Denton Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

(Please see TAPR Report for 2018-2019 in addendums for specific demographic information regarding testing, attendance, graduation, etc.)

Denton Independent School District has been committed to providing a quality education since it was founded in 1882. The district – located about 25 miles north of Dallas and Fort Worth – encompasses 186 square miles and contains all or parts of 18 cities, communities or major developments. Denton ISD includes four comprehensive high schools, eight middle schools, 24 elementary schools, two early childhood centers, an alternative high school, an advanced technology complex and other specialized schools and centers.

Not only does the school district community support outstanding school facilities, it demands excellence in its educational programs. It is truly an educational community where citizens are highly engaged in education – especially with two major universities and a community college within its boundaries.

The higher education facilities include:

- University of North Texas
- Texas Woman's University
- North Central Texas College

The presence of three institutions of higher learning within the district sets a professional learning climate that engages everyone in the community. For example, with UNT boasting one of the best music programs in the nation, the district is one of only 10 percent of school districts nationwide that offers orchestra at the elementary level.

Demographics Strengths

Knowing how important the teacher is to student achievement, Denton ISD has worked to retain our teachers and continue to provide quality professional development. When our staff continues to learn and grow professionally, they are able to directly impact the positive success of students and their achievement in the classroom. Teachers in Denton ISD have an average of 11.1 years of experience and 7.2 of those years have been spent in Denton ISD. That means while they may have started elsewhere, Denton ISD has been able to recruit and keep our valued teachers to raise the level of experience for our students to have the absolute best.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton ISD is a fast growth district **Root Cause:** With the addition of many new students, and projections for this to continue, Denton ISD continues to acquire land and build new schools. While this growth is exciting, it also brings on challenges of staffing, training, and professional development. All of this continues even during a global pandemic.

Student Learning

Student Learning Summary

(Please see TAPR Report for 2018-2019 in addendums for specific demographic information regarding student learning)

Student Learning Strengths

Denton ISD continues to be a leader in student achievement around the state and the region. Our teachers have prepared students for success in life and our students have shown to be successful on our state assessments.

In ALL grades and ALL subjects, Denton ISD students have outperformed the state average and the region 11 average at the Approaches, Meets, and Masters Grade Level.

In ALL grades and ALL subjects, Denton ISD Bilingual students have outperformed the state average and the region 11 average at the Approaches, Meets, and Masters Grade Level.

Our district has also led the state and region in participation with 100% of our students participating in the STAAR assessment, two years in a row.

In each of the following categories, Denton ISD leads the state and the region:

Attendance rate, Annual Dropout Rate (Grades 7-8 AND 9-12), 4-Year, 5-Year, and 6-Year Extended Longitudinal Rate, 4-Year Federal Graduation Rate, and RHSP/DAP/FHSP/DLA

Our CCMR graduates continue to lead the state and region in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: COVID-19 has added instructional challenges to our campuses. **Root Cause:** Because of COVID-19, quality assessment data is lacking as a result of minimal assessments being given. We have become so data driven to make instructional decisions in closing achievement gaps. Add to this the school closures, the new modality of remote instruction, and the fear of a pandemic and campuses are having to work feverishly to gather data on students. Social emotional learning has become the forefront of our concerns.

District Processes & Programs

District Processes & Programs Summary

Denton ISD has created an innovative program designed at identifying future teachers at an early age.
This program seeks to provide students with a career path that will then transfer into a future, hopefully inside Denton ISD.

VISION

 A program that provides a career path for Denton ISD students to become Denton ISD teachers.

MISSION

Teach Denton creates a talent pool that offers career opportunities for Denton Students who exhibit natural teacher talents and traits.

OBJECTIVES

Identify Denton ISD Students, in grade K-12, who exhibit natural talents and traits.

Provide mentor support to those identified Denton ISD Students who would be excellent candidates for Teach Denton.

Increase the number of students in education & training classes at the Advanced Technology Center.

Monitor the number of former Denton ISD students who then return to their childhood communities as teachers.

Increase diversity of new teachers hired to reflect the demographics of the community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 19, 2020

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
* Incorporate best practices into teaching, learning, technology and leadership
* Foster and support an advanced digital learning environment
* Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Goal Progress Measure 2.1

The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Math** Diagnostic
will increase from 79% to 95% by June 2024

HB3 Goal

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

Summative Evaluation: None

Strategy 1: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Dec	Mar	May	May
Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC)				
Funding Sources: Personnel - Title II, Part A - $630,725				

Strategy 2: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery.	Dec	Mar	May	May
Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Teaching & Learning

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Performance Objective 2: Goal Progress Measure 2.2

The percent of K students that score on grade level or above in Math on Primary Numeracy will increase from 84% to 90% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

Summative Evaluation: None

Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders	Reviews			
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	**Formative**			**Summative**
	Dec	Mar	May	May
Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers				

Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten	Reviews			
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	**Formative**			**Summative**
	Dec	Mar	May	May
Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC)				
Funding Sources: Personnel - Title II, Part A - $630,725				

Strategy 3: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials.	Reviews			
Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery.	**Formative**			**Summative**
	Dec	Mar	May	May
Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I.				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Teaching & Learning

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Performance Objective 3: Goal Progress Measure 2.3

The percent of 1st grade students that score on or above grade level in Math on Primary Numeracy will increase from 57% to 90% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

Summative Evaluation: None

Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders	Reviews			
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	**Formative**			**Summative**
	Dec	Mar	May	May
Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers				

Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten	Reviews			
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	**Formative**			**Summative**
	Dec	Mar	May	May
Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC)				
Funding Sources: Personnel - Title II, Part A - $630,725				

Strategy 3: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials.	Reviews			
Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery.	**Formative**			**Summative**
	Dec	Mar	May	May
Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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Performance Objective 4: Goal Progress Measure 2.4

The percent of 2nd grade students that score on or above grade level in Math on Primary Numeracy will increase from 55% to 90% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders	**Reviews**			
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	**Formative**			**Summative**
	Dec	**Mar**	**May**	**May**
Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers				
Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten	**Reviews**			
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	**Formative**			**Summative**
	Dec	**Mar**	**May**	**May**
Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC)				
Funding Sources: Personnel - Title II, Part A - $630,725				
Strategy 3: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials.	**Reviews**			
Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**May**
Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I.				

| | 0% No Progress | | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 1: Teaching & Learning

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Performance Objective 5: The percent of 3rd grade students that score Meets grade level or above on the STAAR test will increase from 47% to 60% by June 2024.

> **Evaluation Data Sources:** Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.
>
> **Summative Evaluation:** None

Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard **Staff Responsible for Monitoring:** Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers	**Dec**	**Mar**	**May**	**May**

Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard **Staff Responsible for Monitoring:** District instructional coaches; early childhood coach (ECC) **Funding Sources:** Personnel - Title II, Part A - $630,725	**Dec**	**Mar**	**May**	**May**

Strategy 3: Expect full implementation of curriculum initiatives on each campus by instructional leaders	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard **Staff Responsible for Monitoring:** Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers	**Dec**	**Mar**	**May**	**May**

Strategy 4: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Dec	Mar	May	May
Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC)				
Funding Sources: Personnel - Title II, Part A - $630,725				

Strategy 5: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery.	Dec	Mar	May	May
Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I.				

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Teaching & Learning

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Performance Objective 6: The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Emergent Literacy** Diagnostic will increase from 63% to 90% by June 2024

> **HB3 Goal**
>
> **Evaluation Data Sources:** Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.
>
> **Summative Evaluation:** None

Goal 1: Teaching & Learning

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Performance Objective 7: The percent of K students that can read on grade level will increase from 70% to 90% by June 2024.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.
>
> **Summative Evaluation:** None

Goal 1: Teaching & Learning

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Performance Objective 8: The percent of 1st grade students on grade level or above in reading comprehension will increase from 73% to 90% by June 2024.

HB3 Goal

Evaluation Data Sources: Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

Summative Evaluation: None

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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* Foster and support an advanced digital learning environment
* Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 9: The percent of 2nd grade students on grade level or above in reading comprehension will increase from 72% to 90% by June 2024.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.
>
> **Summative Evaluation:** None

Goal 1: Teaching & Learning

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Performance Objective 10: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 43% to 60% by June 2024.

> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR Reading 3; Report Card, Reading Level; IStation, Comprehension
>
> **Summative Evaluation:** None

Goal 2: . Culture & Climate

In pursuit of excellence, we will:
* Honor the dedication and professionalism of all staff
* Celebrate, respect and promote the value of diversity in our Denton ISD Community
* Support a working environment ensuring open and transparent communication
* Establish high expectations for success
* Instill in students a love of lifelong learning
* Foster a positive, welcoming environment encouraging parent and community partnerships
* Promote health, wellness and emotional well-being
* Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: 100% of teachers, administrators, and counselors will be trained on school safety by December 2020.

    Evaluation Data Sources: Sign in sheets, agendas

    Summative Evaluation: None

Strategy 1: Address safety planning, enforcement of protective orders, school based alternatives to protective orders.	Reviews			
Strategy's Expected Result/Impact: School staff will be equipped to meet the needs of the students and parents in relationship to school safety.	Formative			Summative
Staff Responsible for Monitoring: Dr. Jeff Russell	Dec	Mar	May	May
Strategy 2: Perform safety and security audit to meet TEC 37.108	Reviews			
Strategy's Expected Result/Impact: This will show any areas of focus for our safety and security team to address.	Formative			Summative
Staff Responsible for Monitoring: Dr. Jeff Russell	Dec	Mar	May	May
Strategy 3: Ensure Multi-hazard plan is in place for TEC 37.018.	Reviews			
Strategy's Expected Result/Impact: Provide safety in portable building, safety for disabled, natural disaster safety, chain of command procedures	Formative			Summative
Staff Responsible for Monitoring: Dr. Jeff Russell	Dec	Mar	May	May

Strategy 4: Address policy (FFH (LOCAL) and FFG (EXHIBIT)) regarding sexual abuse and other maltreatment of children including methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA; train staff members as described at Education Code 38.0041(c) [see DMA] regarding actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and available counseling options for students affected by sexual abuse or other maltreatment.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy's Expected Result/Impact: Increased number of early identification reports; increased number of interventions; end of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population.				
Staff Responsible for Monitoring: Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

* Honor the dedication and professionalism of all staff
* Celebrate, respect and promote the value of diversity in our Denton ISD Community
* Support a working environment ensuring open and transparent communication
* Establish high expectations for success
* Instill in students a love of lifelong learning
* Foster a positive, welcoming environment encouraging parent and community partnerships
* Promote health, wellness and emotional well-being
* Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: School and district staff will be informed on trauma care practices addressing Board Policy FFBA (Legal) and FFBA (Local).

> **Evaluation Data Sources:** Climate and Culture Survey, Student Risk Survey, addition of counselors at elementary campuses
>
> **Summative Evaluation:** None

Strategy 1: Implement restorative practice	Reviews			
Strategy's Expected Result/Impact: School staff, parents, and students will have a unified approach to discipline.	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselors, administrators, teachers	Dec	Mar	May	May

Strategy 2: Implement social emotional learning practices, screener, and MTSS behavioral tier support	Reviews			
Strategy's Expected Result/Impact: Help identify students at risk and provide practical support for aiding students SE health.	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselors, administrators, teachers	Dec	Mar	May	May

Strategy 3: Provide training for staff, students, and parents related to the identification and intervention of students who are at risk of suicide	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased number of early identification reports; increased number of interventions; end of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population.	Dec	Mar	May	May
Staff Responsible for Monitoring: Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals				

Strategy 4: Provide training and responsive services for all students regarding conflict resolution, sexual harassment, and violence prevention and intervention.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: End of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population; increased awareness of resources for assistance (i.e. campus SRO, community resources, and adults on campuses); increased collaboration between counselors, nurses, SROs, and administrators in addressing social emotional concerns; increased report of secondary students having an adult on the campus that they feel they can trust as reported through the end of year survey. **Staff Responsible for Monitoring:** Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals	Dec	Mar	May	May

Strategy 5: Address abuse and maltreatment of children to include increasing staff, student, and parental awareness of prevention techniques, knowledge of warning signs, and reporting procedures.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness of warning signs; increased awareness of resources available to help students and families; increased awareness of the long term implications for a victim of abuse; increased collaboration between community resources and district counselors and social workers; increased tailoring of services provided to families to meet their individual needs. **Staff Responsible for Monitoring:** Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principal; social workers; nurses, student resource officers (SROs); teachers; Friends of the Family; Child Advocacy Center; Department of Family Protective Services (DFPS); Children's Protective Services (CPS); Court Appointed Special Advocates (CASA); law enforcement agencies	Dec	Mar	May	May

Strategy 6: Adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in enrollment stability; decrease in dropouts; decline in student transfers; increased awareness of the McKinney-Vento law and the social-emotional and academic impact of homelessness; increase in positive communication between the campus and the family impacted by homelessness. **Staff Responsible for Monitoring:** District homeless liaison, social workers, school counselors, principals; registrars; secretaries **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** Travel in district - Title I, Part A - $7,697	Dec	Mar	May	May

Strategy 7: Provide services to students medically eligible for General Education Homebound Instruction and Compensatory Education Homebound Instruction to students at home and/or the hospital bedside until released by physician to return to full time instruction at the campus.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in ADA; decrease in dropout rate; increase in completion rates; supported transition back to full time instruction; individualized homebound services provided based on student's needs **Staff Responsible for Monitoring:** Coordinator of Social Services; homebound instructors; social workers; school counselors; teachers, Campus Attendance Committee; parents/guardians	Dec	Mar	May	May

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Growth & Management

In pursuit of excellence, we will:
* Recruit, employ and retain high quality teachers
* Remain committed to providing equitable and outstanding opportunities for every student on every campus
* Work with the community in planning and facility development
* Utilize citizens' advisory committees to focus on short and long-term tasks
* Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
* Demonstrate effective and efficient management of district resources
* Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
* Encourage teachers and staff to pursue advanced degrees
* Pursue energy efficiency and conservation principles
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

Performance Objective 1: 100% of our campus staff will have taken the Clifton Strengths Assessment by December 2020.

Evaluation Data Sources: Employees will have their report showing their top 5 strengths.

Summative Evaluation: None

| Strategy 1: Expect all current staff and all new staff to complete the assessment during the first 3 weeks of school.	Reviews			
Strategy's Expected Result/Impact: Denton ISD is a Strengths community that values Strengths-based leadership. A Strengths approach is about helping people understand how to leverage the most natural aspects of who they are as they attempt to tackle the different challenges they face. A Strengths approach creates a common language. It makes a connection that everyone can understand. It helps people discover areas where they have the most potential to grow and succeed. These Strengths Themes describe your talent DNA. Together, these themes explain a simple but profound element of human behavior: what's right with people. Individually, each theme gives you a way to describe what you naturally do best or what you might need help from others to accomplish. All Denton ISD employees are asked to take the CliftonStrengths assessment to uncover their top five unique combination of talent themes called Strengths.	Formative			Summative
	Dec	Mar	May	May
Staff Responsible for Monitoring: Campus Principal				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Growth & Management

In pursuit of excellence, we will:

* Recruit, employ and retain high quality teachers
* Remain committed to providing equitable and outstanding opportunities for every student on every campus
* Work with the community in planning and facility development
* Utilize citizens' advisory committees to focus on short and long-term tasks
* Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
* Demonstrate effective and efficient management of district resources
* Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
* Encourage teachers and staff to pursue advanced degrees
* Pursue energy efficiency and conservation principles
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

Performance Objective 2: Denton ISD HR will reduce the 0-5 year teacher turnover rates to 15% by the year 2022.

    Evaluation Data Sources: HR records, Teacher service records, TTESS evaluation data.

    Summative Evaluation: None

Strategy 1: Reduce 0-5 year teacher turnover rates by creating leadership opportunities for advancement of diverse candidates while partnering with Dallas Baptist University to create a Principal Preparation Program. This will include learning and performing extensive practice in the area of instructional leadership. Additionally, we will create a pool for future diverse leaders from our teaching staff which will give our new and current staff an incentive to stay with Denton ISD.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy's Expected Result/Impact: To have 100% of the 10 principal residents to complete relevant coursework and obtain principal certification by June 30, 2021. Denton ISD and Dallas Baptist University will work to identify, select, and prepare ten (10) principal residents from 10 specifically diverse and targeted campuses through a competitive selection process to earn both a principal and T-TESS certification and Master's degree. Principal residents completing this program commit to serving Denton ISD for 3 years following graduation. **Staff Responsible for Monitoring:** Campus Principals, Executive Director of Human Resources, Dallas Baptist University				

      0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

* Support college, career, military and life readiness
* Engage students in extracurricular clubs and organizations
* Advocate for public education across the state and nation
* Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 64% to 92% by August 2024.

HB3 Goal

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: * Utilizing a continuous improvement model, we will strive to ensure college, career, and military readiness outcomes for every student.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Every student will have a measure of where they stand towards CCMR.	Dec	Mar	May	May
Staff Responsible for Monitoring: CCMR Committee, Campus Principals				

Strategy 2: * Maximize HB3 outcomes to ensure the greatest opportunities for students to meet college, career, and military readiness standards.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Every student will have a measure of where they stand towards CCMR.	Dec	Mar	May	May
Staff Responsible for Monitoring: CCMR Committee, Campus Principals				

Strategy 3: * Develop a District-wide graduate profile outlining the accomplishment opportunities every student will have prior to graduation.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will be actively involved in monitoring their profile.	Dec	Mar	May	May
Staff Responsible for Monitoring: Campus Principals, Counselors				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Educational Improvement Council

Committee Role	Name	Position
District-level Professional	Dan Ford	Executive Director C&I
District-level Professional	Mike Mattingly	Associate Superintendent of C&I
District-level Professional	Chris Shade	Director of Federal Programs
District-level Professional	Lyneille Meza	Director of Data and Accountability
Classroom Teacher	Payton Andress	Hodge Elementary
Classroom Teacher	Kim Arbaugh	Wilson Elementary
Classroom Teacher	Stacy Archer	Davis School
Classroom Teacher	Darla Arnold	Hawk Elementary
Classroom Teacher	Lydia Boomer	Providence Elementary
Classroom Teacher	Chris Born	Calhoun Middle School
Classroom Teacher	Amanda Brewer	Braswell High School
Classroom Teacher	Bonnie Bynum	Blanton Elementary
Classroom Teacher	Brandi Caldwell	W.S. Ryan Elementary
Classroom Teacher	Adriana Cavazos	Strickland Middle School
Classroom Teacher	John Curtis	Fred Moore High School
Classroom Teacher	Taheerah Flores	Nelson Elementary
Classroom Teacher	Joe Fritz	Crownover Middle School
Classroom Teacher	Katy Hay Watkins	Alexander Elementary
Classroom Teacher	Julie Holland	McMath Middle School
Classroom Teacher	Scott Johnston	Bell Elementary
Classroom Teacher	Matthew Joice	Harpool Middle School
Classroom Teacher	Lisa Jones	Evers Park Elementary
Classroom Teacher	Karla Kelly	Paloma Creek Elementary
Classroom Teacher	Kassidy Kirkland	Navo Middle School
Classroom Teacher	Jodi Kleppe	Pecan Creek Elementary
Classroom Teacher	Robert Lamon	Ryan High School
Classroom Teacher	Melissa Leonard	EP Rayzor Elementary

Committee Role	Name	Position
Classroom Teacher	Kimber Lucas	Cross Oaks Elementary
Classroom Teacher	Elisabeth Mallory	Stephens Elementary
Classroom Teacher	Cody Malone	Rodriguez Middle School
Classroom Teacher	Wendy Mason	Houston Elementary
Classroom Teacher	Kelley McGee	Borman Elementary
Classroom Teacher	Yolanda McKinney	Savannah Elementary
Classroom Teacher	Terri Metzler	Gonzalez SYC
Classroom Teacher	Will Milne	ATC
Classroom Teacher	Amber Morris	Ginnings Elementary
Classroom Teacher	Selee Ranchos	Newton Rayzor EL
Classroom Teacher	Tania Seda	Myers Middle School
Classroom Teacher	Brenda Sielski	Ann Windle SYC
Classroom Teacher	Will Smith	Denton High School
Classroom Teacher	Janet Spector	Sparks Campus
Classroom Teacher	Isabel Villarreal	Rivera Elementary
Classroom Teacher	Kathy Witty	Adkins Elementary
Classroom Teacher	Beverly Wright	McNair Elmentary
Administrator	Claudia Calvo	Ginnings Elementary
Administrator	Jeff Smith	Harpool Middle School
Non-classroom Professional	Noel Hill	Librarian Representative
Parent	Aimee Jones	Parent Representative
Community Representative	Jennifer Collins	Community Representative
District-level Professional	Jamie Wilson	Superintendent
District-level Professional	Richard Valenta	Deputy Superintendent

District Funding Summary

<table>
<tr><td colspan="6" align="center">Title I, Part A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>2</td><td>6</td><td>Travel in district</td><td></td><td>$7,697.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$7,697.00</td></tr>
<tr><td colspan="6" align="center">Title II, Part A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Personnel</td><td></td><td>$630,725.00</td></tr>
<tr><td>1</td><td>2</td><td>2</td><td>Personnel</td><td></td><td>$630,725.00</td></tr>
<tr><td>1</td><td>3</td><td>2</td><td>Personnel</td><td></td><td>$630,725.00</td></tr>
<tr><td>1</td><td>4</td><td>2</td><td>Personnel</td><td></td><td>$630,725.00</td></tr>
<tr><td>1</td><td>5</td><td>2</td><td>Personnel</td><td></td><td>$630,725.00</td></tr>
<tr><td>1</td><td>5</td><td>4</td><td>Personnel</td><td></td><td>$630,725.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$3,784,350.00</td></tr>
<tr><td colspan="5" align="right">Grand Total</td><td>$3,792,047.00</td></tr>
</table>

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Meets Requirements

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District Name: DENTON ISD
County Name: DENTON
District Number: 061901

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading
At Approaches Grade Level or

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	76%	77%	**77%**	67%	68%	85%	67%	80%	*	75%	52%	63%	78%	73%	67%	66%
	2018	77%	79%	**82%**	70%	76%	88%	75%	93%	50%	82%	54%	86%	82%	81%	72%	72%
At Meets Grade Level or Above	2019	45%	46%	**45%**	35%	34%	54%	33%	47%	*	45%	24%	30%	46%	41%	32%	30%
	2018	43%	46%	**45%**	29%	35%	54%	67%	57%	50%	51%	26%	41%	46%	41%	31%	30%
At Masters Grade Level	2019	27%	29%	**27%**	16%	18%	35%	22%	32%	*	34%	11%	18%	28%	23%	15%	12%
	2018	25%	27%	**24%**	14%	15%	31%	33%	37%	13%	31%	11%	12%	25%	21%	14%	12%

Grade 3 Mathematics
At Approaches Grade Level or

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	79%	79%	**80%**	73%	74%	87%	89%	90%	*	79%	53%	82%	82%	75%	72%	76%
	2018	78%	78%	**81%**	72%	77%	85%	83%	90%	75%	84%	49%	83%	81%	79%	72%	77%
At Meets Grade Level or Above	2019	49%	49%	**49%**	32%	38%	59%	56%	62%	*	57%	32%	51%	50%	45%	37%	39%
	2018	47%	47%	**48%**	34%	40%	56%	42%	71%	50%	51%	26%	46%	49%	45%	37%	41%
At Masters Grade Level	2019	25%	25%	**24%**	11%	17%	31%	22%	37%	*	28%	12%	21%	25%	20%	15%	16%
	2018	23%	23%	**22%**	14%	16%	27%	33%	34%	13%	22%	9%	20%	23%	19%	15%	18%

Grade 4 Reading
At Approaches Grade Level or

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	75%	75%	**77%**	66%	70%	84%	92%	86%	63%	89%	49%	84%	78%	75%	67%	63%
	2018	73%	75%	**78%**	61%	71%	85%	60%	91%	89%	83%	43%	76%	80%	73%	65%	65%
At Meets Grade Level or Above	2019	44%	45%	**47%**	35%	36%	57%	50%	62%	38%	43%	25%	51%	47%	46%	34%	30%
	2018	46%	49%	**52%**	30%	43%	62%	40%	72%	78%	64%	25%	42%	55%	47%	38%	35%
At Masters Grade Level	2019	22%	23%	**23%**	15%	15%	31%	8%	40%	13%	16%	8%	21%	23%	24%	14%	12%
	2018	24%	26%	**27%**	15%	20%	34%	30%	47%	33%	40%	10%	21%	29%	25%	18%	17%

Grade 4 Mathematics
At Approaches Grade Level or

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	75%	75%	**81%**	70%	79%	86%	75%	86%	75%	77%	52%	88%	82%	78%	74%	77%
	2018	78%	79%	**82%**	62%	83%	87%	70%	99%	67%	90%	52%	86%	86%	75%	75%	82%
At Meets Grade Level or Above	2019	48%	47%	**54%**	37%	48%	62%	58%	78%	50%	66%	31%	56%	56%	50%	42%	49%
	2018	49%	49%	**51%**	29%	45%	60%	40%	77%	56%	57%	28%	53%	54%	46%	38%	46%
At Masters Grade Level	2019	28%	28%	**34%**	19%	25%	42%	33%	65%	25%	43%	18%	35%	35%	31%	24%	29%
	2018	27%	27%	**29%**	13%	23%	35%	0%	54%	44%	37%	12%	28%	31%	24%	20%	24%

Grade 4 Writing
At Approaches Grade Level or

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	67%	67%	**72%**	61%	66%	78%	67%	79%	63%	68%	35%	74%	73%	69%	61%	63%
	2018	63%	64%	**69%**	50%	65%	75%	40%	86%	67%	79%	29%	71%	70%	66%	57%	61%
At Meets Grade Level or Above	2019	35%	36%	**40%**	29%	30%	49%	33%	59%	50%	36%	19%	31%	39%	41%	28%	30%
	2018	39%	41%	**45%**	30%	37%	52%	10%	72%	56%	52%	20%	44%	46%	43%	31%	32%
At Masters Grade Level	2019	11%	11%	**13%**	8%	9%	17%	17%	25%	13%	14%	8%	6%	13%	14%	8%	9%
	2018	11%	12%	**12%**	6%	9%	15%	0%	26%	22%	25%	5%	6%	13%	12%	7%	10%

Grade 5 Reading^
At Approaches Grade Level or

	Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	86%	87%	**91%**	82%	89%	94%	90%	93%	90%	91%	62%	88%	92%	88%	85%	86%
	2018	84%	86%	**89%**	84%	86%	93%	94%	96%	*	90%	58%	93%	91%	87%	83%	83%
At Meets Grade Level or Above	2019	54%	57%	**63%**	44%	56%	72%	40%	80%	70%	63%	32%	60%	66%	56%	49%	51%
	2018	54%	56%	**59%**	48%	48%	68%	50%	67%	*	69%	29%	56%	61%	54%	45%	43%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	32%	**35%**	19%	26%	45%	20%	51%	40%	43%	13%	26%	36%	33%	22%	19%
	2018	26%	28%	**28%**	18%	20%	35%	19%	31%	*	39%	12%	31%	29%	26%	18%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**94%**	86%	95%	96%	90%	97%	80%	100%	74%	95%	96%	90%	91%	94%
	2018	91%	91%	**94%**	88%	95%	96%	100%	100%	*	93%	78%	98%	96%	90%	91%	93%
At Meets Grade Level or Above	2019	58%	58%	**65%**	46%	61%	74%	40%	79%	60%	63%	34%	65%	70%	55%	54%	61%
	2018	58%	57%	**65%**	51%	61%	70%	75%	84%	*	64%	37%	70%	68%	57%	55%	60%
At Masters Grade Level	2019	36%	37%	**43%**	21%	38%	52%	10%	64%	40%	48%	18%	43%	48%	33%	33%	42%
	2018	30%	29%	**32%**	21%	28%	38%	25%	54%	*	37%	16%	43%	35%	26%	25%	31%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**79%**	57%	75%	88%	70%	87%	80%	78%	47%	81%	83%	71%	70%	72%
	2018	76%	76%	**80%**	66%	72%	88%	81%	93%	*	82%	57%	81%	81%	77%	71%	69%
At Meets Grade Level or Above	2019	49%	50%	**54%**	31%	46%	66%	20%	64%	60%	63%	28%	60%	58%	47%	42%	41%
	2018	41%	42%	**44%**	34%	35%	52%	31%	55%	*	45%	25%	49%	46%	39%	34%	34%
At Masters Grade Level	2019	24%	25%	**27%**	12%	19%	34%	0%	42%	40%	39%	12%	26%	29%	22%	18%	17%
	2018	17%	17%	**17%**	9%	10%	24%	6%	30%	*	17%	9%	19%	18%	16%	11%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	71%	**74%**	65%	64%	83%	75%	93%	*	77%	31%	84%	75%	71%	62%	56%
	2018	69%	72%	**76%**	65%	66%	84%	77%	95%	*	75%	43%	73%	76%	73%	63%	61%
At Meets Grade Level or Above	2019	37%	40%	**43%**	34%	31%	52%	38%	59%	*	55%	18%	51%	44%	39%	29%	21%
	2018	39%	42%	**45%**	32%	32%	56%	23%	69%	*	49%	27%	41%	46%	41%	30%	25%
At Masters Grade Level	2019	18%	19%	**20%**	13%	12%	27%	13%	34%	*	26%	7%	20%	21%	17%	11%	8%
	2018	19%	21%	**21%**	14%	12%	29%	8%	38%	*	23%	8%	15%	23%	17%	12%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	82%	**83%**	73%	79%	88%	100%	100%	*	85%	50%	85%	84%	80%	75%	77%
	2018	77%	79%	**80%**	67%	74%	88%	93%	100%	*	81%	57%	81%	82%	75%	70%	71%
At Meets Grade Level or Above	2019	47%	49%	**46%**	32%	37%	56%	44%	78%	*	54%	20%	55%	49%	39%	33%	34%
	2018	44%	47%	**45%**	30%	35%	55%	43%	83%	*	49%	24%	51%	47%	40%	29%	29%
At Masters Grade Level	2019	21%	23%	**19%**	10%	13%	24%	0%	52%	*	23%	10%	21%	21%	16%	10%	11%
	2018	18%	20%	**17%**	9%	10%	22%	7%	55%	*	13%	10%	20%	18%	13%	7%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	**81%**	73%	76%	87%	73%	97%	*	88%	40%	85%	83%	78%	71%	68%
	2018	74%	77%	**82%**	74%	74%	88%	88%	97%	*	84%	44%	80%	82%	81%	70%	67%
At Meets Grade Level or Above	2019	49%	52%	**56%**	43%	43%	68%	67%	79%	*	66%	22%	51%	58%	51%	39%	34%
	2018	48%	52%	**56%**	44%	42%	66%	59%	83%	*	58%	23%	58%	57%	53%	39%	35%
At Masters Grade Level	2019	29%	32%	**34%**	25%	22%	45%	27%	59%	*	41%	8%	31%	37%	28%	20%	15%
	2018	29%	32%	**35%**	24%	21%	45%	41%	57%	*	37%	7%	31%	37%	30%	20%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**80%**	67%	74%	89%	73%	97%	*	84%	42%	80%	83%	74%	69%	67%
	2018	72%	72%	**79%**	67%	71%	87%	67%	97%	*	78%	43%	81%	80%	76%	67%	68%
At Meets Grade Level or Above	2019	43%	41%	**48%**	32%	36%	61%	47%	85%	*	54%	20%	45%	51%	40%	31%	30%
	2018	40%	39%	**49%**	31%	35%	60%	27%	86%	*	51%	19%	50%	51%	43%	33%	33%
At Masters Grade Level	2019	17%	15%	**19%**	10%	12%	25%	7%	53%	*	25%	8%	15%	21%	14%	9%	8%

District Name: DENTON ISD
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	17%	**23%**	12%	14%	29%	27%	66%	*	20%	8%	16%	24%	18%	12%	13%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**76%**	64%	68%	84%	67%	97%	*	79%	33%	74%	77%	72%	63%	61%
	2018	69%	73%	**75%**	65%	64%	84%	82%	96%	*	73%	32%	74%	76%	74%	62%	56%
At Meets Grade Level or Above	2019	42%	45%	**49%**	36%	37%	61%	67%	78%	*	45%	19%	38%	51%	43%	33%	27%
	2018	43%	48%	**51%**	38%	37%	62%	41%	76%	*	53%	15%	46%	51%	49%	34%	29%
At Masters Grade Level	2019	18%	20%	**21%**	13%	12%	29%	40%	43%	*	25%	9%	13%	22%	18%	12%	9%
	2018	15%	17%	**16%**	10%	8%	22%	29%	37%	*	22%	5%	14%	18%	14%	8%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**90%**	83%	85%	95%	88%	95%	*	92%	56%	96%	91%	85%	82%	78%
	2018	86%	88%	**91%**	86%	85%	95%	100%	97%	*	97%	51%	94%	91%	88%	81%	79%
At Meets Grade Level or Above	2019	55%	57%	**60%**	43%	48%	72%	63%	81%	*	47%	21%	60%	62%	54%	43%	34%
	2018	49%	52%	**59%**	47%	47%	68%	71%	74%	*	67%	22%	53%	61%	54%	39%	34%
At Masters Grade Level	2019	28%	30%	**33%**	20%	21%	44%	19%	54%	*	22%	5%	31%	35%	28%	18%	12%
	2018	27%	29%	**34%**	25%	23%	40%	57%	50%	*	39%	6%	28%	35%	28%	18%	12%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**89%**	79%	88%	93%	85%	100%	*	81%	58%	91%	90%	86%	83%	86%
	2018	86%	86%	**90%**	85%	87%	93%	91%	97%	*	94%	53%	89%	92%	86%	84%	85%
At Meets Grade Level or Above	2019	57%	57%	**56%**	44%	46%	67%	54%	80%	*	53%	20%	59%	57%	52%	42%	41%
	2018	51%	51%	**54%**	38%	45%	65%	55%	66%	*	61%	19%	45%	58%	45%	38%	39%
At Masters Grade Level	2019	17%	17%	**16%**	7%	11%	21%	8%	44%	*	14%	5%	15%	17%	11%	8%	7%
	2018	15%	15%	**17%**	12%	9%	24%	9%	26%	*	24%	6%	16%	19%	14%	9%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	82%	**84%**	73%	76%	92%	94%	93%	*	78%	49%	83%	86%	80%	73%	67%
	2018	76%	78%	**80%**	68%	73%	88%	86%	90%	*	85%	36%	79%	82%	75%	66%	63%
At Meets Grade Level or Above	2019	51%	53%	**56%**	42%	41%	69%	69%	76%	*	42%	20%	52%	58%	50%	39%	29%
	2018	52%	55%	**59%**	40%	48%	70%	64%	78%	*	61%	19%	55%	61%	53%	39%	37%
At Masters Grade Level	2019	25%	27%	**29%**	17%	16%	39%	25%	54%	*	19%	6%	32%	31%	22%	15%	11%
	2018	28%	30%	**35%**	17%	25%	46%	43%	58%	*	21%	7%	30%	37%	30%	20%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	**71%**	58%	61%	80%	69%	89%	*	58%	35%	77%	72%	67%	56%	50%
	2018	65%	68%	**70%**	58%	60%	79%	64%	87%	*	79%	28%	64%	71%	66%	52%	47%
At Meets Grade Level or Above	2019	37%	39%	**38%**	24%	25%	49%	38%	65%	*	25%	17%	44%	40%	32%	23%	17%
	2018	36%	39%	**40%**	25%	30%	50%	57%	57%	*	36%	13%	38%	43%	33%	22%	18%
At Masters Grade Level	2019	21%	22%	**23%**	13%	14%	31%	19%	44%	*	8%	5%	25%	25%	18%	11%	8%
	2018	21%	23%	**23%**	14%	16%	29%	36%	39%	*	24%	6%	21%	25%	17%	10%	8%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	71%	**70%**	60%	61%	81%	69%	84%	80%	*	25%	53%	72%	65%	56%	50%
	2018	65%	69%	**70%**	57%	60%	81%	52%	93%	67%	-	24%	67%	72%	63%	57%	51%
At Meets Grade Level or Above	2019	50%	54%	**56%**	41%	44%	70%	59%	76%	80%	*	14%	34%	58%	50%	37%	31%
	2018	44%	49%	**50%**	33%	40%	64%	10%	79%	67%	-	9%	40%	53%	43%	34%	25%
At Masters Grade Level	2019	11%	11%	**15%**	8%	8%	22%	17%	35%	30%	*	2%	4%	16%	12%	5%	1%
	2018	7%	7%	**9%**	4%	5%	13%	0%	28%	0%	-	2%	5%	10%	7%	3%	0%

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End of Course English II																	
At Approaches Grade Level or Above	2019	68%	71%	**69%**	59%	59%	81%	52%	79%	83%	*	27%	54%	72%	62%	56%	45%
	2018	67%	71%	**70%**	57%	61%	82%	68%	84%	57%	*	19%	53%	72%	64%	56%	43%
At Meets Grade Level or Above	2019	49%	53%	**51%**	37%	38%	66%	24%	63%	67%	*	14%	33%	54%	41%	34%	24%
	2018	48%	53%	**53%**	38%	42%	68%	28%	77%	43%	*	9%	30%	55%	48%	36%	21%
At Masters Grade Level	2019	8%	9%	**9%**	4%	4%	13%	0%	21%	0%	*	3%	1%	10%	5%	4%	0%
	2018	8%	9%	**7%**	3%	4%	10%	4%	23%	0%	*	3%	1%	8%	6%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	**86%**	79%	83%	90%	82%	99%	100%	-	51%	82%	89%	80%	79%	81%
	2018	83%	85%	**85%**	76%	82%	90%	71%	99%	86%	-	44%	84%	87%	79%	75%	79%
At Meets Grade Level or Above	2019	61%	62%	**64%**	51%	57%	73%	59%	90%	60%	-	21%	57%	68%	53%	49%	52%
	2018	55%	58%	**59%**	43%	52%	69%	57%	86%	86%	-	11%	45%	64%	48%	44%	47%
At Masters Grade Level	2019	37%	38%	**42%**	28%	36%	51%	45%	72%	20%	-	6%	32%	47%	31%	28%	28%
	2018	32%	31%	**35%**	22%	28%	43%	33%	70%	57%	-	6%	27%	39%	25%	22%	23%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	**87%**	84%	80%	93%	90%	99%	89%	-	54%	89%	89%	84%	78%	72%
	2018	87%	89%	**87%**	82%	80%	93%	88%	97%	86%	-	54%	85%	89%	83%	78%	72%
At Meets Grade Level or Above	2019	62%	66%	**64%**	50%	53%	76%	62%	84%	89%	-	18%	56%	68%	55%	46%	38%
	2018	59%	63%	**61%**	45%	46%	76%	44%	89%	71%	-	18%	50%	65%	52%	44%	35%
At Masters Grade Level	2019	25%	28%	**26%**	15%	19%	34%	33%	48%	33%	-	3%	18%	29%	19%	12%	9%
	2018	24%	26%	**25%**	13%	14%	35%	6%	58%	14%	-	5%	14%	28%	17%	13%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**93%**	91%	89%	97%	88%	97%	100%	*	69%	92%	94%	90%	88%	78%
	2018	92%	93%	**93%**	90%	90%	96%	96%	95%	*	-	65%	94%	94%	92%	88%	78%
At Meets Grade Level or Above	2019	73%	76%	**75%**	64%	65%	87%	59%	85%	80%	*	37%	67%	77%	70%	61%	43%
	2018	70%	74%	**72%**	54%	61%	83%	79%	90%	*	-	34%	57%	74%	66%	58%	36%
At Masters Grade Level	2019	45%	48%	**45%**	30%	35%	57%	41%	63%	40%	*	14%	33%	46%	41%	31%	15%
	2018	40%	44%	**43%**	25%	29%	55%	61%	67%	*	-	12%	29%	44%	38%	28%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	**81%**	71%	75%	88%	78%	92%	82%	81%	46%	80%	82%	77%	71%	69%
	2018	77%	79%	**81%**	70%	75%	87%	79%	94%	78%	84%	46%	80%	82%	77%	70%	69%
At Meets Grade Level or Above	2019	50%	52%	**54%**	40%	43%	65%	50%	74%	61%	52%	22%	50%	56%	48%	39%	36%
	2018	48%	51%	**53%**	38%	43%	63%	47%	75%	62%	55%	21%	48%	55%	47%	38%	35%
At Masters Grade Level	2019	24%	25%	**26%**	15%	18%	34%	20%	47%	29%	28%	8%	22%	28%	21%	15%	13%
	2018	22%	23%	**24%**	14%	16%	31%	24%	45%	25%	28%	8%	20%	25%	20%	14%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**78%**	68%	70%	86%	73%	88%	84%	84%	41%	76%	79%	74%	67%	63%
	2018	74%	76%	**79%**	68%	71%	87%	76%	93%	73%	84%	41%	77%	80%	75%	68%	64%
At Meets Grade Level or Above	2019	48%	51%	**52%**	39%	41%	64%	47%	69%	59%	53%	21%	46%	55%	47%	37%	32%
	2018	46%	50%	**52%**	37%	41%	63%	41%	72%	65%	59%	20%	45%	54%	47%	36%	31%
At Masters Grade Level	2019	21%	22%	**24%**	14%	15%	32%	14%	41%	27%	31%	7%	19%	25%	21%	13%	9%
	2018	19%	21%	**22%**	13%	14%	29%	21%	39%	22%	34%	7%	17%	23%	19%	12%	10%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**85%**	75%	82%	90%	85%	95%	79%	84%	54%	86%	87%	80%	78%	80%
	2018	81%	82%	**84%**	74%	81%	89%	82%	97%	80%	86%	54%	86%	86%	80%	76%	79%
At Meets Grade Level or Above	2019	52%	52%	**55%**	39%	46%	65%	52%	79%	55%	58%	25%	55%	58%	48%	41%	44%
	2018	50%	50%	**53%**	37%	45%	62%	49%	80%	60%	55%	24%	53%	56%	47%	39%	42%
At Masters Grade Level	2019	26%	27%	**29%**	16%	22%	36%	20%	56%	27%	30%	11%	26%	31%	23%	19%	21%
	2018	24%	24%	**25%**	15%	19%	32%	21%	53%	33%	26%	10%	25%	27%	20%	16%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	**74%**	62%	67%	81%	67%	88%	73%	74%	34%	74%	75%	71%	62%	62%
	2018	66%	69%	**72%**	58%	64%	79%	67%	91%	70%	76%	31%	72%	73%	70%	59%	59%
At Meets Grade Level or Above	2019	38%	40%	**44%**	33%	33%	55%	52%	68%	64%	41%	19%	35%	45%	42%	31%	28%
	2018	41%	45%	**48%**	34%	37%	57%	30%	74%	60%	53%	18%	45%	49%	46%	32%	31%
At Masters Grade Level	2019	14%	16%	**17%**	11%	11%	23%	30%	34%	27%	20%	8%	10%	18%	16%	10%	9%
	2018	13%	15%	**14%**	8%	8%	18%	19%	31%	20%	24%	5%	10%	15%	13%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**84%**	73%	77%	91%	87%	93%	85%	78%	50%	84%	86%	78%	74%	71%
	2018	80%	81%	**83%**	73%	75%	90%	85%	93%	91%	83%	50%	82%	84%	79%	72%	68%
At Meets Grade Level or Above	2019	54%	57%	**58%**	42%	47%	70%	55%	75%	75%	54%	22%	56%	62%	51%	42%	36%
	2018	51%	53%	**55%**	40%	43%	66%	46%	75%	73%	51%	21%	51%	57%	48%	39%	35%
At Masters Grade Level	2019	25%	27%	**27%**	15%	18%	36%	23%	48%	35%	30%	7%	26%	30%	21%	15%	12%
	2018	23%	25%	**26%**	13%	16%	35%	17%	50%	18%	18%	7%	20%	28%	20%	14%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**82%**	76%	75%	88%	79%	93%	100%	63%	49%	82%	84%	78%	71%	62%
	2018	78%	81%	**81%**	74%	75%	87%	86%	91%	86%	79%	45%	76%	82%	78%	69%	59%
At Meets Grade Level or Above	2019	55%	57%	**56%**	45%	45%	67%	48%	76%	67%	33%	25%	52%	59%	50%	41%	28%
	2018	53%	57%	**56%**	40%	45%	66%	71%	72%	43%	36%	23%	45%	58%	48%	39%	25%
At Masters Grade Level	2019	33%	35%	**34%**	22%	24%	44%	30%	54%	33%	13%	9%	28%	36%	28%	21%	11%
	2018	31%	34%	**33%**	20%	22%	42%	52%	52%	29%	24%	9%	24%	35%	27%	19%	8%

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	**61**	57	57	65	55	66	57	48	53	69	62	58	55	54
	2018	63	64	**63**	63	62	63	56	73	67	62	60	66	64	61	63	62
Grade 4 Mathematics	2019	65	65	**73**	63	71	76	82	84	93	76	69	76	73	71	68	73
	2018	65	66	**67**	58	67	69	50	82	67	76	60	73	69	64	64	69
Grade 5 ELA/Reading	2019	81	81	**84**	83	85	85	60	87	65	84	83	83	84	86	84	86
	2018	80	80	**82**	84	84	81	67	79	*	83	86	82	83	82	84	86
Grade 5 Mathematics	2019	83	83	**89**	89	89	90	50	91	70	91	85	92	90	88	90	90
	2018	81	80	**83**	86	86	81	84	88	*	84	85	83	84	83	85	88
Grade 6 ELA/Reading	2019	42	44	**45**	41	39	50	47	63	*	44	31	45	46	44	38	34
	2018	47	49	**50**	42	44	56	33	67	*	49	42	49	52	45	43	43
Grade 6 Mathematics	2019	54	58	**47**	40	40	53	25	75	*	53	37	52	47	46	37	35
	2018	56	61	**48**	44	43	52	36	75	*	42	54	47	48	47	42	41
Grade 7 ELA/Reading	2019	77	78	**79**	76	77	81	100	90	*	82	63	86	80	78	75	78
	2018	76	76	**79**	74	82	79	77	85	*	78	65	76	80	77	77	83
Grade 7 Mathematics	2019	63	61	**66**	59	62	71	61	77	*	76	45	69	68	63	60	59
	2018	67	66	**70**	65	67	73	62	88	*	70	57	69	71	66	66	71
Grade 8 ELA/Reading	2019	77	77	**76**	72	73	79	69	85	*	78	72	81	77	74	74	73
	2018	79	78	**80**	81	79	79	96	83	*	95	76	84	79	80	80	77
Grade 8 Mathematics	2019	84	81	**83**	81	84	84	83	86	*	80	72	87	84	82	82	84
	2018	81	75	**81**	86	79	80	80	84	*	85	72	87	80	83	80	81
End of Course English II	2019	69	69	**66**	67	61	68	59	71	*	-	54	56	66	64	61	58
	2018	67	66	**64**	62	61	67	66	68	60	*	45	59	65	62	60	56
End of Course Algebra I	2019	75	76	**77**	70	74	80	75	91	*	-	38	75	80	68	69	71
	2018	72	74	**73**	65	70	77	68	91	100	-	30	69	75	67	64	67
All Grades Both Subjects	2019	69	69	**70**	66	67	73	64	81	67	71	59	72	71	68	66	66
	2018	69	70	**70**	67	68	71	66	80	79	70	62	70	71	68	67	69
All Grades ELA/Reading	2019	68	68	**69**	66	65	71	65	78	59	67	59	70	69	67	65	64
	2018	69	69	**70**	67	69	71	67	75	71	71	63	69	71	68	68	68
All Grades Mathematics	2019	70	70	**72**	66	69	75	62	84	75	74	58	74	73	69	67	68
	2018	70	70	**70**	67	68	72	64	85	86	69	61	70	71	68	66	69

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Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**45%**	40%	44%	49%	38%	68%	*	53%	23%	41%	42%
	2018	38%	39%	**45%**	41%	42%	52%	55%	69%	*	46%	24%	41%	41%
Mathematics	2019	45%	44%	**50%**	45%	50%	55%	40%	64%	60%	45%	33%	48%	48%
	2018	47%	46%	**53%**	47%	53%	56%	*	94%	*	53%	35%	50%	52%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	**84%**	69%	81%	90%	90%	91%	90%	83%	45%	74%	74%
Students Requiring Accelerated Instruction														
	2019	22%	20%	**16%**	31%	19%	10%	10%	9%	10%	17%	55%	26%	26%
STAAR Cumulative Met Standard														
	2019	86%	87%	**91%**	82%	89%	94%	90%	91%	90%	91%	59%	84%	84%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	84%	**88%**	74%	87%	92%	90%	95%	80%	96%	58%	83%	87%
Students Requiring Accelerated Instruction														
	2019	17%	16%	**12%**	26%	13%	8%	10%	5%	20%	4%	42%	17%	13%
STAAR Cumulative Met Standard														
	2019	90%	90%	**94%**	86%	95%	96%	90%	99%	80%	100%	72%	91%	94%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	*	-	*	-	-	-	-	-	-	-	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	**83%**	73%	76%	90%	88%	94%	*	78%	40%	71%	57%
Students Requiring Accelerated Instruction														
	2019	22%	20%	**17%**	27%	24%	10%	13%	6%	*	22%	60%	29%	43%
STAAR Cumulative Met Standard														
	2019	85%	87%	**89%**	83%	84%	95%	88%	95%	*	92%	52%	81%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	*	*	-	-	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	**84%**	72%	81%	90%	77%	100%	*	81%	46%	76%	72%
Students Requiring Accelerated Instruction														
	2019	18%	17%	**16%**	28%	19%	10%	23%	0%	*	19%	54%	24%	28%
STAAR Cumulative Met Standard														
	2019	88%	88%	**89%**	79%	88%	93%	85%	100%	*	81%	56%	83%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	*	*	-	-	-	-	-	-	-	*	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
Bilingual Education/English as a Second Language

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

(Current EL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	**81%**	76%	-	-	79%	75%	59%	65%	57%	69%	63%	64%
	2018	77%	79%	**81%**	75%	-	-	74%	75%	54%	62%	50%	66%	61%	61%
At Meets Grade Level or Above	2019	50%	52%	**54%**	40%	-	-	36%	40%	23%	33%	20%	46%	28%	28%
	2018	48%	51%	**53%**	38%	-	-	38%	38%	18%	29%	15%	38%	25%	26%
At Masters Grade Level	2019	24%	25%	**26%**	18%	-	-	11%	19%	7%	15%	4%	15%	10%	10%
	2018	22%	23%	**24%**	17%	-	-	15%	17%	5%	10%	3%	14%	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**78%**	72%	-	-	77%	72%	51%	62%	47%	64%	56%	56%
	2018	74%	76%	**79%**	73%	-	-	78%	72%	47%	63%	43%	64%	56%	56%
At Meets Grade Level or Above	2019	48%	51%	**52%**	35%	-	-	34%	36%	19%	29%	16%	41%	23%	24%
	2018	46%	50%	**52%**	33%	-	-	37%	33%	15%	26%	11%	36%	21%	21%
At Masters Grade Level	2019	21%	22%	**24%**	13%	-	-	9%	14%	5%	12%	2%	9%	7%	7%
	2018	19%	21%	**22%**	14%	-	-	17%	13%	4%	9%	2%	10%	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**85%**	83%	-	-	82%	83%	73%	76%	72%	76%	77%	77%
	2018	81%	82%	**84%**	85%	-	-	83%	85%	67%	74%	64%	80%	74%	74%
At Meets Grade Level or Above	2019	52%	52%	**55%**	49%	-	-	39%	50%	33%	40%	30%	53%	38%	38%
	2018	50%	50%	**53%**	48%	-	-	48%	48%	26%	38%	21%	47%	35%	35%
At Masters Grade Level	2019	26%	27%	**29%**	28%	-	-	14%	30%	12%	22%	7%	24%	17%	17%
	2018	24%	24%	**25%**	24%	-	-	19%	25%	9%	16%	6%	27%	15%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	**74%**	66%	-	-	67%	66%	51%	52%	50%	78%	57%	57%
	2018	66%	69%	**72%**	62%	-	-	61%	62%	39%	44%	37%	38%	49%	49%
At Meets Grade Level or Above	2019	38%	40%	**44%**	29%	-	-	41%	28%	18%	24%	16%	67%	23%	23%
	2018	41%	45%	**48%**	32%	-	-	25%	33%	11%	19%	7%	25%	20%	20%
At Masters Grade Level	2019	14%	16%	**17%**	7%	-	-	4%	7%	5%	8%	4%	22%	6%	6%
	2018	13%	15%	**14%**	11%	-	-	11%	11%	1%	3%	0%	0%	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**84%**	72%	-	-	100%	71%	60%	63%	60%	60%	63%	63%
	2018	80%	81%	**83%**	64%	-	-	56%	66%	53%	56%	52%	65%	57%	57%
At Meets Grade Level or Above	2019	54%	57%	**58%**	37%	-	-	25%	38%	22%	34%	18%	35%	26%	26%
	2018	51%	53%	**55%**	31%	-	-	29%	31%	18%	24%	16%	41%	22%	23%
At Masters Grade Level	2019	25%	27%	**27%**	15%	-	-	17%	15%	6%	14%	4%	10%	8%	8%
	2018	23%	25%	**26%**	7%	-	-	2%	8%	5%	7%	4%	12%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**82%**	-	-	-	-	-	50%	25%	52%	75%	50%	50%
	2018	78%	81%	**81%**	-	-	-	-	-	48%	24%	51%	40%	48%	47%
At Meets Grade Level or Above	2019	55%	57%	**56%**	-	-	-	-	-	17%	6%	18%	50%	17%	18%
	2018	53%	57%	**56%**	-	-	-	-	-	15%	0%	17%	20%	15%	15%
At Masters Grade Level	2019	33%	35%	**34%**	-	-	-	-	-	4%	0%	4%	17%	4%	4%
	2018	31%	34%	**33%**	-	-	-	-	-	3%	0%	3%	0%	3%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	74%	-	-	65%	75%	61%	71%	57%	73%	64%	64%
	2018	69%	70%	**70%**	76%	-	-	73%	76%	64%	77%	60%	75%	68%	68%
All Grades ELA/Reading	2019	68%	68%	**69%**	66%	-	-	59%	67%	61%	67%	59%	74%	62%	63%
	2018	69%	69%	**70%**	73%	-	-	67%	74%	66%	76%	63%	73%	68%	68%
All Grades Mathematics	2019	70%	70%	**72%**	81%	-	-	70%	82%	60%	74%	55%	71%	66%	66%
	2018	70%	70%	**70%**	78%	-	-	77%	78%	62%	77%	57%	78%	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**45%**	52%	-	-	56%	52%	40%	36%	41%	29%	42%	42%

District Name: DENTON ISD

County Name: DENTON

District Number: 061901

(Current EL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	39%	**45%**	48%	-	-	50%	48%	38%	43%	37%	*	41%	41%
Mathematics	2019	45%	44%	**50%**	51%	-	-	67%	49%	47%	50%	46%	57%	48%	48%
	2018	47%	46%	**53%**	72%	-	-	65%	74%	45%	47%	44%	*	52%	52%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Participation

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	92%	94%	97%	94%	92%	90%	96%	94%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	8%	4%	3%	6%	4%	10%	4%	5%	6%	5%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	4%	0%	0%	1%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**94%**	90%	94%	96%	97%	93%	96%	94%	94%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	10%	4%	3%	3%	4%	4%	5%	4%	6%	3%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	1%	3%	0%	0%	1%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.5%	**96.0%**	96.1%	95.9%	95.9%	95.9%	97.4%	94.3%	95.8%	95.0%	95.5%	96.4%
2016-17	95.7%	95.8%	**96.1%**	96.4%	96.1%	96.0%	95.6%	97.5%	95.5%	95.6%	95.2%	95.8%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	**0.1%**	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	0.0%
2016-17	0.3%	0.3%	**0.0%**	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	**0.3%**	0.7%	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.6%	0.5%	0.1%
2016-17	1.9%	1.4%	**0.5%**	1.0%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	1.1%	0.9%	0.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.6%	**96.1%**	93.5%	96.0%	96.6%	100.0%	100.0%	-	100.0%	91.1%	94.1%	92.5%
Received TxCHSE	0.4%	0.5%	**0.4%**	0.3%	0.0%	0.6%	0.0%	0.0%	-	0.0%	0.0%	0.3%	0.0%
Continued HS	3.8%	4.2%	**2.0%**	3.8%	2.5%	1.3%	0.0%	0.0%	-	0.0%	2.4%	2.6%	5.0%
Dropped Out	5.7%	4.7%	**1.5%**	2.4%	1.4%	1.5%	0.0%	0.0%	-	0.0%	6.5%	3.0%	2.5%
Graduates and TxCHSE	90.4%	91.1%	**96.5%**	93.9%	96.0%	97.2%	100.0%	100.0%	-	100.0%	91.1%	94.4%	92.5%
Graduates, TxCHSE, and Continuers	94.3%	95.3%	**98.5%**	97.6%	98.6%	98.5%	100.0%	100.0%	-	100.0%	93.5%	97.0%	97.5%
Class of 2017													
Graduated	89.7%	90.5%	**94.7%**	91.8%	93.1%	96.1%	100.0%	97.9%	100.0%	93.8%	87.9%	92.3%	92.6%
Received TxCHSE	0.4%	0.4%	**0.4%**	0.0%	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	4.3%	**2.4%**	3.4%	2.8%	2.0%	0.0%	0.0%	0.0%	6.3%	8.6%	3.7%	1.6%
Dropped Out	5.9%	4.7%	**2.5%**	4.9%	3.2%	1.6%	0.0%	2.1%	0.0%	0.0%	3.6%	4.0%	5.7%
Graduates and TxCHSE	90.1%	90.9%	**95.1%**	91.8%	94.0%	96.4%	100.0%	97.9%	100.0%	93.8%	87.9%	92.3%	92.6%
Graduates, TxCHSE, and Continuers	94.1%	95.3%	**97.5%**	95.1%	96.8%	98.4%	100.0%	97.9%	100.0%	100.0%	96.4%	96.0%	94.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	93.2%	**96.6%**	94.4%	95.2%	97.9%	100.0%	97.9%	100.0%	100.0%	95.6%	95.8%	94.2%
Received TxCHSE	0.6%	0.6%	**0.6%**	0.8%	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%
Continued HS	1.1%	1.2%	**0.1%**	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
Dropped Out	6.3%	5.0%	**2.6%**	4.9%	3.9%	1.5%	0.0%	2.1%	0.0%	0.0%	3.6%	3.9%	5.8%
Graduates and TxCHSE	92.6%	93.8%	**97.2%**	95.1%	96.1%	98.3%	100.0%	97.9%	100.0%	100.0%	95.6%	96.1%	94.2%
Graduates, TxCHSE, and Continuers	93.7%	95.0%	**97.4%**	95.1%	96.1%	98.5%	100.0%	97.9%	100.0%	100.0%	96.4%	96.1%	94.2%
Class of 2016													
Graduated	91.6%	92.6%	**97.3%**	96.5%	96.6%	98.0%	100.0%	97.4%	*	97.1%	92.4%	95.3%	98.3%
Received TxCHSE	0.7%	0.7%	**0.4%**	0.0%	0.4%	0.2%	0.0%	2.6%	*	0.0%	0.0%	0.8%	0.0%
Continued HS	1.2%	1.4%	**0.3%**	0.0%	0.2%	0.2%	0.0%	0.0%	*	2.9%	3.4%	0.6%	0.0%
Dropped Out	6.6%	5.3%	**2.0%**	3.5%	2.7%	1.5%	0.0%	0.0%	*	0.0%	4.2%	3.4%	1.7%
Graduates and TxCHSE	92.2%	93.3%	**97.7%**	96.5%	97.1%	98.3%	100.0%	100.0%	*	97.1%	92.4%	96.1%	98.3%
Graduates, TxCHSE, and Continuers	93.4%	94.7%	**98.0%**	96.5%	97.3%	98.5%	100.0%	100.0%	*	100.0%	95.8%	96.6%	98.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.3%	**97.5%**	96.5%	96.4%	98.3%	100.0%	97.4%	*	100.0%	95.7%	95.8%	97.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.8%	**0.4%**	0.0%	0.4%	0.4%	0.0%	2.6%	*	0.0%	0.0%	0.8%	0.0%
Continued HS	0.5%	0.7%	**0.1%**	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.9%
Dropped Out	6.6%	5.2%	**2.0%**	3.5%	2.7%	1.4%	0.0%	0.0%	*	0.0%	4.3%	3.4%	1.7%
Graduates and TxCHSE	92.9%	94.1%	**97.9%**	96.5%	96.9%	98.6%	100.0%	100.0%	*	100.0%	95.7%	96.6%	97.4%
Graduates, TxCHSE, and Continuers	93.4%	94.8%	**98.0%**	96.5%	97.3%	98.6%	100.0%	100.0%	*	100.0%	95.7%	96.6%	98.3%
Class of 2015													
Graduated	91.8%	92.7%	**97.2%**	96.3%	96.3%	97.9%	87.5%	100.0%	*	96.3%	94.9%	95.9%	96.4%
Received TxCHSE	1.0%	0.9%	**0.3%**	0.5%	0.0%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	0.6%	0.7%	**0.1%**	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	1.5%	0.2%	0.0%
Dropped Out	6.7%	5.7%	**2.3%**	3.2%	3.3%	1.6%	12.5%	0.0%	*	3.7%	3.7%	3.7%	3.6%
Graduates and TxCHSE	92.8%	93.6%	**97.5%**	96.8%	96.3%	98.4%	87.5%	100.0%	*	96.3%	94.9%	96.1%	96.4%
Graduates, TxCHSE, and Continuers	93.3%	94.3%	**97.7%**	96.8%	96.7%	98.4%	87.5%	100.0%	*	96.3%	96.3%	96.3%	96.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	90.6%	**95.1%**	92.0%	95.2%	95.8%	100.0%	96.3%	-	95.7%	80.4%	92.7%	91.3%
Class of 2017	89.7%	90.5%	**94.1%**	91.1%	92.5%	95.7%	100.0%	97.9%	100.0%	88.2%	83.7%	91.6%	91.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	68.2%	**76.9%**	50.0%	87.5%	80.0%	-	*	-	*	*	70.0%	60.0%
Class of 2017	88.5%	87.8%	**90.5%**	81.0%	88.7%	94.0%	92.3%	97.9%	60.0%	86.7%	41.0%	80.8%	81.7%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	8.1%	**0.6%**	0.7%	1.1%	0.2%	0.0%	2.0%	-	0.0%	0.9%	1.3%	1.4%
Class of 2017	6.0%	9.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	77.7%	**90.5%**	81.3%	88.7%	93.8%	90.9%	96.1%	-	95.2%	45.9%	84.2%	82.9%
Class of 2017	60.8%	47.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	85.6%	**90.9%**	81.3%	89.8%	93.8%	90.9%	98.1%	-	95.5%	46.4%	85.2%	83.4%
Class of 2017	85.9%	84.8%	**89.2%**	80.0%	87.0%	92.6%	92.3%	97.9%	60.0%	86.7%	39.0%	79.6%	78.8%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	30.9%	**37.5%**	*	*	*	-	-	-	*	-	40.0%	-
2016-17	87.2%	86.7%	**89.4%**	78.9%	87.2%	93.2%	92.3%	97.9%	60.0%	87.5%	38.4%	79.3%	79.8%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	7.9%	**0.7%**	0.8%	1.1%	0.3%	0.0%	1.9%	*	0.0%	0.8%	1.4%	1.4%
2016-17	7.2%	10.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	76.9%	**89.3%**	80.5%	87.2%	92.8%	83.3%	96.2%	*	92.9%	39.8%	82.6%	83.9%
2016-17	56.5%	45.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	83.7%	**89.7%**	80.8%	88.1%	93.0%	83.3%	98.1%	*	89.7%	40.6%	83.6%	85.3%
2016-17	84.0%	83.0%	**87.6%**	76.8%	85.6%	91.2%	92.3%	97.9%	60.0%	87.5%	36.1%	77.6%	75.2%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	1,835	100.0%	347,893	100.0%
By Ethnicity:				
African American	267	14.6%	43,502	12.5%
Hispanic	569	31.0%	173,272	49.8%
White	904	49.3%	107,052	30.8%
American Indian	12	0.7%	1,226	0.4%
Asian	53	2.9%	15,589	4.5%
Pacific Islander	1	0.1%	528	0.2%
Two or More Races	29	1.6%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	5	0.3%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	3	0.2%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	193	10.5%	49,432	14.2%
Foundation H.S. Program (Endorsement)	12	0.7%	16,542	4.8%
Foundation H.S. Program (DLA)	1,622	88.4%	272,526	78.3%
Special Education Graduates	131	7.1%	25,962	7.5%
Economically Disadvantaged Graduates	605	33.0%	166,956	48.0%
LEP Graduates	145	7.9%	21,359	6.1%
At-Risk Graduates	421	22.9%	144,805	41.6%

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	62.8%	**65.7%**	52.2%	64.0%	70.1%	50.0%	78.3%	*	72.4%	92.0%	57.4%	60.7%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	49.1%	**46.9%**	28.1%	39.4%	56.1%	25.0%	69.8%	*	44.8%	3.1%	30.2%	29.7%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	60.3%	**61.3%**	49.4%	48.5%	71.8%	33.3%	84.9%	*	58.6%	9.2%	42.6%	19.3%
Mathematics													
2017-18	46.0%	45.4%	**44.8%**	29.6%	33.9%	54.8%	25.0%	73.6%	*	41.4%	3.1%	27.8%	15.2%
Both Subjects													
2017-18	42.1%	43.0%	**43.2%**	27.0%	31.8%	54.0%	25.0%	67.9%	*	41.4%	2.3%	24.6%	10.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	16.4%	**6.3%**	3.0%	3.3%	9.2%	8.3%	5.7%	*	3.4%	0.0%	1.5%	0.0%
2016-17	19.9%	15.0%	**5.9%**	3.5%	3.0%	8.2%	0.0%	4.2%	20.0%	0.0%	0.0%	3.4%	0.8%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.3%	**22.6%**	8.2%	21.3%	25.9%	25.0%	52.8%	*	24.1%	1.5%	13.6%	24.1%
2016-17	20.1%	22.7%	**21.4%**	12.6%	19.0%	24.0%	15.4%	43.8%	0.0%	25.0%	0.7%	13.9%	16.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.5%	**30.2%**	32.4%	35.5%	26.3%	33.3%	22.6%	*	37.9%	92.0%	36.8%	37.6%
2016-17	13.2%	10.6%	**15.0%**	12.4%	15.8%	15.5%	3.8%	15.6%	30.0%	9.4%	14.2%	14.7%	16.9%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.4%	**4.6%**	1.9%	8.1%	3.2%	16.7%	1.9%	*	6.9%	0.8%	6.9%	6.2%
2016-17	2.7%	1.9%	**3.0%**	1.6%	3.7%	3.4%	0.0%	0.0%	0.0%	0.0%	2.2%	3.0%	4.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.9%	**6.6%**	11.6%	8.4%	4.3%	0.0%	1.9%	*	10.3%	90.1%	11.2%	13.1%
2016-17	1.0%	0.7%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	31.7%	**38.0%**	33.0%	40.4%	37.9%	33.3%	41.5%	*	31.0%	34.4%	40.8%	42.8%
2016-17	17.3%	12.5%	**22.8%**	20.1%	25.6%	22.3%	7.7%	27.1%	20.0%	18.8%	24.6%	23.6%	29.8%

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.5%	**4.3%**	6.4%	4.7%	3.1%	8.3%	0.0%	*	17.2%	6.1%	4.6%	3.4%
2016-17	2.2%	2.7%	**2.2%**	1.6%	1.4%	2.7%	0.0%	2.1%	20.0%	0.0%	0.7%	1.4%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.1%	**2.8%**	4.1%	3.9%	2.0%	0.0%	0.0%	*	3.4%	39.7%	3.6%	4.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	30.8%	**25.7%**	21.0%	22.5%	29.5%	8.3%	26.4%	*	17.2%	5.3%	20.7%	10.3%
2016-17	23.4%	22.4%	**15.5%**	17.3%	13.5%	15.4%	7.7%	22.9%	20.0%	25.0%	6.7%	12.5%	4.1%
Mathematics													
2017-18	23.7%	19.0%	**17.7%**	14.2%	17.0%	19.7%	8.3%	13.2%	*	10.3%	1.5%	14.9%	10.3%
2016-17	19.8%	16.6%	**12.9%**	10.2%	14.4%	12.9%	7.7%	16.7%	0.0%	6.3%	4.5%	11.9%	7.4%
Both Subjects													
2017-18	18.1%	14.7%	**12.2%**	6.7%	11.1%	14.7%	8.3%	7.5%	*	10.3%	0.8%	8.9%	4.8%
2016-17	12.9%	11.2%	**7.7%**	5.1%	7.6%	8.4%	0.0%	12.5%	0.0%	6.3%	2.2%	6.7%	1.7%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	48.4%	**54.6%**	50.6%	55.9%	55.3%	50.0%	52.8%	*	44.8%	58.0%	56.4%	60.0%
2016-17	50.5%	40.5%	**51.4%**	47.2%	57.0%	50.6%	38.5%	39.6%	40.0%	62.5%	61.9%	56.2%	65.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	2.8%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.2%	**24.9%**	11.5%	19.7%	30.5%	24.2%	51.3%	*	35.1%	n/a	15.7%	n/a
2017	26.2%	28.6%	**26.5%**	14.3%	22.3%	31.1%	16.0%	50.0%	0.0%	27.3%	n/a	17.6%	n/a
English Language Arts													
2018	15.3%	15.8%	**12.4%**	6.4%	7.4%	15.7%	18.2%	31.3%	*	27.0%	n/a	5.7%	n/a
2017	15.9%	16.9%	**13.9%**	9.5%	8.9%	16.9%	12.0%	32.7%	0.0%	13.6%	n/a	7.2%	n/a
Mathematics													
2018	7.3%	7.9%	**6.8%**	2.6%	3.7%	8.7%	0.0%	30.4%	*	5.4%	n/a	3.2%	n/a
2017	7.2%	8.4%	**6.0%**	2.7%	4.0%	7.1%	0.0%	23.6%	0.0%	6.8%	n/a	3.3%	n/a
Science													
2018	10.8%	12.9%	**9.1%**	4.6%	5.6%	11.4%	6.1%	27.8%	*	13.5%	n/a	5.0%	n/a
2017	10.9%	13.5%	**10.5%**	4.4%	6.4%	12.8%	16.0%	32.7%	0.0%	18.2%	n/a	6.1%	n/a
Social Studies													
2018	14.5%	15.7%	**15.9%**	7.5%	9.5%	21.1%	18.2%	33.0%	*	24.3%	n/a	8.8%	n/a
2017	15.0%	17.0%	**17.1%**	9.9%	12.9%	20.6%	12.0%	31.8%	0.0%	20.5%	n/a	10.4%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	55.1%	**62.4%**	51.4%	65.4%	61.6%	50.0%	74.6%	-	61.5%	n/a	61.2%	n/a
2017	49.1%	53.0%	**57.6%**	48.7%	59.5%	56.3%	*	72.7%	-	66.7%	n/a	51.4%	n/a
English Language Arts													
2018	42.5%	52.6%	**58.3%**	38.5%	45.3%	65.2%	16.7%	61.1%	-	50.0%	n/a	53.6%	n/a
2017	41.3%	50.7%	**62.0%**	48.1%	55.4%	64.7%	*	72.2%	-	83.3%	n/a	51.1%	n/a
Mathematics													
2018	52.8%	55.1%	**54.5%**	37.5%	39.5%	58.7%	-	62.9%	-	*	n/a	29.8%	n/a

Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	51.0%	**54.1%**	53.3%	31.0%	57.4%	-	69.2%	-	*	n/a	22.0%	n/a
Science													
2018	38.0%	37.8%	**38.3%**	28.6%	21.5%	41.2%	*	56.3%	-	60.0%	n/a	21.9%	n/a
2017	38.3%	38.8%	**36.4%**	8.3%	22.4%	39.6%	*	55.6%	-	37.5%	n/a	22.7%	n/a
Social Studies													
2018	44.6%	51.4%	**48.6%**	37.0%	37.3%	51.3%	50.0%	65.8%	-	44.4%	n/a	36.2%	n/a
2017	41.4%	46.6%	**37.7%**	29.6%	29.1%	41.2%	*	48.6%	-	22.2%	n/a	23.6%	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	69.4%	**63.5%**	67.0%	45.4%	72.9%	33.3%	96.2%	*	48.3%	n/a	46.8%	n/a
2016-17	73.5%	68.3%	**63.9%**	61.8%	47.8%	70.8%	76.9%	85.4%	40.0%	81.3%	n/a	46.4%	n/a

At/Above Criterion

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.9%	47.1%	**53.6%**	29.6%	41.1%	63.4%	*	68.6%	-	57.1%	n/a	31.1%	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	1067	**1104**	1018	1044	1140	*	1202	-	1163	n/a	1017	n/a

English Language Arts and Writing

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	521	538	**559**	518	527	579	*	592	-	605	n/a	514	n/a

Mathematics

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	515	529	**545**	501	517	561	*	609	-	557	n/a	503	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	22.6	**22.5**	19.1	21.3	23.7	*	25.2	-	22.1	n/a	19.2	n/a

English Language Arts

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.3	22.5	**22.8**	19.0	21.5	24.0	*	25.2	-	22.9	n/a	19.1	n/a

Mathematics

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	22.2	**21.7**	18.4	20.7	22.7	*	25.7	-	21.4	n/a	19.0	n/a

Science

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.9	22.7	**22.6**	19.8	21.3	23.6	*	24.7	-	21.5	n/a	19.6	n/a

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	41.9%	**40.9%**	30.1%	33.7%	47.7%	31.1%	66.3%	27.3%	39.2%	9.8%	29.9%	22.2%
2016-17	37.1%	36.9%	**37.1%**	26.5%	28.6%	44.2%	25.4%	60.2%	30.8%	29.2%	6.6%	24.0%	17.4%
English Language Arts													
2017-18	17.3%	16.4%	**12.3%**	8.8%	6.9%	16.0%	12.1%	25.1%	0.0%	13.4%	1.1%	5.7%	1.1%
2016-17	16.8%	16.3%	**12.2%**	9.9%	7.1%	15.3%	6.8%	20.6%	8.3%	14.5%	0.6%	5.7%	0.8%
Mathematics													
2017-18	20.7%	19.7%	**15.8%**	11.1%	11.7%	19.1%	10.5%	32.2%	0.0%	9.7%	0.9%	9.9%	5.6%
2016-17	19.5%	19.7%	**15.7%**	10.6%	10.7%	19.5%	8.8%	27.8%	8.3%	10.8%	1.7%	9.0%	5.5%
Science													
2017-18	21.2%	21.3%	**21.5%**	17.1%	17.6%	24.4%	15.5%	36.1%	0.0%	24.2%	6.3%	15.7%	12.6%
2016-17	5.7%	6.5%	**7.0%**	3.7%	3.8%	9.2%	5.6%	16.3%	0.0%	7.5%	0.0%	2.7%	1.1%
Social Studies													
2017-18	22.8%	24.4%	**28.0%**	18.4%	19.9%	34.6%	20.7%	55.7%	18.2%	27.4%	2.1%	17.0%	6.1%
2016-17	21.8%	23.9%	**28.2%**	20.6%	19.5%	34.4%	16.9%	51.5%	0.0%	23.0%	1.7%	16.7%	5.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**50.8%**	48.0%	44.6%	53.5%	38.5%	70.8%	60.0%	56.3%	28.4%	42.7%	22.8%
2015-16	54.7%	54.7%	**55.6%**	49.2%	50.2%	60.1%	46.7%	70.3%	*	50.0%	26.7%	45.6%	35.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	66.4%	**60.2%**	36.4%	47.4%	70.7%	*	84.8%	*	44.4%	13.2%	52.1%	21.4%
2015-16	55.7%	60.5%	**56.0%**	33.0%	44.4%	66.4%	42.9%	70.4%	*	46.7%	0.0%	39.8%	17.9%

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

Student Information	--------------- District ---------------		---------------- State -----------------	
	Count	Percent	Count	Percent
Total Students	29,952	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	53	0.2%	15,122	0.3%
Pre-Kindergarten	1,029	3.4%	238,810	4.4%
Kindergarten	2,055	6.9%	373,435	6.9%
Grade 1	2,113	7.1%	386,567	7.1%
Grade 2	2,180	7.3%	387,490	7.2%
Grade 3	2,134	7.1%	395,637	7.3%
Grade 4	2,271	7.6%	411,805	7.6%
Grade 5	2,301	7.7%	417,388	7.7%
Grade 6	2,333	7.8%	417,587	7.7%
Grade 7	2,328	7.8%	406,716	7.5%
Grade 8	2,312	7.7%	404,933	7.5%
Grade 9	2,370	7.9%	436,449	8.1%
Grade 10	2,312	7.7%	400,571	7.4%
Grade 11	2,173	7.3%	372,899	6.9%
Grade 12	1,988	6.6%	350,991	6.5%
Ethnic Distribution:				
African American	4,939	16.5%	684,349	12.6%
Hispanic	9,330	31.1%	2,847,629	52.6%
White	13,983	46.7%	1,484,069	27.4%
American Indian	187	0.6%	20,362	0.4%
Asian	1,033	3.4%	242,247	4.5%
Pacific Islander	67	0.2%	8,254	0.2%
Two or More Races	413	1.4%	129,490	2.4%
Economically Disadvantaged	13,621	45.5%	3,283,812	60.6%
Non-Educationally Disadvantaged	16,331	54.5%	2,132,588	39.4%
Section 504 Students	3,388	11.3%	354,440	6.5%
English Learners (EL)	4,418	14.8%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	357	1.1%	75,963	1.4%
Students w/ Dyslexia	775	2.6%	194,074	3.6%
At-Risk	10,588	35.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	3,301		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	1,132	34.3%	221,426	42.4%
Students with Physical Disabilities	833	25.2%	114,118	21.9%
Students with Autism	352	10.7%	71,373	13.7%
Students with Behavioral Disabilities	961	29.1%	107,604	20.6%
Students with Non-Categorical Early Childhood	23	0.7%	7,387	1.4%

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.8%	1.7%	8.4%	6.2%
Grade 1	0.8%	3.1%	3.8%	5.5%
Grade 2	0.4%	1.8%	1.1%	2.3%
Grade 3	0.2%	1.1%	0.4%	0.9%
Grade 4	0.3%	0.5%	1.1%	0.5%
Grade 5	0.2%	0.5%	1.2%	0.6%
Grade 6	0.1%	0.4%	0.0%	0.5%
Grade 7	0.1%	0.6%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.4%	0.7%
Grade 9	3.4%	7.2%	1.2%	12.7%

	---------- District ----------		------------ State ------------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	52	0.4%	6,321	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	16.9	18.9
Grade 1	17.3	18.8
Grade 2	17.4	18.7
Grade 3	18.5	18.9
Grade 4	18.8	19.2
Grade 5	19.5	21.2
Grade 6	20.8	20.4
Secondary:		
English/Language Arts	19.5	16.6
Foreign Languages	18.3	18.9
Mathematics	19.4	17.8
Science	20.2	18.9
Social Studies	21.8	19.3

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

Staff Information	---------------- District ----------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	3,871.3	100.0%	719,502.5	100.0%
Professional Staff:	2,894.6	74.8%	461,380.1	64.1%
Teachers	2,241.7	57.9%	358,450.1	49.8%
Professional Support	519.5	13.4%	72,848.5	10.1%
Campus Administration (School Leadership)	109.8	2.8%	21,812.7	3.0%
Central Administration	23.6	0.6%	8,268.8	1.1%
Educational Aides:	387.5	10.0%	74,292.4	10.3%
Auxiliary Staff:	589.2	15.2%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	31.0	n/a	4,414.0	n/a
Part-time	6.0	n/a	572.0	n/a
Counselors				
Full-time	80.0	n/a	12,433.0	n/a
Part-time	6.0	n/a	1,097.0	n/a
Total Minority Staff:	1,119.1	28.9%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	180.5	8.1%	37,875.6	10.6%
Hispanic	313.1	14.0%	99,261.7	27.7%
White	1,676.4	74.8%	209,288.6	58.4%
American Indian	8.0	0.4%	1,236.1	0.3%
Asian	20.1	0.9%	6,037.0	1.7%
Pacific Islander	2.0	0.1%	676.7	0.2%
Two or More Races	41.6	1.9%	4,074.5	1.1%
Males	549.6	24.5%	85,138.1	23.8%
Females	1,692.0	75.5%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	169.6	7.6%	4,932.1	1.4%
Bachelors	1,442.6	64.4%	263,991.5	73.6%
Masters	611.9	27.3%	87,059.6	24.3%
Doctorate	17.5	0.8%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	96.4	4.3%	24,953.3	7.0%
1-5 Years Experience	600.0	26.8%	103,762.4	28.9%
6-10 Years Experience	485.7	21.7%	68,136.0	19.0%
11-20 Years Experience	744.8	33.2%	105,158.7	29.3%
Over 20 Years Experience	314.8	14.0%	56,439.7	15.7%
Number of Students per Teacher	13.4	n/a	15.1	n/a

District Name: DENTON ISD
County Name: DENTON
District Number: 061901

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.1	6.3
Average Years Experience of Principals with District	6.1	5.4
Average Years Experience of Assistant Principals	5.7	5.3
Average Years Experience of Assistant Principals with District	5.1	4.7
Average Years Experience of Teachers:	11.1	11.1
Average Years Experience of Teachers with District:	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$49,389	$47,218
1-5 Years Experience	$54,043	$50,408
6-10 Years Experience	$55,902	$52,786
11-20 Years Experience	$58,273	$56,041
Over 20 Years Experience	$63,916	$62,039
Average Actual Salaries (regular duties only):		
Teachers	$57,037	$54,122
Professional Support	$61,015	$64,069
Campus Administration (School Leadership)	$81,909	$78,947
Central Administration	$127,279	$103,400
Instructional Staff Percent:	74.5%	64.5%
Turnover Rate for Teachers:	12.3%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	1.7	411.6
Contracted Instructional Staff:	0.0	6,043.6

Texas Academic Performance Report
2018-19 District Staff Information

Program Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	4,409	14.7%	1,066,099	19.7%
Career & Technical Education	9,118	30.4%	1,424,391	26.3%
Gifted & Talented Education	3,276	10.9%	436,361	8.1%
Special Education	3,301	11.0%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	46.0	2.1%	23,092.5	6.4%
Career & Technical Education	107.3	4.8%	17,483.0	4.9%
Compensatory Education	19.7	0.9%	9,548.1	2.7%
Gifted & Talented Education	32.5	1.4%	7,164.0	2.0%
Regular Education	1,782.1	79.5%	255,885.2	71.4%
Special Education	160.2	7.1%	32,449.2	9.1%
Other	93.9	4.2%	12,828.0	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not
        comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

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CIRCLE PM 4-Waves
Community Benchmark Report

cli·engage

Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1
Ethnicity: African American

Assessment Language: English
Class: ALL
Teacher: ALL

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		72%	28%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	44%	56%	0%	0%
	Overall Measure	44%	56%	0%	0%
Math	Rote Counting	16%	84%	0%	0%
	Shape Naming	52%	48%	0%	0%
	Number Discrimination	72%	28%	0%	0%
	Number Naming	44%	56%	0%	0%
	Shape Discrimination	56%	44%	0%	0%
	Counting Sets	40%	60%	0%	0%
	Operations	24%	76%	0%	0%
	Overall Measure	88%	12%	0%	0%
Social Emotional Checklist	Positive Social Behaviors	0%	0%	0%	0%
	Classroom Community and Safety	0%	0%	0%	0%
	Emotion and Behavior Regulation	0%	0%	0%	0%
	Self-Care	0%	0%	0%	0%
	Approaches to Learning	0%	0%	0%	0%
	Overall Measure	96%	4%	0%	0%
Early Writing Checklist		96%	4%	0%	0%
* Measure has no benchmarks.					

cli engage

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor

■ % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD

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CIRCLE PM 4-Waves
Community Benchmark Report

cli·engage

Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1
Ethnicity: All

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		47%	53%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	49%	51%	0%	0%
	Overall Measure	49%	51%	0%	0%
Math	Rote Counting	16%	83%	1%	0%
	Shape Naming	45%	54%	0%	0%
	Number Discrimination	59%	41%	0%	0%
	Number Naming	43%	57%	0%	0%
	Shape Discrimination	54%	46%	0%	0%
	Counting Sets	41%	58%	0%	0%
	Operations	16%	83%	0%	0%
	Overall Measure	79%	21%	0%	0%
Social Emotional Checklist	Positive Social Behaviors	0%	0%	0%	0%
	Classroom Community and Safety	0%	0%	0%	0%
	Emotion and Behavior Regulation	0%	0%	0%	0%
	Self-Care	0%	0%	0%	0%
	Approaches to Learning	0%	0%	0%	0%
	Overall Measure	96%	4%	0%	0%
Early Writing Checklist		93%	7%	0%	0%
* Measure has no benchmarks.					

cli·engage

Community: DENTON ISD
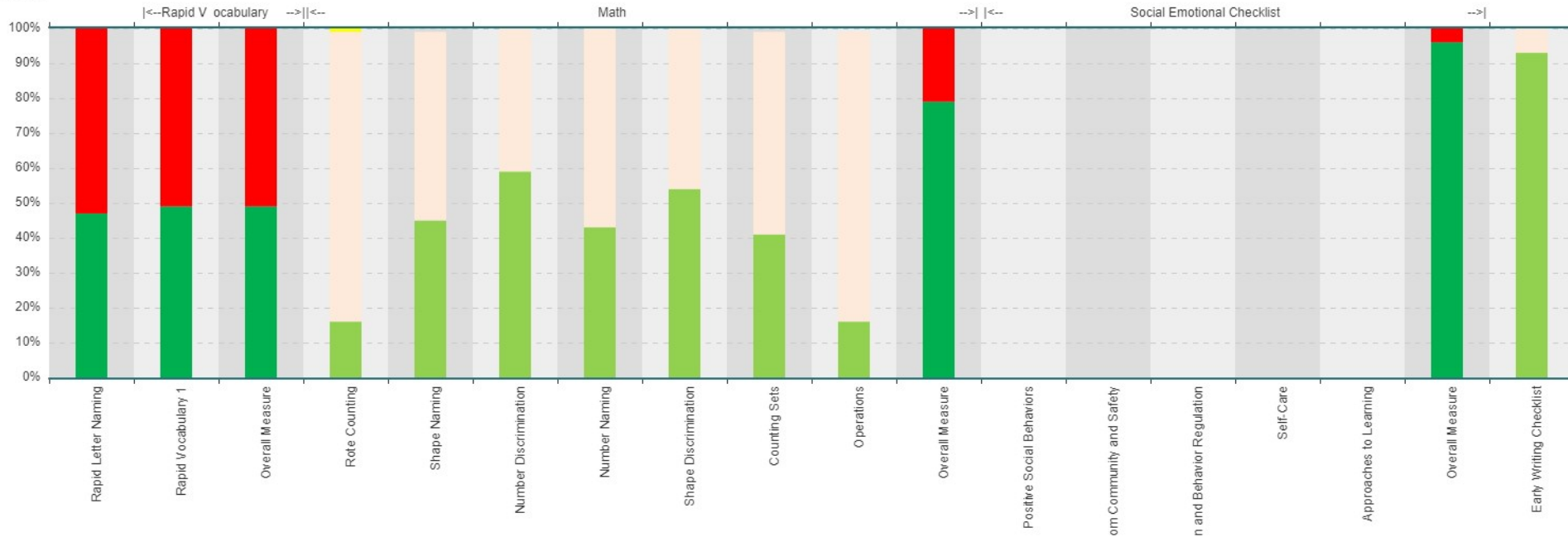School: ALL
School year: 2019-2020
Wave 1
Ethnicity: All

Assessment Language: English
Class: ALL
Teacher: ALL

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

- % of Students Meeting On Track
- % of Students Meeting Needs Support
- % of Students Meeting Monitor
- % of Students Meeting Out of Range
- % of Students Meeting On Track
- % of Students Meeting Needs Support
- % of Students Meeting Monitor
- % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD

CIRCLE PM 4-Waves
Community Benchmark Report

cli:engage

Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: Asian

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		50%	50%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	38%	63%	0%	0%
	Overall Measure	38%	63%	0%	0%
Math	Rote Counting	0%	100%	0%	0%
	Shape Naming	38%	63%	0%	0%
	Number Discrimination	50%	50%	0%	0%
	Number Naming	38%	63%	0%	0%
	Shape Discrimination	38%	63%	0%	0%
	Counting Sets	25%	75%	0%	0%
	Operations	0%	100%	0%	0%
	Overall Measure	50%	50%	0%	0%
Social Emotional Checklist	Positive Social Behaviors	0%	0%	0%	0%
	Classroom Community and Safety	0%	0%	0%	0%
	Emotion and Behavior Regulation	0%	0%	0%	0%
	Self-Care	0%	0%	0%	0%
	Approaches to Learning	0%	0%	0%	0%
	Overall Measure	100%	0%	0%	0%
Early Writing Checklist		100%	0%	0%	0%
Physical Development and Health Checklist	Fine and Visual Motor Checklist	0%	0%	0%	0%
	Gross Motor Checklist	0%	0%	0%	0%
	Health Status Checklist	0%	0%	0%	0%
	Overall Measure	100%	0%	0%	0%
* Measure has no benchmarks.					

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Community: DENTON ISD
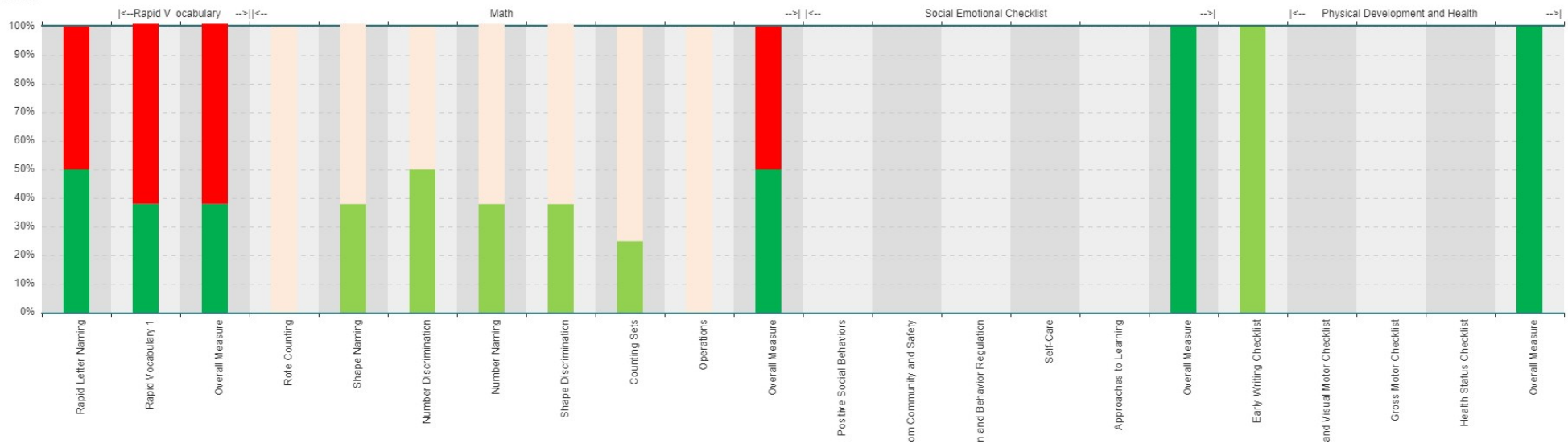School: ALL
School year: 2019-2020
Wave 1
Ethnicity: Asian

Assessment Language: English
Class: ALL
Teacher: ALL

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD

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CIRCLE PM 4-Waves
Community Benchmark Report

Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: Hispanic

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		50%	50%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	35%	65%	0%	0%
	Overall Measure	35%	65%	0%	0%
Math	Rote Counting	15%	85%	0%	0%
	Shape Naming	44%	56%	0%	0%
	Number Discrimination	45%	55%	0%	0%
	Number Naming	41%	59%	0%	0%
	Shape Discrimination	48%	53%	0%	0%
	Counting Sets	33%	68%	0%	0%
	Operations	18%	83%	0%	0%
	Overall Measure	71%	29%	0%	0%
Social Emotional Checklist	Positive Social Behaviors	0%	0%	0%	0%
	Classroom Community and Safety	0%	0%	0%	0%
	Emotion and Behavior Regulation	0%	0%	0%	0%
	Self-Care	0%	0%	0%	0%
	Approaches to Learning	0%	0%	0%	0%
	Overall Measure	95%	5%	0%	0%
Early Writing Checklist		78%	22%	0%	0%
* Measure has no benchmarks.					

cli engage

Community: DENTON ISD

School: ALL
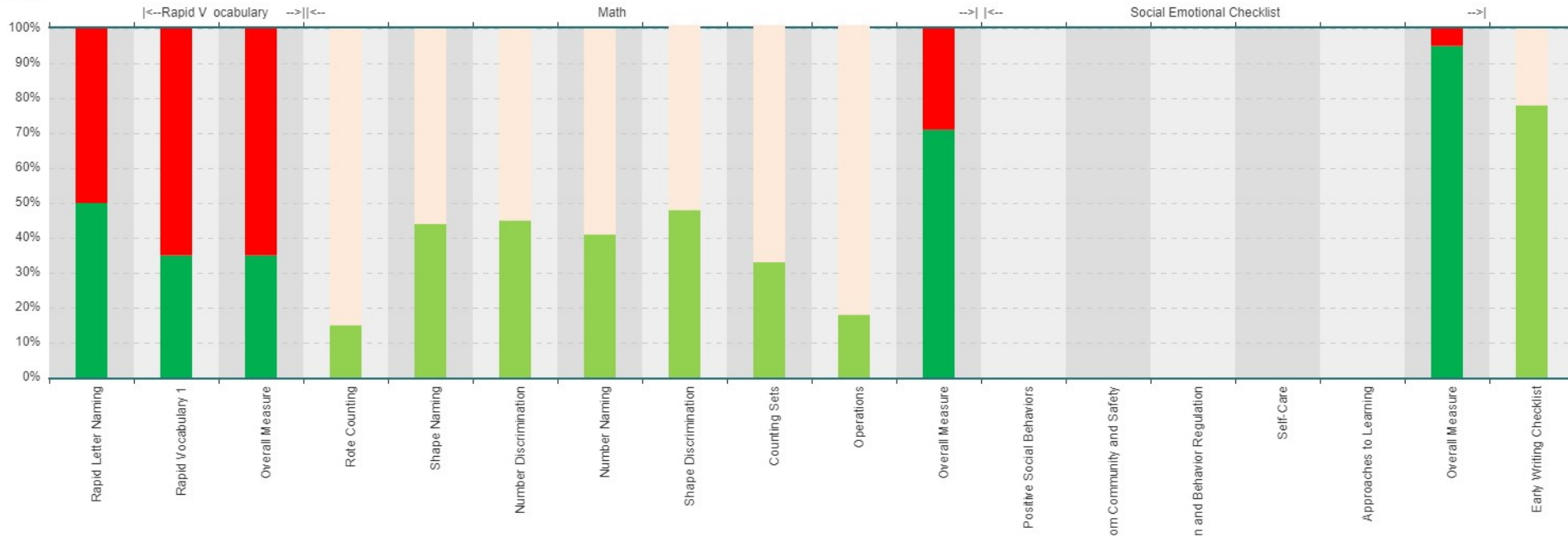
School year: 2019-2020

Wave 1

Ethnicity: Hispanic

Assessment Language: English

Class: ALL

Teacher: ALL

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor

■ % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD

CIRCLE PM 4-Waves
Community Benchmark Report

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Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1
Ethnicity: Multiracial

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English
Class: ALL
Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		*	*	*	*
Rapid Vocabulary	Rapid Vocabulary 1	*	*	*	*
	Overall Measure	-	-	-	-
Math	Rote Counting	*	*	*	*
	Shape Naming	*	*	*	*
	Number Discrimination	*	*	*	*
	Number Naming	*	*	*	*
	Shape Discrimination	*	*	*	*
	Counting Sets	*	*	*	*
	Operations	*	*	*	*
	Overall Measure	-	-	-	-
Social Emotional Checklist	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	-	-	-	-
Early Writing Checklist		*	*	*	*
* Measure has no benchmarks.					

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Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1
Ethnicity: Multiracial
☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English
Class: ALL
Teacher: ALL

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor
■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support
■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD

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Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1
Ethnicity: Multiracial

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English
Class: ALL
Teacher: ALL

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CIRCLE PM 4-Waves
Community Benchmark Report

Community: DENTON ISD
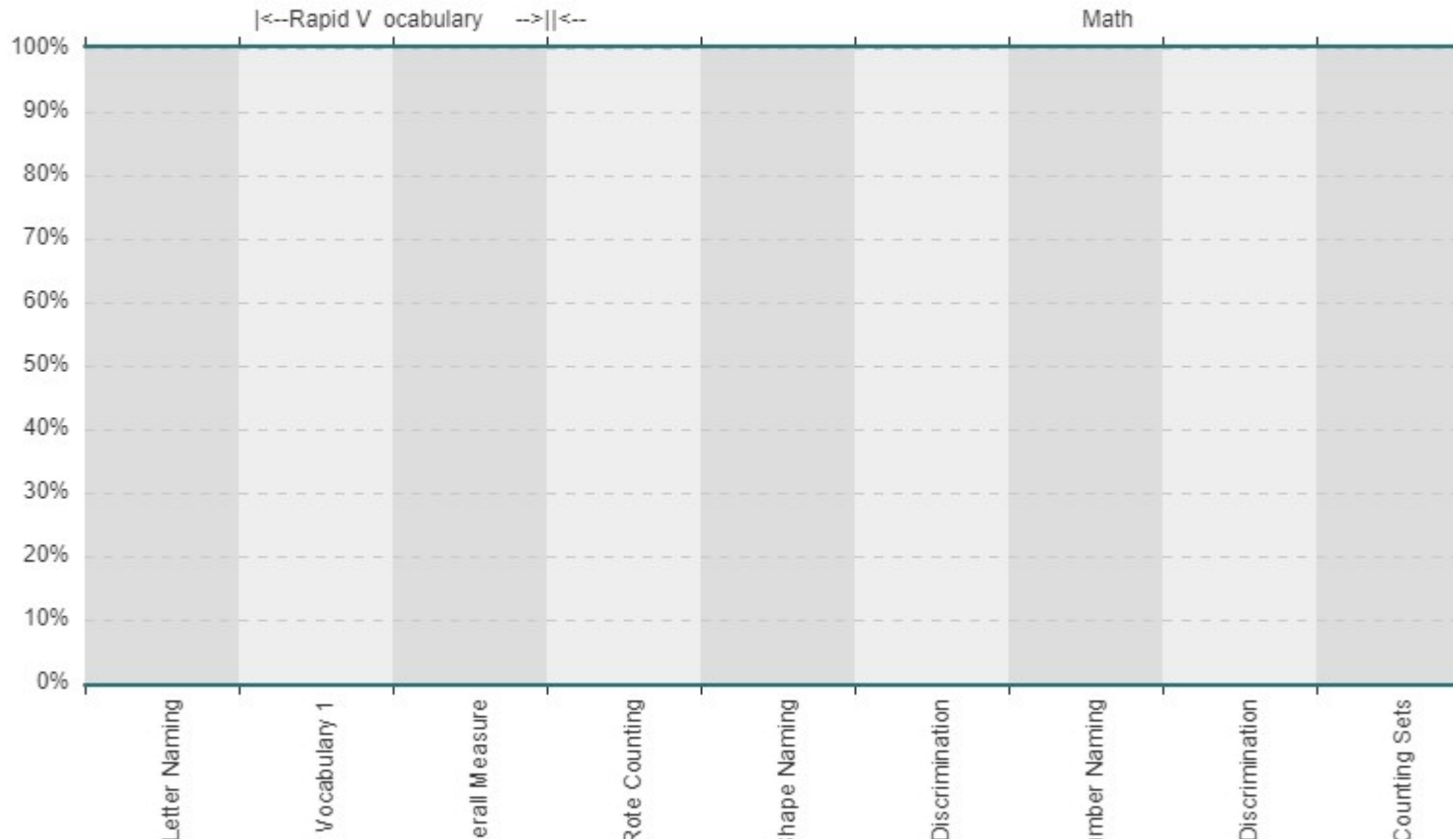School: ALL
School year: 2019-2020
Wave 1
Ethnicity: White

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English
Class: ALL
Teacher: ALL

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		61%	39%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	68%	32%	0%	0%
	Overall Measure	68%	32%	0%	0%
Math	Rote Counting	26%	74%	0%	0%
	Shape Naming	68%	32%	0%	0%
	Number Discrimination	58%	42%	0%	0%
	Number Naming	58%	42%	0%	0%
	Shape Discrimination	71%	29%	0%	0%
	Counting Sets	55%	45%	0%	0%
	Operations	13%	87%	0%	0%
	Overall Measure	94%	6%	0%	0%
Social Emotional Checklist	Positive Social Behaviors	0%	0%	0%	0%
	Classroom Community and Safety	0%	0%	0%	0%
	Emotion and Behavior Regulation	0%	0%	0%	0%
	Self-Care	0%	0%	0%	0%
	Approaches to Learning	0%	0%	0%	0%
	Overall Measure	100%	0%	0%	0%
Early Writing Checklist		93%	7%	0%	0%
* Measure has no benchmarks.					

cli engage

■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor ■ % of Students Meeting Out of Range ■ % of Students Meeting On Track ■ % of Students Meeting Needs Support ■ % of Students Meeting Monitor
■ % of Students Meeting Out of Range

Community Benchmark Report
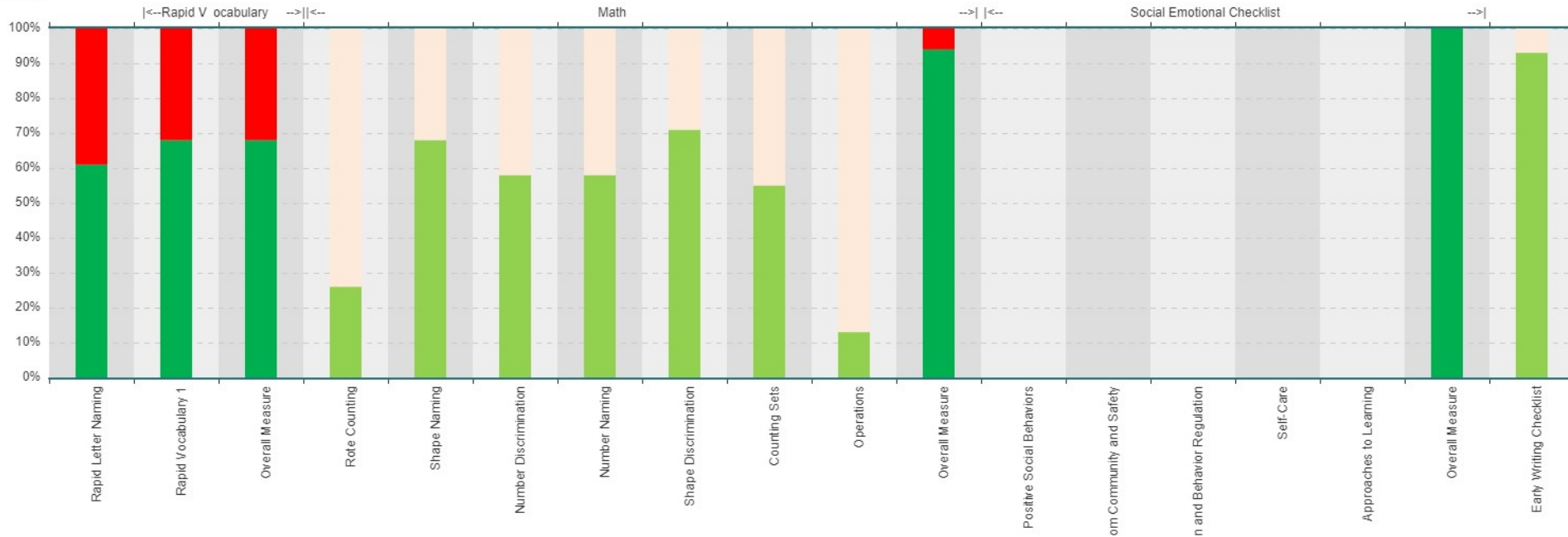
DENTON ISD

Digital Citizenship in Denton ISD

Powerful practice has two things in common.

1. Digitally Responsible Students

Digitally proficient students model responsible, appropriate, and healthy device use that includes...

- Revering intellectual property
- Respecting copyright
- Protecting the privacy of self and others
- Practicing kindness, empathy, and good judgement online
- Recognizing fraudulent or misleading content
- Mindfulness of the viral or permanent nature of online content
- Evaluating the accuracy of information and media

We want to see thoughtful and engaged citizens of our digital world who use technology for good that...

- Leverage technology to improve conditions or address problems in local and global communities
- Advance meaningful relationships
- Elevate one's own voice
- Contribute meaningful content to digital spaces

2. Informed and Proficient Parents

Digitally proficient parents are...
- Getting ready for school with practical tips, tricks, and tools
- Aware of privacy settings
- Able to set parental controls
- Teaching kids media smarts during breaking news
- Helping children avoid digital drama
- Keeping up with the latest apps kids are using
- Establishing basic social media rules
- Comfortable talking to their children about violence on TV, movies, or video games

Denton ISD

School Safety

SB820 and SB 11

1. Denton ISD maintains our Cybersecurity Policy according to Texas Education Code 11.175. This policy has been adopted and approve by the Board of Trustees for Denton ISD.

2. The District multi-hazard emergency plan is in place and revised annually. The current school safety allotment is $9.00 per the weighted average daily attendance (ADA).

3. The District trauma informed care policy is available through the district SHAC committee and aligned to the TEC 11.252.

4. The District digital citizenship curriculum is attached to the addendum of the District Improvement Plan.

5. Texas Education Code 37.108 requires a district safety and security audit. Denton ISD has the audits on file, and they have been signed by the Board and the Superintendent.

6. The following is the list of members who serve on the School Safety Committee:

Jamie Wilson

Jeff Russell

Larry Dennison (Little Elm PD)

Jared Patterson

Sherri English

Jonathan Balmos

Barbara Burns

Jim Alexander

Denton ISD   Early Childhood Literacy Goal Progress Measure

GPM 1.0	The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 43% to 60% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	43	32	40	42	34	0*	46	53	30	15	NA	27	NA	NA
August 2020	47	38	44	46	39	47	49	55	37	18	NA	34	NA	NA
August 2021	51	43	48	49	44	51	52	56	42	21	NA	40	NA	NA
August 2022	54	49	52	53	50	54	55	58	49	24	NA	47	NA	NA
August 2023	57	54	56	56	55	57	58	59	54	27	NA	53	NA	NA
August 2024	60	60	60	60	60	60	60	60	60	30	NA	60	NA	NA
GPM 1.01	The percent of 3rd grade students that can read on grade level will increase from 67% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	67	60	90*	73	59	83*	*	74	56	39	NA	48	NA	NA
August 2020	72	66	72	76	65	72	72	77	63	42	NA	56	NA	NA
August 2021	76	72	76	80	71	76	76	80	70	44	NA	65	NA	NA
August 2022	81	78	81	83	78	81	81	84	76	47	NA	73	NA	NA
August 2023	85	84	85	87	84	85	85	87	83	49	NA	82	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	52	NA	90	NA	NA
GPM 1.02	The percent of 3rd grade students on level in iStation/reading comprehension will increase from 70% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	70	64	77*	82	62	67*	*	76	60	48	NA	54	NA	NA
August 2020	74	69	74	84	67	74	74	79	66	51	NA	61	NA	NA
August 2021	78	74	78	85	73	78	78	82	72	54	NA	68	NA	NA
August 2022	82	80	82	87	79	82	82	84	78	56	NA	76	NA	NA
August 2023	86	85	86	88	84	86	86	87	84	59	NA	83	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	62	NA	90	NA	NA
GPM 1.03	The percent of 3rd grade students that meet 2 or more of the above indicators will increase from 65% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	65										NA		NA	NA
August 2020	70										NA		NA	NA
August 2021	75										NA		NA	NA
August 2022	80										NA		NA	NA
August 2023	85										NA		NA	NA
August 2024	90										NA		NA	NA

* less than 25 students

Sources: STAAR Reading 3; Report Card, Reading Level; IStation, Comprehension

Denton ISD   Early Childhood Literacy Goal Progress Measure

GPM 1.1	The percent of PreK students that score on grade level or above in literacy will increase from % to % by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline											NA		NA	NA
August 2020											NA		NA	NA
August 2021											NA		NA	NA
August 2022											NA		NA	NA
August 2023											NA		NA	NA
August 2024											NA		NA	NA

GPM 1.2	The percent of K students that can read on grade level will increase from 70% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	70	67	83*	86	63	100*	53*	74	61	37	NA	70	NA	NA
August 2020	74	72	74	87	68	74	74	77	66	38	NA	74	NA	NA
August 2021	78	76	78	88	74	78	78	80	73	40	NA	78	NA	NA
August 2022	82	81	82	89	79	82	82	84	79	42	NA	82	NA	NA
August 2023	86	85	86	90	85	86	86	87	85	44	NA	86	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	45	NA	90	NA	NA

GPM 1.3	The percent of 1st grade students on grade level or above in reading comprehension will increase from 73% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	73	66	100*	81	68	78*	69*	78	64	38	NA	72	NA	NA
August 2020	76	71	76	83	72	76	76	80	69	39	NA	76	NA	NA
August 2021	80	76	80	85	77	80	80	83	74	41	NA	79	NA	NA
August 2022	83	80	83	86	81	83	83	85	80	42	NA	83	NA	NA
August 2023	87	85	87	88	86	87	87	88	85	44	NA	86	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	45	NA	90	NA	NA

GPM 1.4	The percent of 2nd grade students on grade level or above in reading comprehension will increase from 72% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	72	66	29*	80	63	0*	79	80	62	37	NA	55	NA	NA
August 2020	76	71	76	82	68	76	81	82	68	39	NA	62	NA	NA
August 2021	79	76	79	84	74	79	83	84	73	40	NA	69	NA	NA
August 2022	83	80	83	86	79	83	86	86	79	42	NA	76	NA	NA
August 2023	86	85	86	88	85	86	88	88	84	43	NA	83	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	45	NA	90	NA	NA

* less than 25 students

Sources: ELI/SELI Reading Comprehension (Aware)

Denton ISD   Early Childhood Math District Progress Measure

GPM 2.0	The percent of 3rd grade students that score Meets grade level or above on the STAAR test will increase from 47% to 60% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	47	30	50*	59	37	20*	57	58	34	23	NA	35	NA	NA
August 2020	50	36	50	60	41	50	58	59	39	25	NA	40	NA	NA
August 2021	52	42	52	60	46	52	59	60	45	26	NA	45	NA	NA
August 2022	55	48	55	60	51	55	60	60	50	28	NA	50	NA	NA
August 2023	58	54	58	60	56	58	60	60	55	29	NA	55	NA	NA
August 2024	60	60	60	60	60	60	60	60	60	30	NA	60	NA	NA
GPM 2.01	The percent of 3rd grade students that score on grade level in Problem Solving will increase from % to 60% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline													NA	NA
August 2020													NA	NA
August 2021													NA	NA
August 2022													NA	NA
August 2023													NA	NA
August 2024													NA	NA
GPM 2.02	The percent of 3rd grade students that score on level in Imagine Math (595Q) will increase from 15% to 60% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	15	6	19*	16	8	0*	NA*	19	7	7	NA	5	NA	NA
August 2020	24	17	24	25	18	24	24	27	18	12	NA	16	NA	NA
August 2021	33	28	33	34	29	33	33	35	28	16	NA	27	NA	NA
August 2022	42	38	42	42	39	42	42	44	39	21	NA	38	NA	NA
August 2023	51	49	51	51	50	51	51	52	49	25	NA	49	NA	NA
August 2024	60	60	60	60	60	60	60	60	60	30	NA	60	NA	NA
GPM 2.03	The percent of 3rd grade students that meet 2 or more of the above indicators will increase from % to 60% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline													NA	NA
August 2020													NA	NA
August 2021													NA	NA
August 2022													NA	NA
August 2023													NA	NA
August 2024													NA	NA

* less than 25 students

Sources: STAAR Math 3; Report Card, Problem-solving competency; Imagine Math, Overall

Denton ISD   Early Childhood Math District Progress Measure

GPM 2.1	The percent of PreK students that score "on track" on the Circle PM Math Diagnostic will increase from __% to __% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline														
August 2020														
August 2021														
August 2022														
August 2023														
August 2024														
GPM 2.2	The percent of K students that score on grade level or above in Math on Primary Numeracy will increase from 84% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	75	60	*	83	71	*	*	78	70	52	NA	71	NA	NA
August 2020	78	66	78	84	75	78	78	80	74	54	NA	75	NA	NA
August 2021	81	72	81	86	77	81	81	83	78	56	NA	79	NA	NA
August 2022	84	78	84	87	82	84	84	85	82	57	NA	82	NA	NA
August 2023	87	84	87	89	86	87	87	88	86	59	NA	86	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	60	NA	90	NA	NA
GPM 2.3	The percent of 1st grade students that score on or above grade level in Math on Primary Numeracy will increase from 57% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	57	44	*	69	43	*	*	64	43	28	NA	44	NA	NA
August 2020	64	53	64	73	52	64	64	67	52	31	NA	53	NA	NA
August 2021	70	62	70	77	62	70	70	72	62	35	NA	62	NA	NA
August 2022	77	72	77	82	71	77	77	78	71	38	NA	72	NA	NA
August 2023	83	81	83	86	81	83	83	83	81	42	NA	81	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	45	NA	90	NA	NA
GPM 2.4	The percent of 2nd grade students that score on or above grade level in Math on Primary Numeracy will increase from 55% to 90% by June 2024.													
Targets	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline	55	45	*	73	40	*	54	61	48	30	NA	40	NA	NA
August 2020	62	54	62	76	50	62	61	67	56	33	NA	50	NA	NA
August 2021	69	63	69	80	60	69	68	73	65	36	NA	60	NA	NA
August 2022	76	72	76	83	70	76	76	78	73	39	NA	70	NA	NA
August 2023	83	81	83	87	80	83	83	84	82	42	NA	80	NA	NA
August 2024	90	90	90	90	90	90	90	90	90	45	NA	90	NA	NA

* less than 25 students

Source: Aware, Primary Numeracy Math Inventory EOY, Overall = On Level/Ready [2019: Guyer Zone; 2020: 19/24 EL's; 2021: All EL's]

Early Childhood Literacy Progress Measure

The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Emergent Literacy** Diagnostic will increase from 63% to 90% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
68%	74%	79%	84%	90%

Student Groups Yearly Targets

Targets	African American	Native American	Asian	Hispanic	Pacific Islander	Multiracial	White	Economic Disadvantage	SpEd	Former SpEd	English Learner	Continued Enrollment	Non Continued Enrollment
Baseline BOY 2019	61%	*	63%	54%	*	*	74%	*	*	*	*	*	*
August 2020	66%		67%	62%			77%						
August 2021	72%		72%	70%			80%						
August 2022	78%		77%	77%			83%						
August 2023	84%		82%	85%			86%						
August 2024	90%		90%	90%			90%						

*No data available

**Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

Early Childhood Math Progress Measure

The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Math** Diagnostic
will increase from 79% to 95% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
76%	81%	87%	93%	95%

Student Groups Yearly Targets

Targets	African American	Native American	Asian	Hispanic	Pacific Islander	Multiracial	White	Economic Disadvantage	SpEd	Former SpEd	English Learner	Continued Enrollment	Non Continued Enrollment
Baseline BOY 2019	88%	*	50%	71%	*	*	94%	*	*	*	*	*	*
August 2020	90%		58%	75%			96%						
August 2021	92%		66%	79%			97%						
August 2022	95%		74%	83%			98%						
August 2023	97%		82%	87%			99%						
August 2024	100%		90%	90%			100%						

*No data available

**Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

Early Childhood Social Emotional Progress Measure

The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Social Emotional Checklist** Diagnostic will increase from XX% to XX% by June 2024

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Student Groups Yearly Targets

Targets	African American	Native American	Asian	Hispanic	Pacific Islander	Multiracial	White	Economic Disadvantage	SpEd	Former SpEd	English Learner	Continued Enrollment	Non Continued Enrollment
Baseline BOY 2019	96%	*	100%	95%	*	*	100%	*	*	*	*	*	*
August 2020	97%		100%	96%			100%						
August 2021	97%		100%	97%			100%						
August 2022	98%		100%	98%			100%						
August 2023	99%		100%	99%			100%						
August 2024	100%		100%	100%			100%						

*No data available

**Social Emotional indicators are a composite score of Positive Social Behaviors, Classroom Community and Safety, Emotion and Behavior Regulation, Self-Care, and Approaches to Learning.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 64% to 92% by August 2024.

Yearly Target Goals

2019 Baseline	2020	2021	2022	2023	2024
64%	70%	75%	81%	87%	92%

Closing the Gaps Student Groups Yearly Targets

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Baseline	2019	64%	50%	62%	68%	NA	75%	NA	70%	77%	55%	NA	61%	67%	51%
Increase by 6	2020	70%	58%	68%	73%	70%	79%	70%	75%	80%	63%	70%	67%	72%	59%
Increase by 5	2021	75%	67%	74%	78%	75%	82%	75%	79%	83%	70%	75%	73%	77%	67%
Increase by 6	2022	81%	76%	80%	83%	81%	85%	81%	83%	87%	78%	81%	80%	82%	76%
Increase by 6	2023	87%	84%	86%	88%	87%	89%	87%	88%	90%	85%	87%	86%	87%	84%
Increase by 5	2024	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

Source: TEA Closing the Gaps, Denton ISD - Status and Data Table