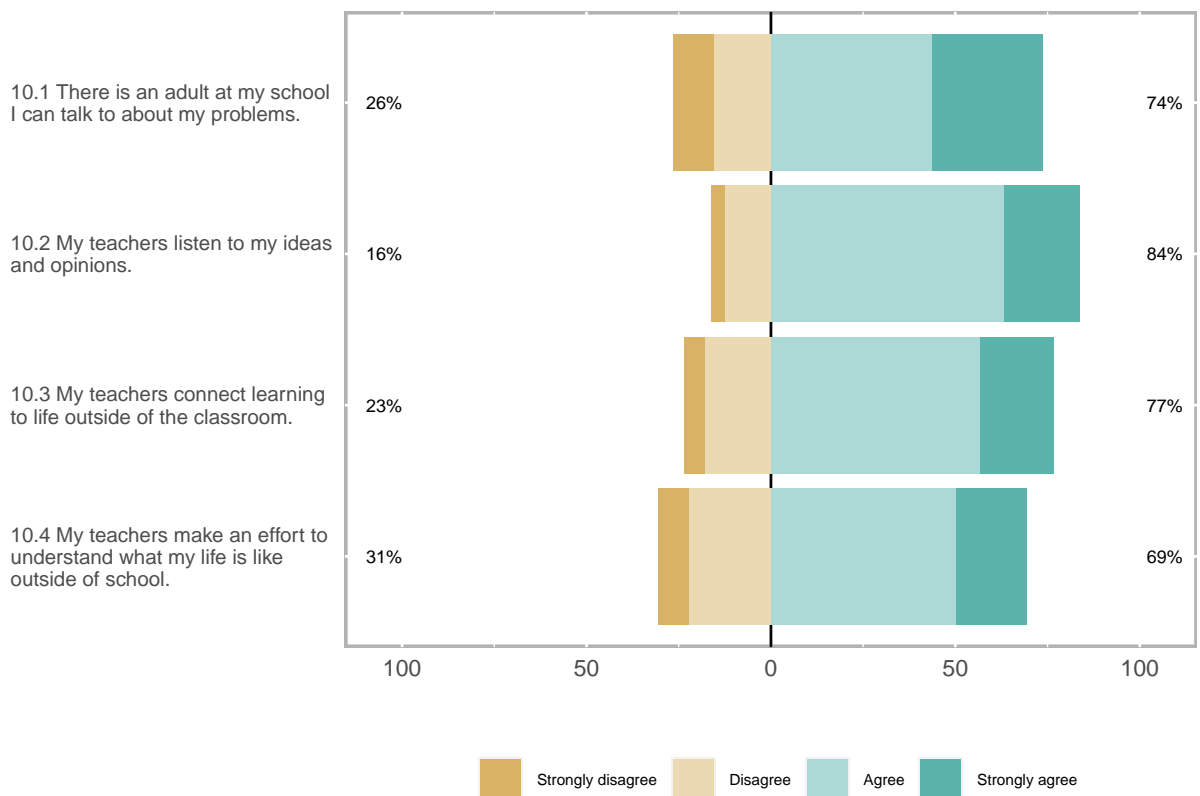


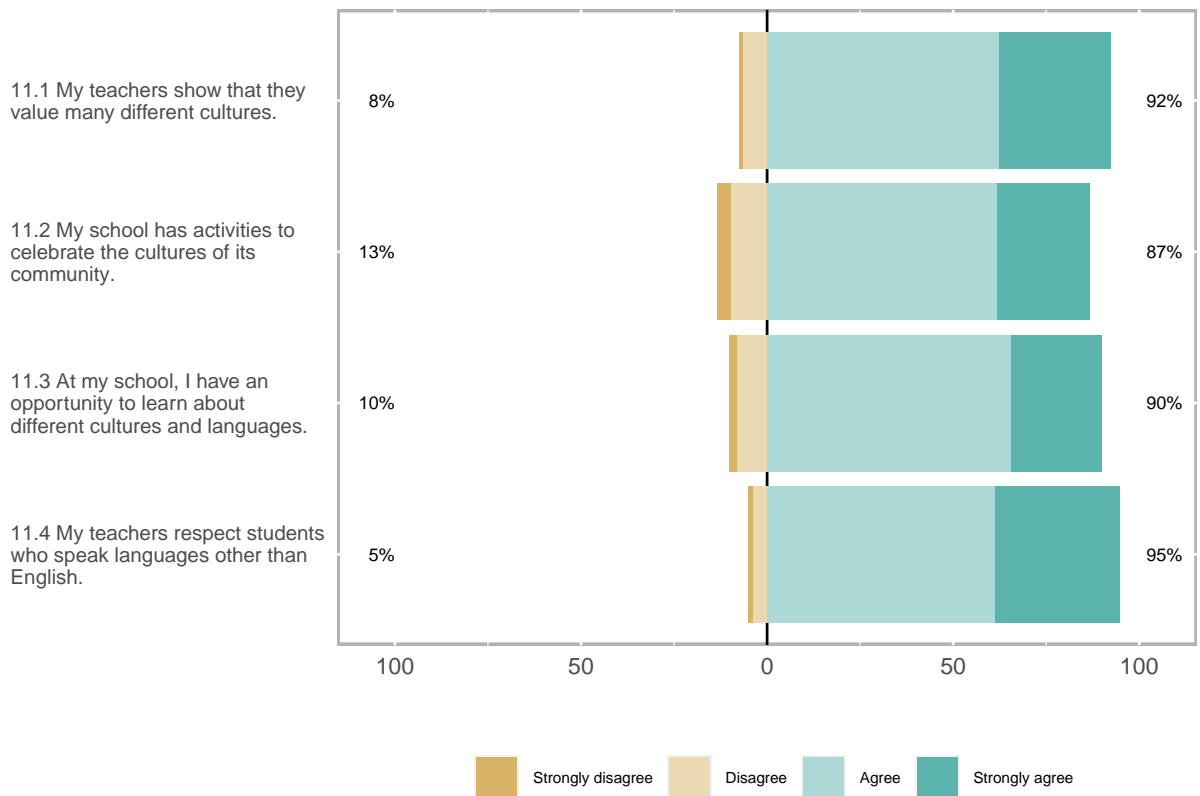
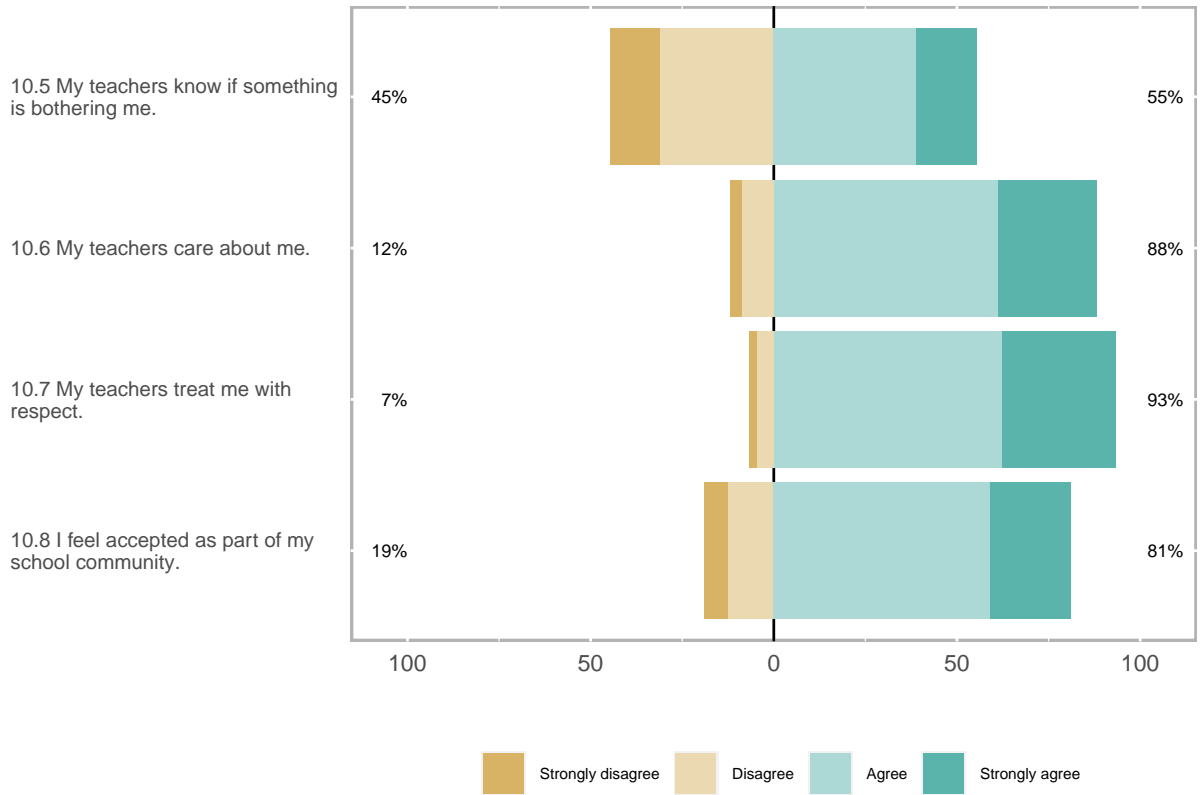
## School Environment

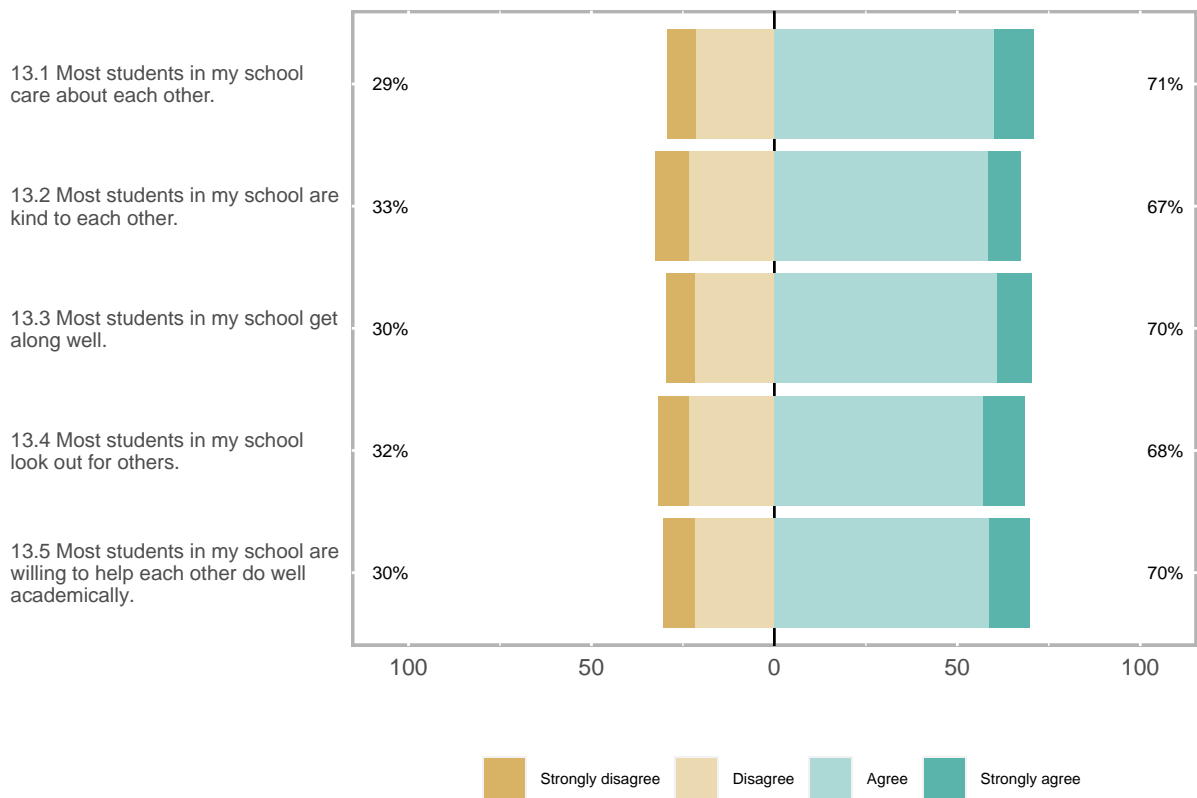
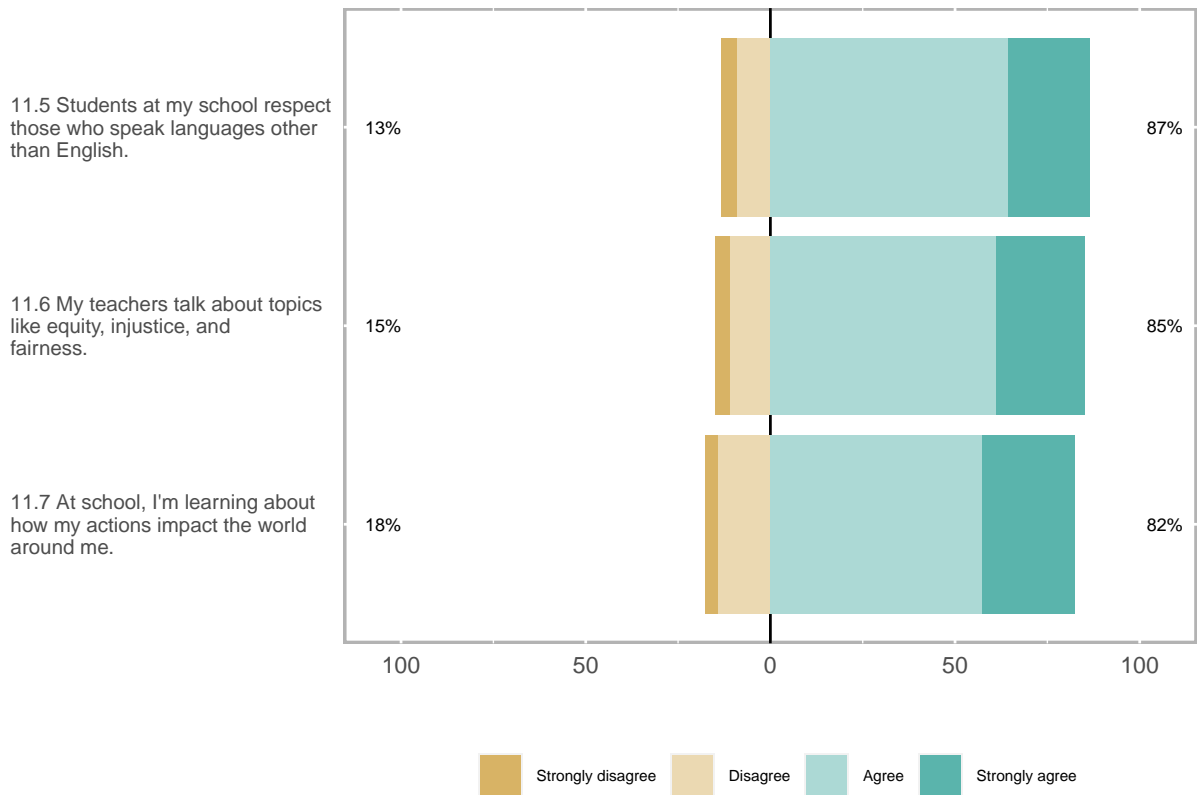
School environment statements focus on students' general impression of adults and culture, and other students. Example statements include: "There is an adult at my school I can talk to about my problems" and "At my school, I can learn about other cultures and languages."

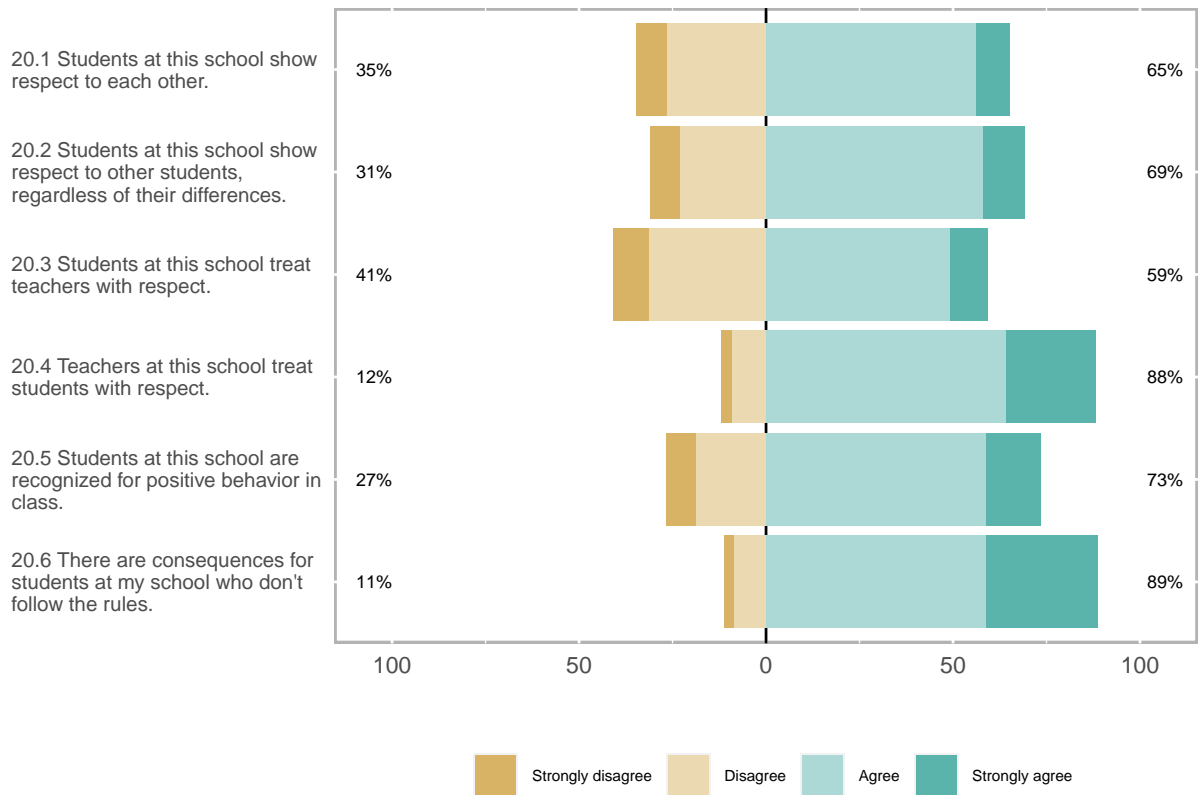
Figure 10

*Percentage of agreement on school environment*





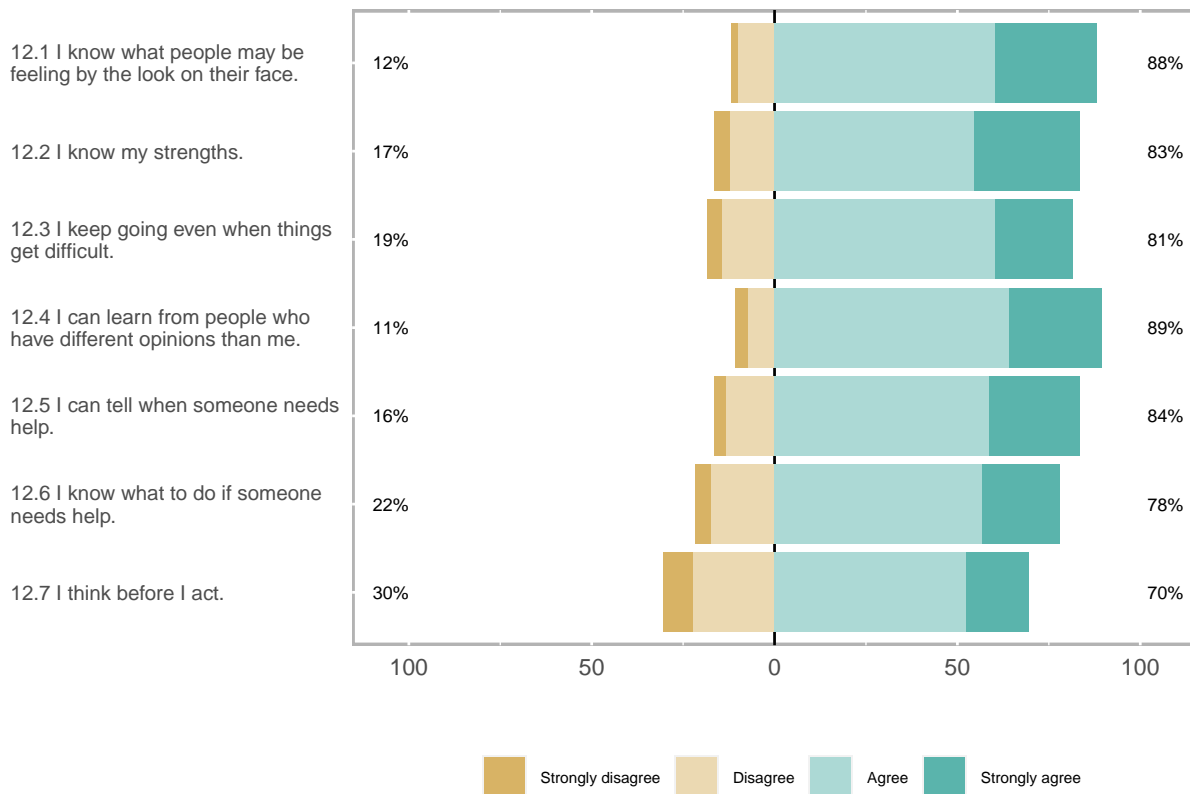




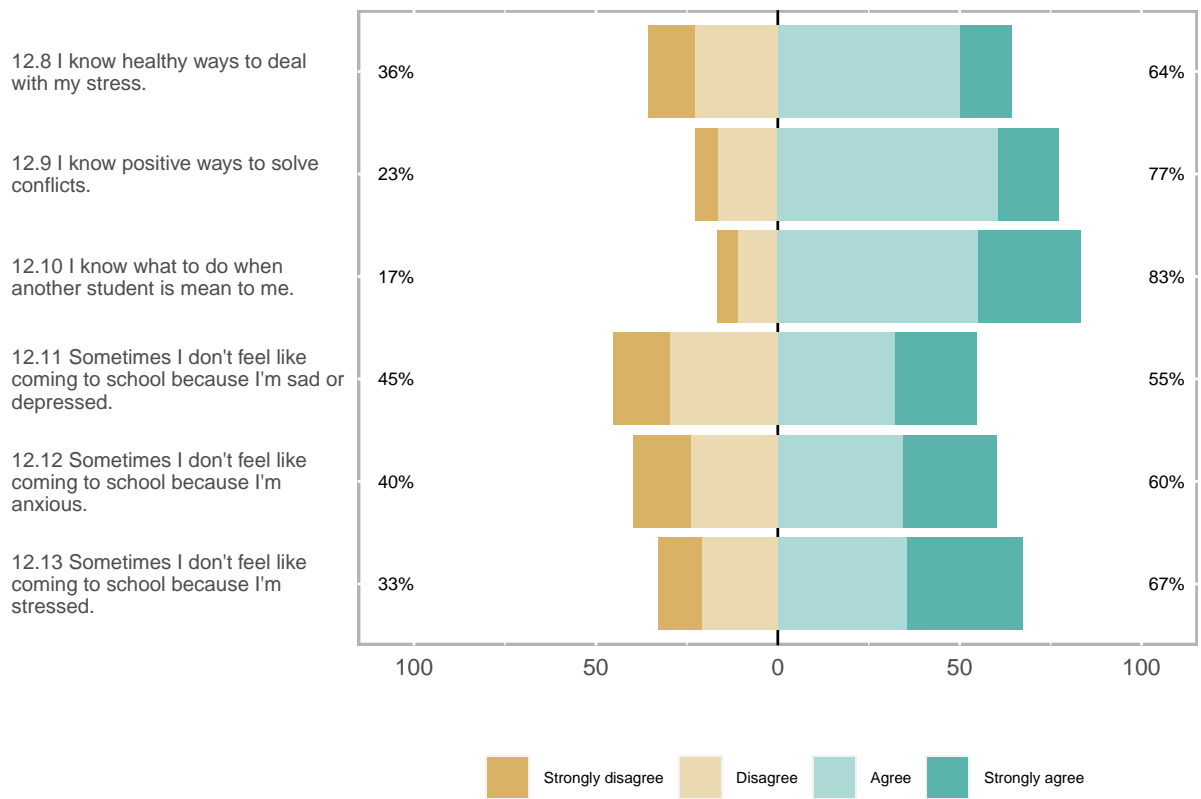
## Social and Emotional Learning

“Social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students” (Zins & Elias, 2007). We summarized the students’ responses regarding SEL with the below figures.

Figure 11  
Percentage of agreement on social and emotional learning







## School Safety

Schools and classrooms should be a safe space for students (Mubita, 2021). In order to understand the level of perceived safety, the climate survey asked students to indicate if they felt safe at schools, and if any of the following activities had happened to them during the school year. More specifically, students also rated the degree to which they believed they could report any unsafe activities on campus such as pinching or pushing, teasing, and kicking, etc. (See figures below.)

Figure 12

*Students' rating of school safety*

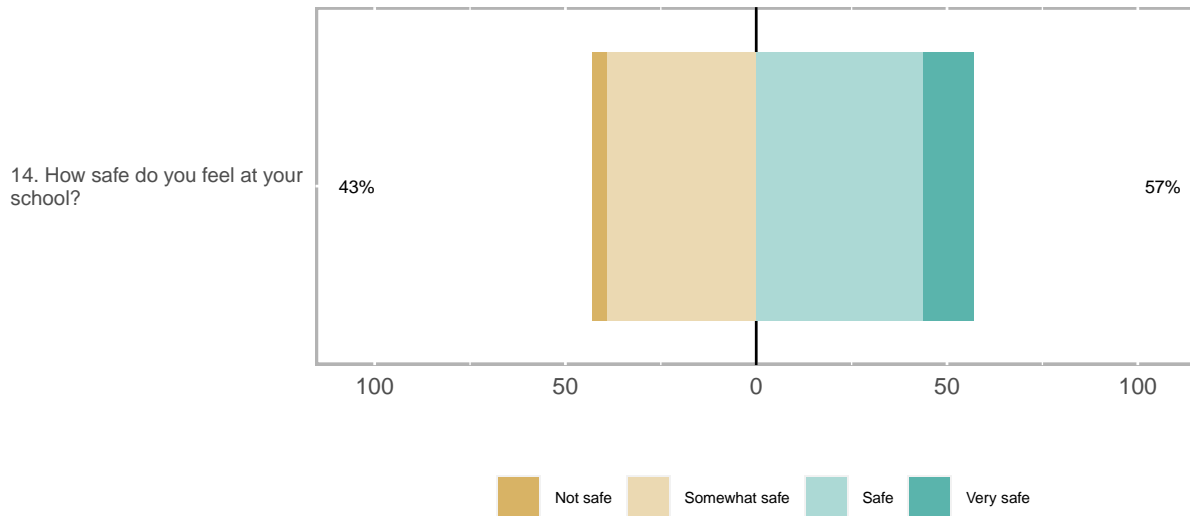
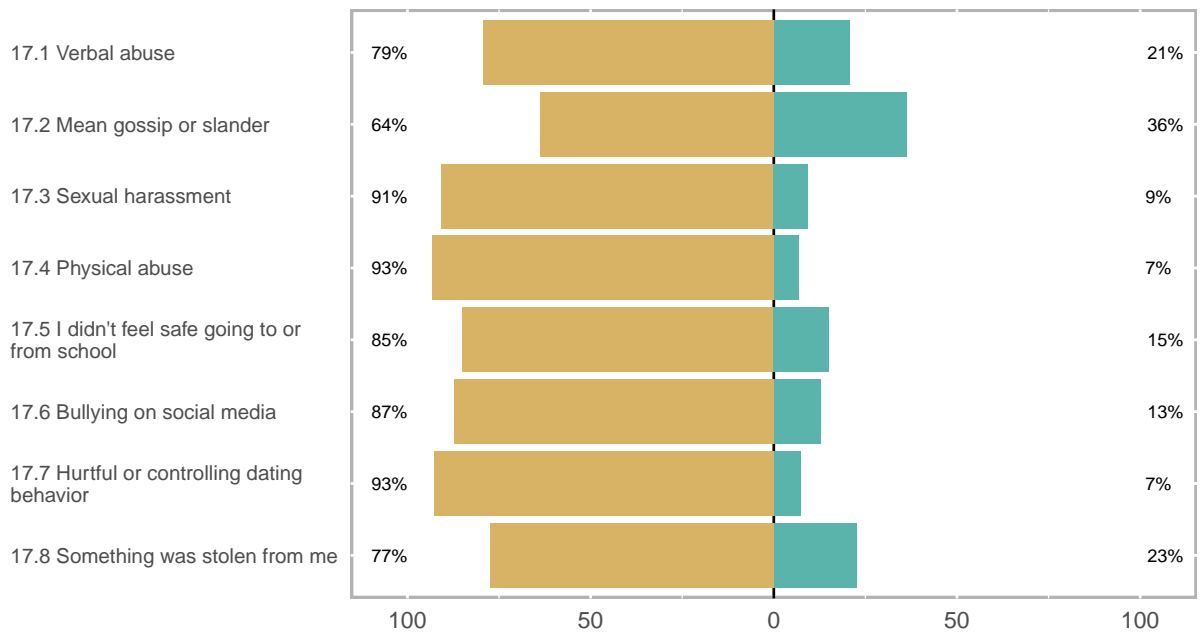
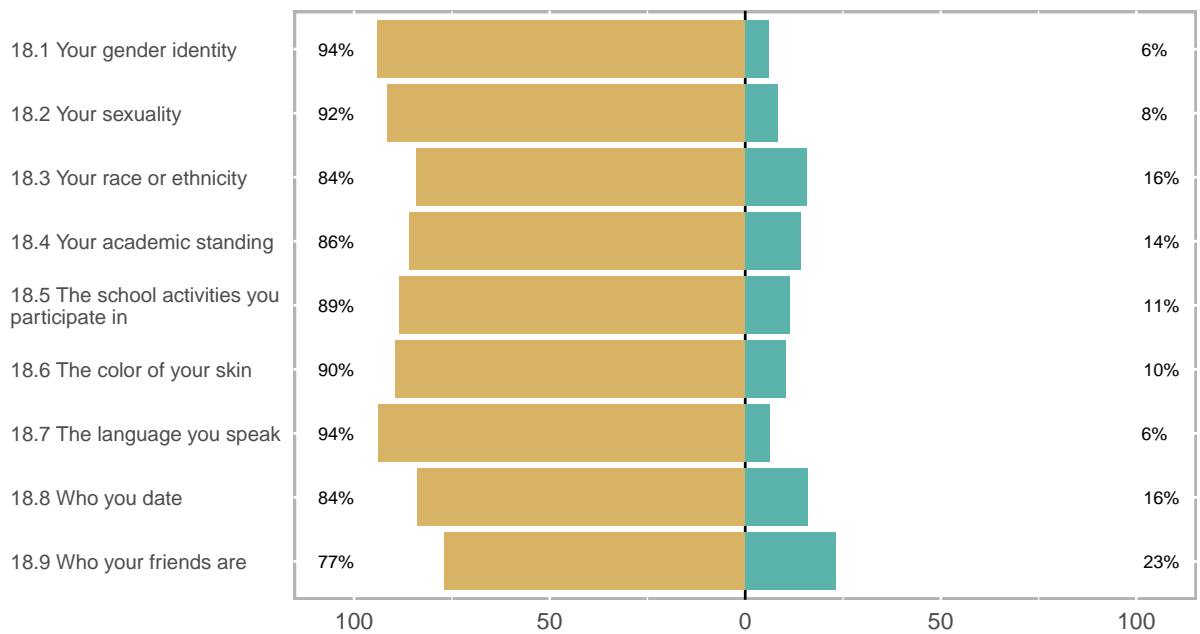


Figure 13  
Students' reporting of unsafe activities

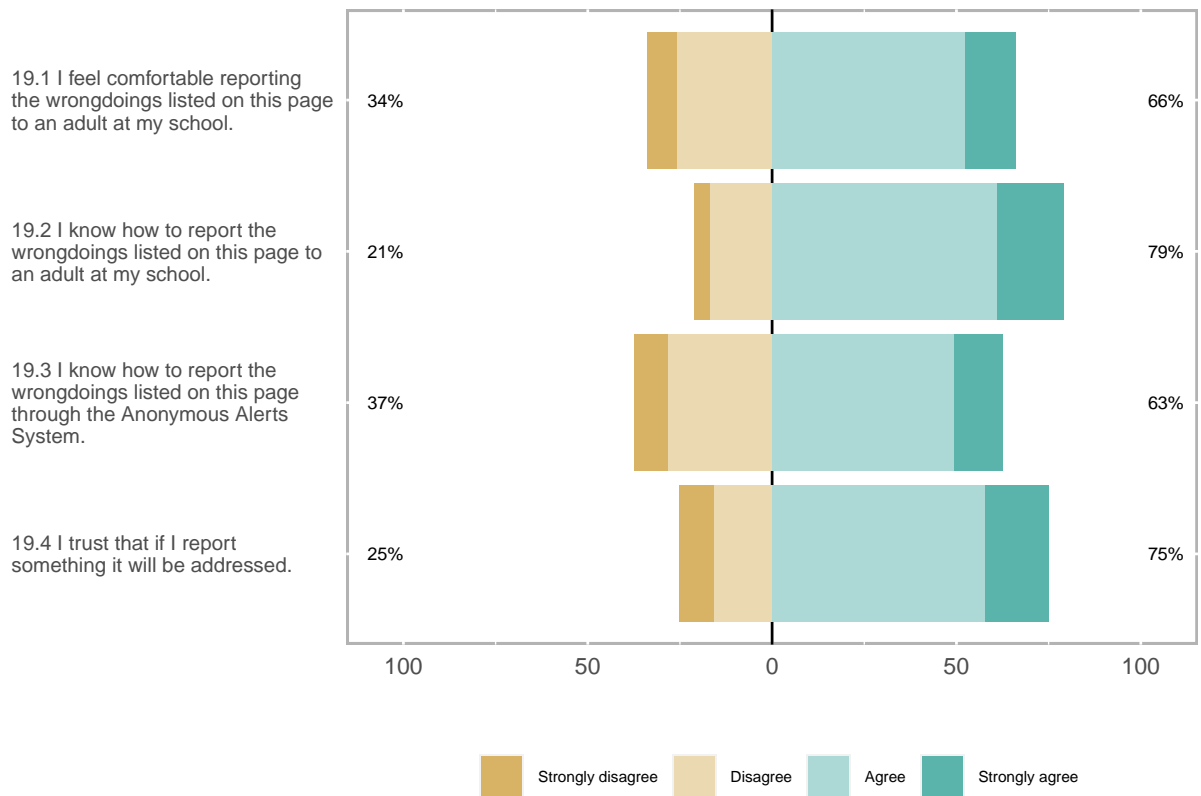


No Yes



No Yes

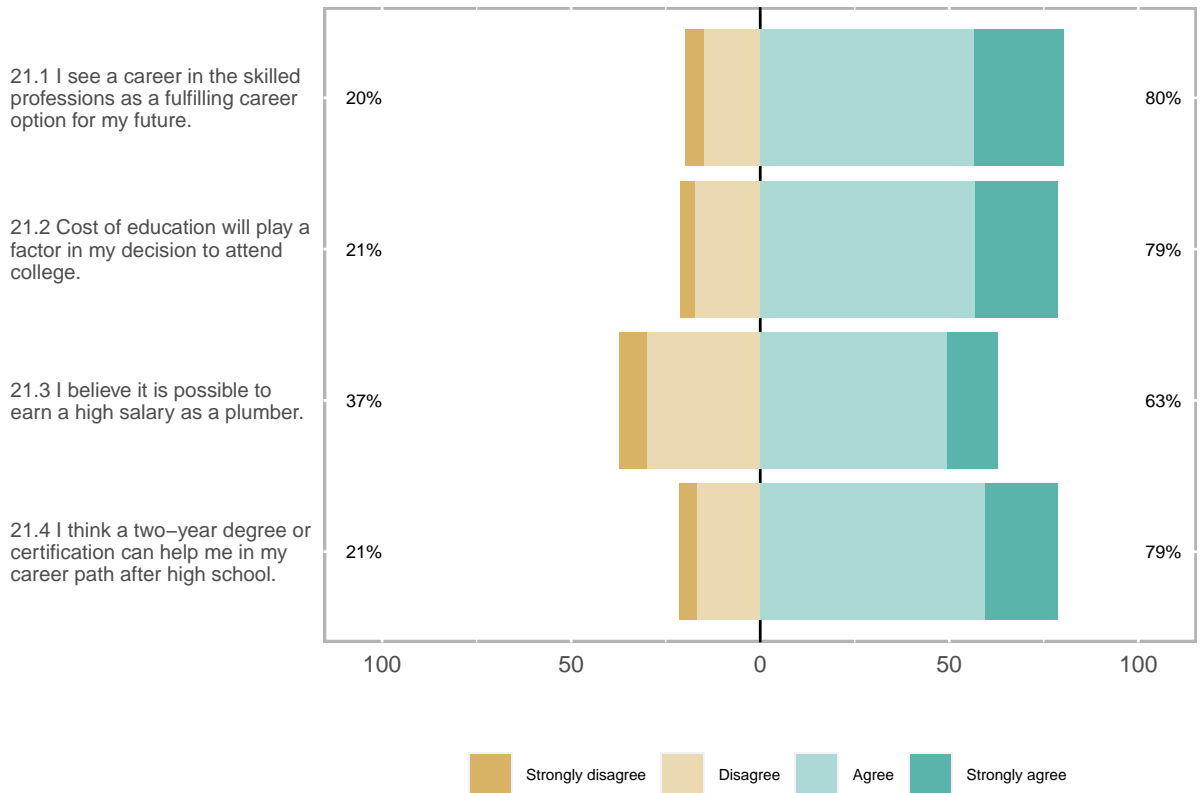
**Figure 14**  
*Students' agreement on reporting unsafe activities to an adult*



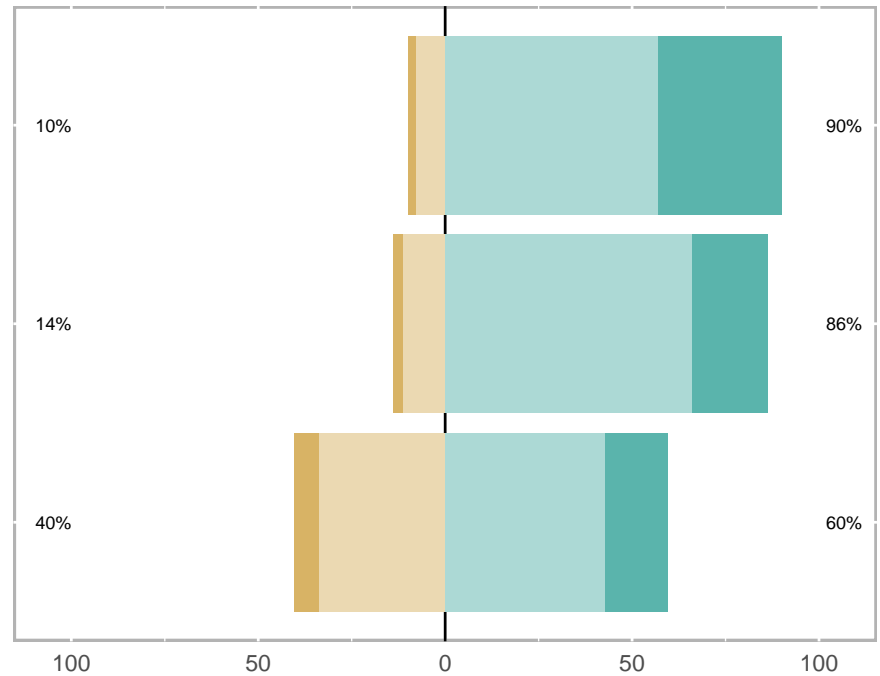
## Skilled Professions

Round Rock ISD is exploring options to expand offerings in the skilled trades/skilled professions (e.g., electrician, plumber, medical lab technician, cosmetology, culinary arts, cyber security). Skilled trades/skilled professions require on the job training or certification. These careers do not require a four-year degree. The figures below show students' agreement on the statements related to skilled professions.

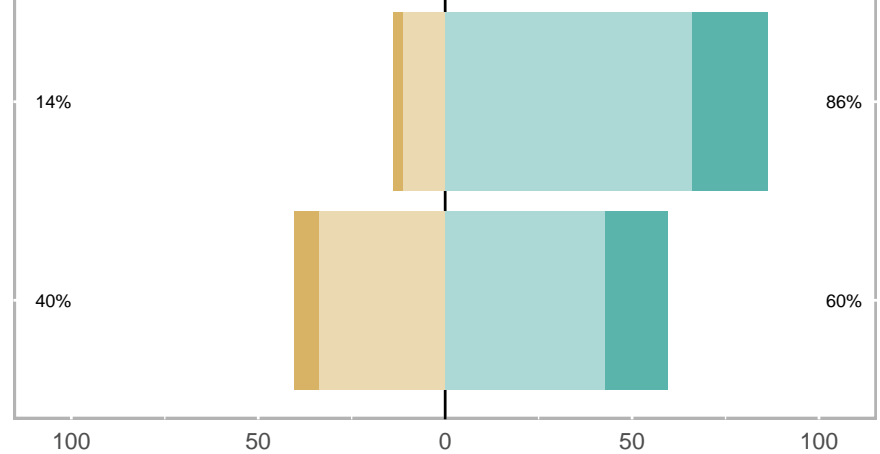
Figure 15  
Students' agreement on skilled professions



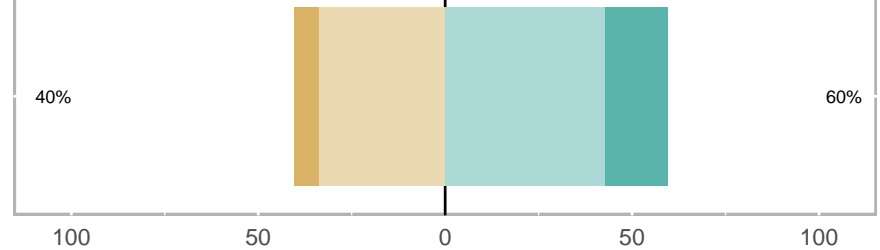
21.5 My parents would be just as likely to support my decision to follow a skilled professions career, versus a four-year degree path.



21.6 My peers would be just as likely to support my decision to follow a skilled professions career, versus a four-year degree path.

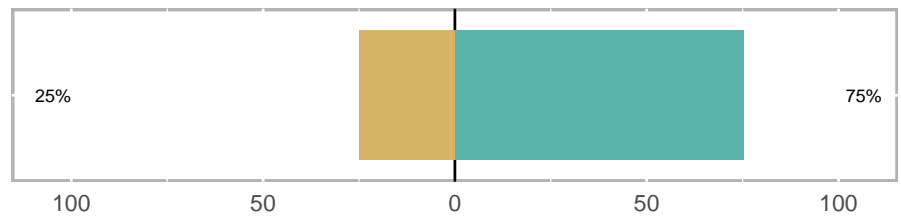


21.7 I need to attend a traditional four-year college to be successful



Strongly disagree Disagree Agree Strongly agree

22. Have you ever considered a skilled profession as a career option?

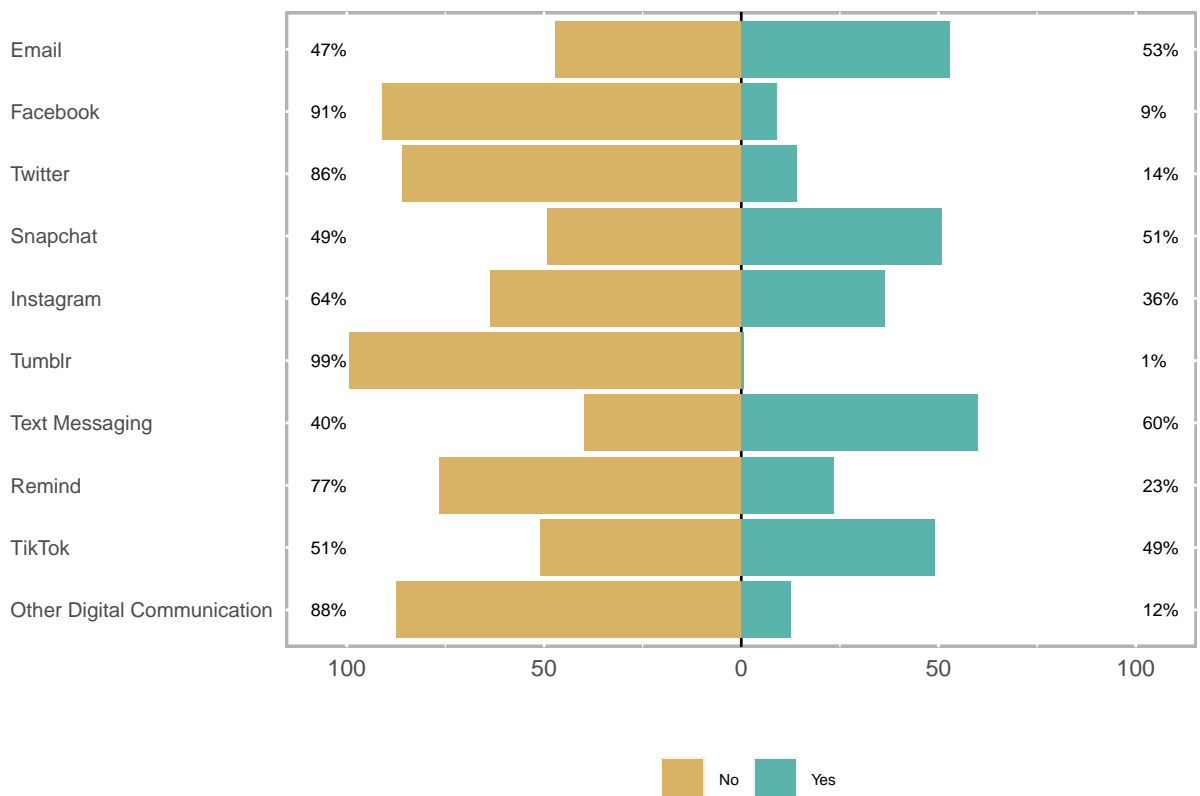


No Yes

## Use of Digital Communications

Among middle and high school students, digital communications and social media are frequently used. The results below indicate whether Round Rock ISD students used some common digital tools.

Figure 16  
*Students' use of digital communications*

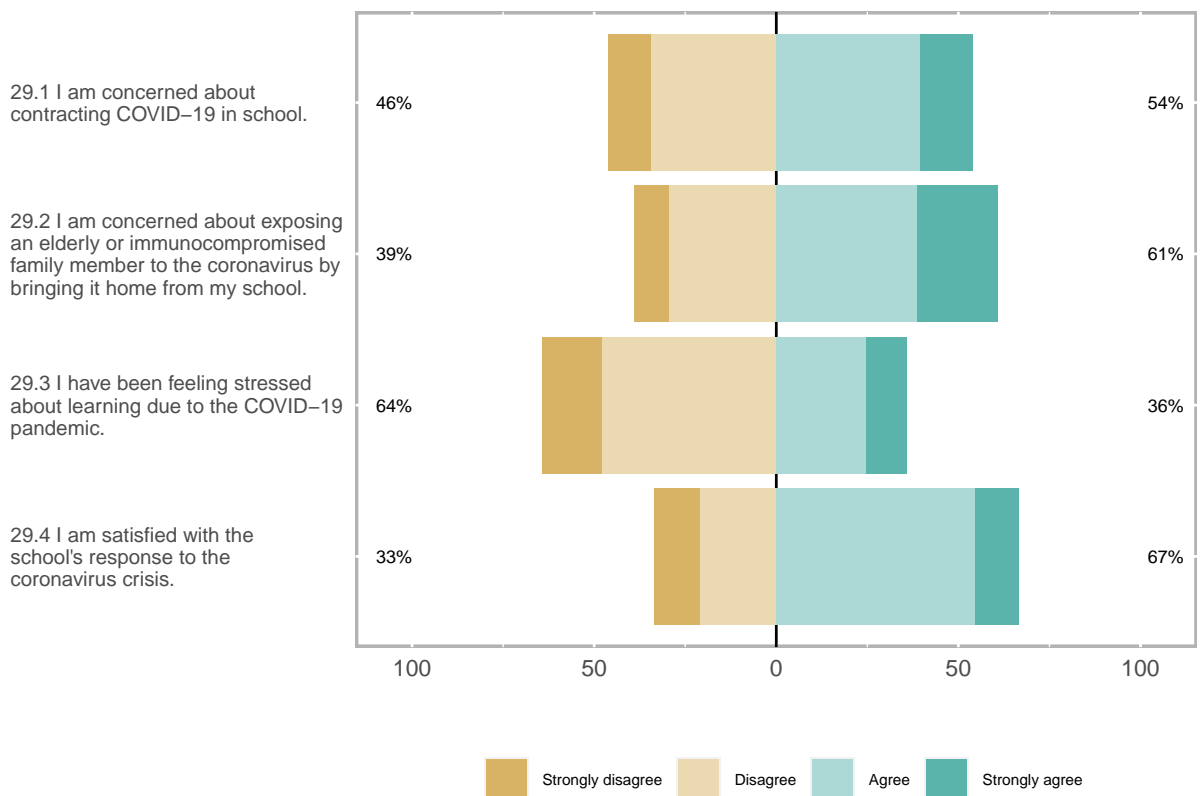


## About the Pandemic

The COVID-19 pandemic led to unexpected disruptions to learning and school activities. To better understand how students were impacted, the climate survey asked students to rate whether they were concerned or stressed. (See figure below.)

Figure 17

*Percentage of students' agreement on statements about the pandemic*





## References

- Gietz, C., & McIntosh, K. (2014). Relations between student perceptions of their school environment and academic achievement. *Canadian Journal of School Psychology, 29*(3), 161-176.
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- West, M. R., Pier, L., Fricke, H., Loeb, S., Meyer, R. H., & Rice, A. B. (2018). *Trends in student social-emotional learning: Evidence from the CORE districts*. Policy Analysis for California Education. <https://eric.ed.gov/?id=ED591085>
- Zins, J. E., & Elias, M. J. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational and Psychological consultation, 17*(2-3), 233-255.

## Research and Evaluation

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