

Denton Independent School District
Ryan High School
2020-2021 Campus Improvement Plan

Mission Statement

Billy Ryan High School seeks to provide its diverse student population with a sense of well-being and a sense of belonging. Because of students' individual needs, Billy Ryan High School stresses individual attention to each student to allow each individual to develop to his/her fullest potential. In a safe school climate, the entire school faculty and staff work together to produce individuals who are aware, concerned, knowledgeable and responsible. Therefore, Billy Ryan High School seeks to foster citizenship, promote literacy, produce workers and cultivate personal fulfillment in its student body.

Vision

The vision of Billy Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the work force, or the military.

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Comprehensive Needs Assessment

Revised/Approved: August 12, 2020

Demographics

Demographics Summary

RHS currently has a very diverse student body. The makeup of the school community is a tradition-rich one, marked by years of success in all levels of the educational process. The actual student makeup is consistent in an average enrollment between 2050-2200 over the previous three years. An overall high number from over a decade ago saw RHS at 2,550 student, and a recent lower attendance number reflects a total of 1840.

The diversity of the campus includes the following: 2067 enrollment. Of that number, 57.6% are Economically Disadvantaged. 44.5% of those students are At-Risk. Makeup of the campus includes 17.5% African-American, 41.3% Hispanic, 36.9% White, .09% American INdian, 2.5% Asian, .03% Pacific Islander, and .06 Two or More Races.

Staff at RHS is comprised of 67.2% with Bachelors degrees. 26.4% with Masters degrees, and .7% with Doctoral degrees. Experience make up is as follows: 1st year: 6.5%, 1-5 years: 22.9%, 6-10 years: 17.7%, 11-20 years: 33.9%, Over 20 years: 19%. The average years of experience for RHS staff is 12 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus includes attention to many areas of academic,

social and emotional, and overall growth of the student. Staff at RHS recognize that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus are a critical component of the RHS team. ESL programs that have been increased with staffing have enabled the school to focus on many varied needs of the school. ESL classes for English Language Learners has been a focal point for the school for several years. In addition, there have been increases in many programs that introduce new curricular areas for the needs and interest levels of the student body at Ryan. CTE programming for the capturing of the CCMR and state accountability have added to the overall progress of the school as it relates to the growth of the individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population **Root Cause:** Various social, emotional, academic, and other academic needs associated with the school population.

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2020-2021 school year will bring unique and challenging opportunities that the staff will embrace with enthusiastic energy. As has been the case in previous years, the academic progress of RHS embraces planning to address numerous focus areas. As the campus is accustomed each year, review of academic standards from previous years assessment tools are utilized. With the closure in the early portion of March of 2020, this year's state assessment data is not available. What is available to disseminate, however, is the campus baseline data that has been accumulated through the individual teacher record.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve in the skill levels for both subject areas. The use of introductory NWEA Map testing from the 2019-20 opening serves as a starting point for many of the Algebra domains and areas of emphasis with remediation as well as review.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains the ability to show improvement in the areas of writing both expository essay as well as persuasive essays. Writing and paragraph development remains a target for students of RHS. Attention to the details of the well-developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

Ability of teachers to attend workshops, share ideas in the Professional Learning Communities and explore various other resources to help struggling writers write and to help struggling readers improve

is a top priority for the campus.

Student Learning Strengths

Consistency in the method in which the ELA department has approached the importance of evidenced-based writing has enabled the students to progress over their time at RHS. The ability of the students to understand that with each piece of writing that they complete, there is an expectation that if you write it, you support it with facts and elaboration. Additionally, it is important for students continue to understand the rules of grammar in completing quality assesment-level writing.

With regard to Algebra and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Nearpod as well as various other skill building practice materials are used on a daily basis. RHS Algebra teachers meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Closing the gaps for students in both writing and mathematics in a year that was interrupted by COVID 19 created challenges. The ability to complete the yearly curriculum requirements in a face-to-face environment was missing, so the need to revisit some of those skills presents challenges. **Root Cause:** Absence from a face-to-face teaching platform due to COVID 19 and increasing demands of use of time in planning for skill building in both math and reading/writing skills.

School Processes & Programs

School Processes & Programs Summary

Ryan High School has a long-standing tradition of excellence in all academic and extra-curricular programs. One of the primary reasons that the success has been maintained is through the retention and recruitment of highly qualified staff. The TEA TAPR report indicates that RHS is above the state average in years of experience and is also above average in those teachers who currently hold Masters and Doctoral degrees. With regard to years of experience, the following statistics are recorded for RHS:

Over 20 years experience: 19.3%

11-20 year experience: 34.7%

6-10 years experience: 19.3%

1-5 years: 24.7%

1st year: 2%.

The average years of experience for Ryan High School is currently 12.4 years. The daily absentee rate for the campus last year was 6.8%. This has been a significant positive trend for the campus not only from the previous year, but also from the previous three years. The teacher turnover rate for the previous year was 11%

School Processes & Programs Strengths

Ryan High School continues to utilize their ability to find the strengths of their staff to best fit the needs of its student body. The added support for the English as a Second Language learning population has

continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the ESL population is at an all time high for the campus. Core areas have consistent ESL certified and content area certified teachers across all curriculum. Programming has allowed for the ability to utilize the ESL team to work collaboratively with teachers developing professional development that in turn produces strategies that have been effective in the past year's growth. Increased parent involvement has also been a priority. ESL Interventionist has continued to mold many aspects of the job, has influenced the position across the district, and made RHS one of the innovators in high school ESL programming.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high quality education, while at the same time remain innovative and creative with high at-risk student population. **Root Cause:** Increasingly difficult demands placed on all teachers with the current Pandemic and the recent closure of schools. The need to continue to close the gaps created by the loss of face to face time from the 19-20 school year.

Perceptions

Perceptions Summary

Ryan High School is a tradition-rich school. The school has long been an established pillar of the community, enabling its students to have many opportunities for their educational goals. The school participates in a number of extracurricular programs intended to extend the overall development of the total student experience. With a community of RHS graduates, the overall support system for the school and its programs is superb. The Ryan community provides numerous opportunities for work programs, donations to the school, involvement in the PTSA, and various other forms of teacher appreciation and staff awareness. The Raider Renaissance program was designed many years ago to begin a system of recognition for students and staff. The Renaissance program continues to honor students for their outstanding classroom accomplishments, leadership endeavors, and attendance. This has become a consistent tradition of the school to pay tribute to teachers and students for the work well done. Numerous community and parent volunteers blend their time and talents together to dedicate honored time and tributes to teachers and students three to four times per year.

Perceptions Strengths

Strengths of the Ryan High School culture and climate would indicate that much community support in many forms is a consistent. The school has excelled in both academic and athletic endeavors for nearly two decades. The work that is supported by all stakeholders is indicated in the various surveys that are part of the district wide school and building evaluation. Parents, students, and staff indicate that they have a very high regard for the communication and dedication that Ryan offers to students and families. Surveys indicate that students and families have confidence in the staff and leaders of the school. For the most recent staff engagement survey, high levels of satisfaction were affirmed for the overall effectiveness of the school leadership and teachers of the campus. Another strength of the

campus has long been that students feel that they can always find a person on the campus willing to listen and help them with their concerns. This is a long-standing tradition and strength of the school, and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. **Root Cause:** Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

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
- 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- Highly qualified 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
- Parent Involvement 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
- Action research results
- Other additional data

Goals

Revised/Approved: August 26, 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: Increase passing rate for each semester for Algebra 1 students for 2020-21 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th grade students.. Continue work on improved EOC ratings for students in both English 1 and English 2. Goal of above 75% passing rate for EOC 9th and 10th grade state assessment.

HB3 Goal

Evaluation Data Sources: District benchmarks, In-class assessments, Review of state-released practice tests, End of Course Algebra 1 and English 1 and English 2 state assessment

Summative Evaluation: Met Objective

<p>Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas.</p> <p>Strategy's Expected Result/Impact: Gradual improvement in skill sets in both Algebra 1 as well as English writing and reading performances.</p> <p>Staff Responsible for Monitoring: ELA and Math teachers, campus administration, district level supervisors.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  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 1: Continue the tradition of honoring professional staff as well as student academic success each month. Invite parental involvement in all aspects of the school experience, in addition to providing quality communication with regard to all school day-to-day business.

<p>Strategy 1: Establish monthly recognition of staff and students through campus-wide celebration and acknowledgement of the completed work. Invite community partners to share in their contribution to the school staff and students and recognize and show our appreciation for what the community means to the school.</p> <p>Strategy's Expected Result/Impact: Higher academic performance in the classrooms. Continued building of sense of value, worth, and appreciation for teachers. Growth of community support for the school and ability to give back to the sponsors and show of appreciation.</p> <p>Staff Responsible for Monitoring: Renaissance class from high school. Sharla Gilhome, leader of student support groups, Counseling staff, Administration, Adrian Eaglin.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: 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: Ryan High School continues to strive for 100% participation in some form of extracurricular activity for all students. RHS works to enable students to have an opportunity to be a part of some team, group, club, or extra outlet of the regular school day.


HB3 Goal


Evaluation Data Sources: Student survey both mid year and end of year used to record student participation in the various school offerings outside the regular school day.


Summative Evaluation: None

<p>Strategy 1: Work within Student Council and various other student leadership groups to publicize the list of all available student offerings (class clubs, fine arts, athletics, etc.) so that students have an awareness of the school outside of the classroom). Additionally, have published offerings through counseling offices to make student aware of the possibilities of clubs and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increased number of overall student body who are participating in extracurricular activities. Goal will be 100% .</p> <p>Staff Responsible for Monitoring: Coaches, sponsors, teachers, administrators, staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Ryan High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ruby Kovoov	Academic Liaison	At-Risk Support/Intervention	75%

Addendums

Denton Independent School District
Advanced Technology Complex
2020-2021 Campus Improvement Plan



Mission Statement

We will teach students to think and learn using career pathways.

Vision

To serve students, preparing them for college and/or careers through rich curriculum, certification acquisition, industry/community/college connections, skill acquisition, real-world application of skills and thorough insight through career exploration.

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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	11
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	12
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The ATC is the career and technology center for Denton ISD, serving Denton ISD high schools and surrounding districts, with approximately 2400 students. We offer CTE pathways in the areas of: Culinary, Cosmetology, Automotive, Engineering, Welding, Visual Arts, Health Sciences, Architecture, Education and Training, Information Technology, Criminal Justice, and Emergency Management Services. The ATC strives to prepare students for college and career with rich experiences, training, certifications, and internship opportunities.

Demographics Strengths

- Continue to see an increase in overall population
- Low discipline referrals
- Statistically, students involved in CTE programs complete high school at a higher rate
- Low student to teacher ratio as compared to traditional high school campuses

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low representation of non-traditional students (i.e. females in engineering) in particular pathways. **Root Cause:** Society norms for certain career pathways.

Student Learning

Student Learning Summary

Students at the ATC are provided opportunities to gain knowledge and skills, industry-based certifications, and interpersonal skills to prepare them for the current workforce demands. The focus at the ATC is to prepare students to be equipped, employable, and successful in their career choice. Students involved in CTE programs experience a higher success in achieving high school graduation.

Student Learning Strengths

- District-wide Certification & Licensing earned: 830
- District-wide Certification & Licensing pass rate: 93%
- Four dual-credit programs: Graphic Design, Commercial Photography, EMT, and Fire Academy

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Aligned knowledge and skill acquisition for foundational pathway courses **Root Cause:** Recent foundation course additions

School Processes & Programs

School Processes & Programs Summary

Students are most successful with access to a teacher with a vast amount of current industry experience. It is our priority for teachers to maintain industry connections in the community to remain current in meeting the needs of the workforce.

School Processes & Programs Strengths

- Predominate hiring directly from industry to provide students with current, real-world connection to knowledge and skills
- Professional development focused on student connection and educational pedagogy to support industry-based teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In-person tours are no longer available **Root Cause:** COVID safety protocols

Perceptions

Perceptions Summary

The ATC provides an environment for learning that is engaging, relevant, and fun for students. Our culture provides for students to be treated as adults as long as they act like adults. Students respond very well academically and socially as they gain industry maturity.

Perceptions Strengths

- Priority given to training and modeling strong interpersonal communication skills
- Community engaged through participation in Advisory Board, partnerships for internships, guest-speaking opportunities, tours, and community presentations
- Survey data shows students are highly engaged and feel safe in our environment
- Student curriculum engagement is high as students participate in career paths of their choice

Priority Problem Statements

Problem Statement 1: Low representation of non-traditional students (i.e. females in engineering) in particular pathways.

Root Cause 1: Society norms for certain career pathways.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Aligned knowledge and skill acquisition for foundational pathway courses

Root Cause 2: Recent foundation course additions

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In-person tours are no longer available

Root Cause 3: COVID safety protocols

Problem Statement 3 Areas: School Processes & Programs

Goals

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
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- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Align curriculum of the ATC courses with campus-held foundational courses for each pathway.

Evaluation Data Sources: Scope and sequence for each course; common assessments; professional development

Summative Evaluation: None

Strategy 1: Review and establish targeted goals for knowledge and skill base for each course level. Strategy's Expected Result/Impact: Focused, scaffolded lesson design Staff Responsible for Monitoring: ATC Administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Develop common assessments to aid in the alignment of knowledge and skills. Strategy's Expected Result/Impact: Knowledge and skills fidelity Staff Responsible for Monitoring: CTE Administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

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: Increase and enhance marketing opportunities for all stakeholders.

Evaluation Data Sources: Published material (social media, website, print)

Summative Evaluation: None

<p>Strategy 1: Develop virtual tours that demonstrate course content and outcomes for students. Strategy's Expected Result/Impact: Increased accessibility to students, parents, and community members; enhanced decision-making resources for students and parents Staff Responsible for Monitoring: ATC Administration and Campus Leadership Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Develop a targeted and concentrated social media presence. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Social Media Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low representation of non-traditional students (i.e. females in engineering) in particular pathways. Root Cause: Society norms for certain career pathways.
School Processes & Programs
Problem Statement 1: In-person tours are no longer available Root Cause: COVID safety protocols

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: Maintain consistent communication with Advisory Board members/community.

Evaluation Data Sources: Meeting agendas

Summative Evaluation: None

Strategy 1: Due to safety protocols, create creative communication models for Advisory Board meetings. Strategy's Expected Result/Impact: Actionable feedback Staff Responsible for Monitoring: ATC Administration, Department Chairs TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  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: Analyze, adjust and promote successful completion of industry-driven certifications.

Evaluation Data Sources: Certification data

Summative Evaluation: None

Strategy 1: Utilize data from Advisory Board to determine employability certifications. Strategy's Expected Result/Impact: Students employed, internship placements Staff Responsible for Monitoring: Advisory Board, ATC Administration, Department Heads TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Paul Yarbrough	Engineering Teacher
Classroom Teacher	Leah Zavala	Education & Training Teacher
Classroom Teacher	Will Milne	Photo Teacher
Administrator	Barbara Sides	Assistant Principal
Administrator	Marcus Bourland	Principal
Administrator	Carla Ruge	District CTE Director
Community Representative	Bobby Thatcher	Community Member
Non-classroom Professional	Susan Reyes	Counselor
Paraprofessional	Jessica Thompson	HS Secretary
Classroom Teacher	Stephen Gaskill	Criminal Justice Teacher
Classroom Teacher	Julie Kendrick	Health Science Teacher
Classroom Teacher	Matt Howard	Auto Tech Teacher

Addendums

Denton Independent School District
Fred Moore High School
2020-2021 Campus Improvement Plan



Mission Statement

Fred Moore High School provides students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

Vision

Preparing today's students to succeed in tomorrow's world.

School Motto

Dedication * Direction * Discovery

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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	11
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 recognition to the Denton ISD community	12
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred Moore High School (FMHS) is Denton ISD's high-school of choice. We offer the same high educational standards and graduate diploma options that are available at Denton ISD's traditional high schools, but in a smaller, more supportive setting. At FMHS, our entire staff is focused on the needs, success, and well-being of each individual student.

Our teachers are highly qualified in their fields of instruction and provide rigorous coursework with self-paced instruction. Every Fred Moore student has an individualized graduation plan that is focused on the credits needed for advancement, helping students progress steadily toward their goal of graduation. And when they graduate, they are ready for the next step in life, whether it is a college or university diploma or their chosen career path.

Demographics Strengths

Accelerated graduation pathway, with accelerated rigorous coursework

Individualized graduation plans

Student centered focus not only on academics but on social emotional needs

Ongoing referrals from past FM graduates and their families

High rate of success of our graduates (Acceptance and attendance to Community Colleges, Universities, and Trade Schools)

Community Partnerships:

*UNT- Career Connects

*UNT - Go Center

*Texas Academy of Mathematics and Science

*Ascendant Community Education

Early graduates- finishing from 6months to 1 year early

Relationship building- all staff have an evident vested interest in all of our students

Created opportunities for students to take the TSI on campus during the spring semester arranged for the opportunity for our 10th and 11th grade students to take the PSAT for the first time on the Fred Moore Campus

Student Learning

Student Learning Summary

At Fred Moore we are over 85% At-Risk, many of the students that are accepted have failed multiple core classes and have developed poor attendance habits. Many times, students are one to two years behind academically of where they should be. By providing accelerated learning opportunities many times students can graduate on time even when they come to us behind. With our direct teach opportunities, which are STAAR test prep, we have seen students with multiple failed attempts finally obtain a passing score. We have also gather qualitative data from student feedback back that states that if they had stayed on their traditional campus they most likely would have dropped out and we are able to get them across the finish line. We have made slow and steady progress in increasing our number of students in special populations, specifically the area of special education. And our At-Risk numbers have also increased in the past two years.

Student Learning Strengths

Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum

Direct instruction classes are provided for all STAAR-tested subjects and required for all students needing the related test.

The teacher Professional Learning Community meets regularly to collaborate on strategies to

Teachers offer students various learning platforms, including online instruction, paper-based curriculum

Teachers work with district curriculum teams to ensure lessons are aligned vertically and horizontally

Due to Fred Moore's flexible scheduling, students receive differentiated instruction as needed within their school day. This results in

Students are offered different elective choices through EDynamic Learning. We are using this for our career and college readiness

Last year, we increased our extracurricular clubs and service organizations available for students

Beginning the 2019-2020 school year, we implemented CCMR coursework for all students to ensure every graduate was college and career ready. Additional opportunities we offer to allow different pathways for our students to meet the CCMR standard. Additions include: OSHA Certification, OSHA 10 certification, OSHA 30 certification, and OSHA 500 certification (Please see CCMR chart in Addendums)

School Processes & Programs

School Processes & Programs Summary

At Fred Moore, as a team, we have created a positive caring environment for students, faculty, staff, and families. The Fred Moore administration strives to get input from all staff and always informs all stakeholders about decisions made at the campus level and why they were made. Staff feels comfortable coming to the administration with concerns or comments and together work to obtain solutions. Typically, there is rare teacher turnover, as teachers feel comfortable and enjoy their work environment. The administration also provides opportunities for teachers and staff to take on leadership roles within the campus and at the district level to tackle projects and support the campus.

School Processes & Programs Strengths

- **Every teacher is Highly Qualified**
- **Low teacher turnover**
- **Teachers are provided with professional learning opportunities**
- **Decision making truly is site based to the extent possible with teacher and staff input respected**
- **Staff feels supported and heard by the administrator**
- **Campus funds are utilized in support of meeting the needs of students**
- **Flexibility of scheduling promotes acceleration of credits earned**
- **Teachers, staff, and parents are active members of the Campus Leadership Team**

Perceptions

Perceptions Summary

At Fred Moore we offer the same high educational standards and graduate diploma options that are available at Denton ISD's traditional high schools, but in a smaller, more supportive setting. At FMHS, our entire staff is focused on the needs, success, and well-being of each individual student.

Our teachers are highly qualified in their fields of instruction and provide rigorous coursework with self-paced instruction. By focusing on the credits needed for advancement, students can progress steadily towards their graduation goal. When students graduate, they will be ready for the next step in life, whether it is a college/ university, trade school, the military, or the workforce.

Our school motto is Dedication, Direction, Discovery, we explain to our student that we decided to put this together because it truly describes the Fred Moore Experience. The **MUST** be dedicated to be able to succeed at Fred Moore, once they are here we give them the road map, we give them the direction to accomplish their goal, and while they are at Fred Moore they are going to a journey of discovery and they learn a great deal about themselves as they get ready, some are already there, to enter the adult world with adult responsibilities.

Perceptions Strengths

What we offer to our students at Fred Moore:

- **Early graduation.** We offer two graduation ceremonies each year in the Fall and Spring. Commencement is held at The University of North Texas.
- **Recommended and distinguished diplomas.** Fred Moore students receive the same high-school diplomas offered by the district's traditional campuses that are accepted at all accredited colleges and universities.
- **Rigorous curriculum.** Coursework is provided online, and each FMHS student is provided a device on which to work. Lessons are completed independently with teacher tutoring and support.
- **Accelerated pacing.** Students are enrolled in the next course on their graduation plan as soon as they are ready, rather than at the end of the semester.
- **Mentoring program.** In collaboration with UNT's High School Career Connect Department, students are assigned a mentee who helps prepare them to navigate the world beyond high school.
- **College and Career Center.** We provide test preparation (STAAR, ACT, SAT, TSI, ASVAB), resume writing assistance, and application support for jobs, colleges, and the FAFSA. We also offer a career fair with participation from businesses and universities.

- **Clubs and organizations.** Our school provides a variety of clubs and leadership organizations that allow students to support their campus and community, foster friendships, and learn new skills.
- **Field trips.** We offer outings that promote STEM enrichment, cultural awareness, and college and career readiness.
- **Leadership and Attendance incentives.** We are a rewards-based campus that recognizes student achievements both inside and outside the classroom.
- **Scholarship opportunities.** Our staff encourages and assists with scholarship opportunities and applications.



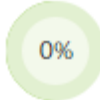



Goals

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: Through the implementation of best teaching practices in an online learning environment, Fred Moore High School will increase the STAAR Level II Satisfactory performance rate for all students in mathematics by 8%, and the STAAR Level II performance rate for all students in the areas of Science, Reading, and Social Studies by 4%.

Strategy 1: Individualized academic goal setting will occur in all courses. Strategy's Expected Result/Impact: Student daily/weekly progress forms/ Goal setting forms Staff Responsible for Monitoring: Teachers and Students ESF Levers: Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 2: Teachers will disaggregate students' STAAR and assessment data and provide targeted instructional support in areas of deficiency Strategy's Expected Result/Impact: Student grades on assignments/tests, report cards, STAAR reports Staff Responsible for Monitoring: All Teachers	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May





<p>Strategy 3: Direct teach instruction will occur in all STAAR tested subjects.</p> <p>Strategy's Expected Result/Impact: Student grades on assignments/tests Report cards STAAR practice test results STAAR score reports</p> <p>Staff Responsible for Monitoring: Teachers and counselor</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Formative			Summative														
Dec	Mar	May	May														
<p>Strategy 4: Teachers will participate in campus, district, and regional professional development opportunities that enhance teaching and learning for STAAR related subjects</p> <p>Strategy's Expected Result/Impact: Lesson plans, T-TESS observation/conference data, T-TESS conference</p> <p>Staff Responsible for Monitoring: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
<p>Strategy 5: Teachers will regularly and consistently monitor the progress of students and provide timely feedback to students and parents when their progress is lacking</p> <p>Strategy's Expected Result/Impact: Student progress forms, Students grades on assignments and progress reports</p> <p>Staff Responsible for Monitoring: Principal, counselor, and teachers</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
<p>Strategy 6: Principal will provide ongoing support to teachers on how to implement best practices through instructional coaching</p> <p>Strategy's Expected Result/Impact: T-TESS observation/data, Student performance data, classroom walkthrough data</p> <p>Staff Responsible for Monitoring: Principal and teachers</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
Reviews																	
Formative			Summative														
Dec	Mar	May	May														
<p>Strategy 7: Small group instruction will be provided to Algebra I students</p> <p>Strategy's Expected Result/Impact: Student grades on assignments and progress reports</p> <p>Staff Responsible for Monitoring: Principal and counselor</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Dec	Mar	May	May														
<p> No Progress Accomplished Continue/Modify Discontinue </p>																	

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 recognition to the Denton ISD community

Performance Objective 1: Recognize and show appreciation to teachers and staff through appreciation programs for their dedication and everyday accomplishments.

<p>Strategy 1: 100% of teacher and staff recognition on campus.</p> <p>Strategy's Expected Result/Impact: Decreased number of teacher and staff absenteeism Increase teacher connectedness to school Providing more teacher leadership roles</p> <p>Staff Responsible for Monitoring: San Miguel Clayton Fiore Bigrigg</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Administration and community sponsors will meticulously plan a week of teacher and staff celebration of recognition</p> <p>Strategy's Expected Result/Impact: Decreased number of teacher and staff absenteeism Increase teacher connectedness to school Providing more teacher leadership roles</p> <p>Staff Responsible for Monitoring: San Miguel Clayton Fiore</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 75 or higher for the 2020-2021 school year.

HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: 100% of potential graduates will take the TSIA in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduates applying and being admitted to community colleges</p> <p>Improved accountability rating of 75 or higher in Domain 1 based on 2020-2021 graduates scoring proficient or higher on the TSIA.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: A minimum of 15% of FMHS graduates will earn an approved industry based certification from the ATC or through a career and technology education class. Potential CTE class certifications are Microsoft office, OSHA, and security.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduates earning approved industry based certifications.</p> <p>Increased number of FMHS students enrolled in approved certification courses at the ATC through distance learning or in general education classes.</p> <p>Staff Responsible for Monitoring: San Miguel Clayton Swindle</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May





<p>Strategy 3: 100% of FMHS potential 20-21 graduates will participate in the ASVAB assessment to evaluate their individual college, career, and military readiness.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduate career plans, increased community college enrollments, university enrollments, technical certifications and military enlistments.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: A minimum of 20% of FMHS potential 20-21 graduates will participate in the SAT exam.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduates applying and admitted to 4 yr Colleges and Universities</p> <p>Increased percentage of FMHS graduates awarded scholarships based on SAT performance and academic achievement</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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 2: Over 85% of Fred Moore High School students enrolled during the 2020-2021 school year will actively participate in extracurricular activities.

<p>Strategy 1: 100% of students and their parents or guardians will be informed of extra curricular activities available on campus during the admissions interview</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary infractions due to social and emotional learning skills Increase student attendance and achievement Increase student connectedness to school Increased student leadership skills, character education Increased student community service involvement.</p> <p>Staff Responsible for Monitoring: Principal, counselor and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Administration and activity sponsors actively recruit participants consistently throughout the 2020-2021 school year</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary infractions due to social and emotional learning skills Increase student attendance and achievement Increase student connectedness to school Increased student leadership skills, character education Increased student community service involvement.</p> <p>Staff Responsible for Monitoring: Principal, counselor and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Fred Moore High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Siver	Special Education Teacher	Fred Moore	100%
Ashly Sharp	English Teacher	Fred Moore	100%
Countressa Ware Jones	Science Teacher	Fred Moore	100%
Jacqueline San Miguel	Principal	Fred Moore	100%
John Curtis	Social Studies Teacher	Fred Moore	100%
Julie Phillips	Math Teacher	Fred Moore	100%
Kelly Fiore Watson	Attendance Liason	Fred Moore	100%
Lisa Bigrigg	Administrative Assistant to Principal/Re	Fred Moore	100%
Maria Maldonado	Academic Aide	Fred Moore	100%
Molly Swindle	CTE teacher	Fred Moore	100%
Patricia Jolly	Nurse	Fred Moore	100%
Tanya Clayton	Counselor	Fred Moore	100%
Toby Thomason	Math Teacher	Fred Moore	100%

Addendums

2019 College, Career, and Military Readiness
 FRED MOORE H S (061901039) - DENTON ISD
 Data Table

	Annual Graduates	
	Count/Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	8%
ELA/Reading		
Met TSI criteria for at least one indicator	10	27%
Met TSI assessment criteria	4	11%
Met ACT criteria	0	0%
Met SAT criteria	6	16%
Earned credit for a college prep course	0	0%
Mathematics		
Met TSI criteria for at least one indicator	3	8%
Met TSI assessment criteria	1	3%
Met ACT criteria	0	0%
Met SAT criteria	2	5%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	1	3%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	0	0%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	1	3%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	0	0%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	0	0%

- Indicates there are no students in the group.

Met Non-CTE Criteria		
Met at least one criteria above	5	14%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	0.5	1%



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ALGEBRA I

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
					#	%	#	%	#	%	#	%	1		2		3		4		5	
Number	Percent												Number of Items Tested									
Students Tested			3	100									11		12		14		11		6	
Students Not Tested													Avg. # of Items / % Correct									
Absent			0	0									#	%	#	%	#	%	#	%	#	%
Other			0	0																		
Total Documents Submitted			3	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																			
All Students			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ALGEBRA I

First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
					#	%	#	%	#	%	#	%	1		2		3		4		5	
Number	Percent												Number of Items Tested									
Students Tested			2	100									11		12		14		11		6	
Students Not Tested													Avg. # of Items / % Correct									
Absent			0	0									#	%	#	%	#	%	#	%	#	%
Other			0	0																		
Total Documents Submitted			2	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																			
All Students			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ALGEBRA I

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
					#	%	#	%	#	%	#	%	1		2		3		4		5	
Number	Percent											Number of Items Tested										
Students Tested			1	100								11		12		14		11		6		
Students Not Tested												Avg. # of Items / % Correct										
Absent			0	0								#	%	#	%	#	%	#	%	#	%	
Other			0	0																		
Total Documents Submitted			1	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																			
All Students			1	100																		
Male			1	100																		
Female			0	0																		
No Information Provided			0	0																		
Hispanic/Latino			0	0																		
American Indian or Alaska Native			0	0																		
Asian			0	0																		
Black or African American			1	100																		
Native Hawaiian or Other Pacific Islander			0	0																		
White			0	0																		
Two or More Races			0	0																		
No Information Provided			0	0																		
Economically Disadvantaged			Yes: 1 No: 0 No Information Provided: 0	100																		
Title I, Part A			Participants: 0 Nonparticipants: 1 No Information Provided: 0	0																		
Migrant			Yes: 0 No: 1 No Information Provided: 0	0																		
Limited English Proficient			Current LEP: 0 Non-LEP (Monitored 1st Year): 0 Non-LEP (Monitored 2nd Year): 0 Non-LEP (Monitored 3rd Year): 0 Non-LEP (Monitored 4th Year): 0 Other Non-LEP: 1 No Information Provided: 0	0																		
Bilingual			Participants: 0 Nonparticipants: 1 No Information Provided: 0	0																		
ESL			Participants: 0 Nonparticipants: 1 No Information Provided: 0	0																		
Special Education			Yes: 0 No: 1 No Information Provided: 0	0																		
Gifted/Talented			Participants: 0 Nonparticipants: 1 No Information Provided: 0	0																		
At-Risk			Yes: 1 No: 0 No Information Provided: 0	100																		
Career/Technical Education			Participants: 0 Nonparticipants: 1 No Information Provided: 0	0																		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

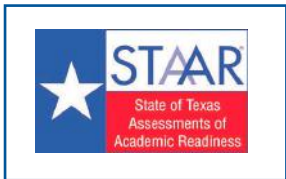
BIOLOGY

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
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Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category																
					#	%	#	%	#	%	#	%	1		2		3		4		5								
Number	Percent												Number of Items Tested					Avg. # of Items / % Correct											
													10		10		10		10		10								
Legend																													
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All Students			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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Hispanic/Latino			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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Economically Disadvantaged			Yes: 3 No: 1 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants: 0 Nonparticipants: 4 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes: 0 No: 4 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP: 1 Non-LEP (Monitored 1st Year): 0 Non-LEP (Monitored 2nd Year): 0 Non-LEP (Monitored 3rd Year): 0 Non-LEP (Monitored 4th Year): 0 Other Non-LEP: 3 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants: 0 Nonparticipants: 4 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants: 1 Nonparticipants: 3 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes: 0 No: 4 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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At-Risk			Yes: 3 No: 1 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants: 1 Nonparticipants: 3 No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

BIOLOGY

First-Time Tested Students

District: 061-901 DENTON ISD
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Report Date: SPRING 2019
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Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category															
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Number	Percent												Number of Items Tested					Avg. # of Items / % Correct										
													10		10		10		10		10							
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Economically Disadvantaged			Yes: 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants: 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No: 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 1st Year): 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year): 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 3rd Year): 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 4th Year): 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP: 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants: 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants: 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No: 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants: 3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes: 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants: 2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

BIOLOGY

Retested Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category													
					#	%	#	%	#	%	#	%	1		2		3		4		5					
Number	Percent												Number of Items Tested					Avg. # of Items / % Correct								
													10		10		10		10		10		#		%	
All Students			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

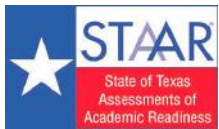
ENGLISH I

All Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet				Approaches				Meets				Masters				Results for Each Reporting Category													
					Number		Percent		#		%		#		%		#		%		#		%		1		2		3		4		5	
Students Tested			9	100																	Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing			
Students Not Tested																																		
Absent			0	0																														
Other			0	0																														
Total Documents Submitted			9	100																														
Legend			--- = No Data Reported For Fewer Than Five Students																															
			Number of Points Possible		Number of Points Scored																													
			8		13		13		16		9		9		#		%		#		%		#		%		#		%		#		%	
All Students			9	3646	7	78	2	22	2	22	0	0	3.6	44	5.6	43	5.9	45	8.0	50	5.2	58	6.0	67										
Male			5	3431	5	100	0	0	0	0	0	0	2.8	35	3.8	29	4.2	32	7.6	48	4.2	47	5.4	60										
Female			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Hispanic/Latino			5	3684	4	80	1	20	1	20	0	0	3.8	48	6.2	48	5.6	43	8.8	55	5.0	56	5.6	62										
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Black or African American			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
White			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Economically Disadvantaged			6	3688	4	67	2	33	2	33	0	0	3.2	40	6.0	46	6.3	49	8.0	50	5.3	59	6.2	69										
Yes			6	3688	4	67	2	33	2	33	0	0	3.2	40	6.0	46	6.3	49	8.0	50	5.3	59	6.2	69										
No			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Nonparticipants			9	3646	7	78	2	22	2	22	0	0	3.6	44	5.6	43	5.9	45	8.0	50	5.2	58	6.0	67										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No			9	3646	7	78	2	22	2	22	0	0	3.6	44	5.6	43	5.9	45	8.0	50	5.2	58	6.0	67										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Limited English Proficient			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Current LEP			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Non-LEP (Monitored 3rd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Non-LEP (Monitored 4th Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Other Non-LEP			8	3641	6	75	2	25	2	25	0	0	3.5	44	5.6	43	5.8	44	7.8	48	5.4	60	5.9	65										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Nonparticipants			9	3646	7	78	2	22	2	22	0	0	3.6	44	5.6	43	5.9	45	8.0	50	5.2	58	6.0	67										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
ESL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Nonparticipants			8	3641	6	75	2	25	2	25	0	0	3.5	44	5.6	43	5.8	44	7.8	48	5.4	60	5.9	65										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Special Education			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No			9	3646	7	78	2	22	2	22	0	0	3.6	44	5.6	43	5.9	45	8.0	50	5.2	58	6.0	67										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Nonparticipants			9	3646	7	78	2	22	2	22	0	0	3.6	44	5.6	43	5.9	45	8.0	50	5.2	58	6.0	67										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
At-Risk			7	3519	6	86	1	14	1	14	0	0	3.0	38	4.7	36	5.4	42	7.1	45	4.7	52	5.7	63										
Yes			7	3519	6	86	1	14	1	14	0	0	3.0	38	4.7	36	5.4	42	7.1	45	4.7	52	5.7	63										
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Career/Technical Education			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Participants			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Nonparticipants			5	3600	4	80	1	20	1	20	0	0	3.8	48	5.6	43	5.4	42	8.0	50	4.6													



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

ENGLISH I
All Students

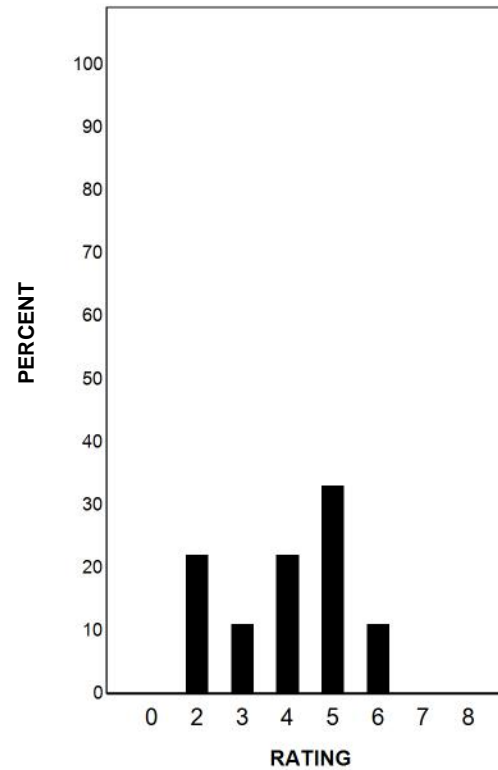
Report Date: SPRING 2019
Date of Testing: SPRING 2019

--- = No Data Reported For Fewer Than Five Students

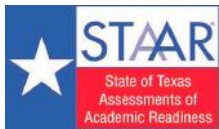
Written Composition Rating Summary

Expository Composition

Rating	#	%
0	0	0
2	2	22
3	1	11
4	2	22
5	3	33
6	1	11
7	0	0
8	0	0
Total	9	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

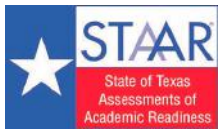
ENGLISH I

First-Time Tested Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category													
					#	%	#	%	#	%	#	%	1		2		3		4		5		6			
Number	Percent												Number of Points Possible													
Students Tested	3	100											8	13	13	16	9	9								
Students Not Tested													Number of Points Scored													
Absent	0	0											#	%	#	%	#	%	#	%	#	%	#	%	#	%
Other	0	0																								
Total Documents Submitted	3	100																								
Legend																										
--- = No Data Reported For Fewer Than Five Students																										
All Students			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

ENGLISH I First-Time Tested Students

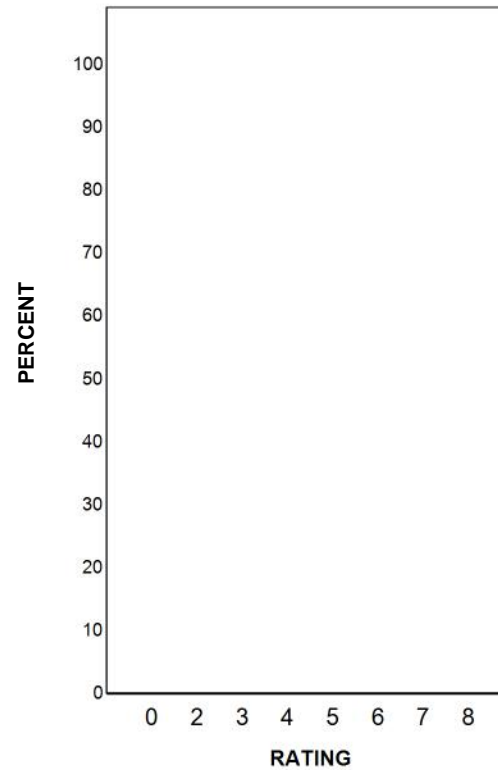
Report Date: SPRING 2019
Date of Testing: SPRING 2019

--- = No Data Reported For Fewer Than Five Students

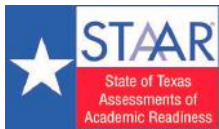
Written Composition Rating Summary

Expository Composition

Rating	#	%
0	---	---
2	---	---
3	---	---
4	---	---
5	---	---
6	---	---
7	---	---
8	---	---
Total	3	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

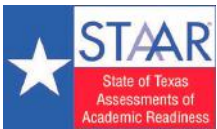
ENGLISH I

Retested Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category													
					#	%	#	%	#	%	#	%	1		2		3		4		5		6			
Number	Percent												Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing			
Legend																										
--- = No Data Reported For Fewer Than Five Students																										
			Number of Points Possible		Number of Points Scored																					
			8		13		13		16		9		9		#		%		#		%		#		%	
All Students			6	3393	6	100	0	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57		
Male			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Female			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient	Current LEP		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 3rd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 4th Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Other Non-LEP		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		6	3393	6	100	0	0	0	0	0	2.7	33	3.3	26	4.2	32	6.7	42	4.7	52	5.2	57			
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes		5	3357	5	100	0	0	0	0	0	2.2	28	3.2	25	4.2	32	6.0	38	4.6	51	5.2	58			
	No		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Career/Technical Education	Participants		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

ENGLISH I Retested Students

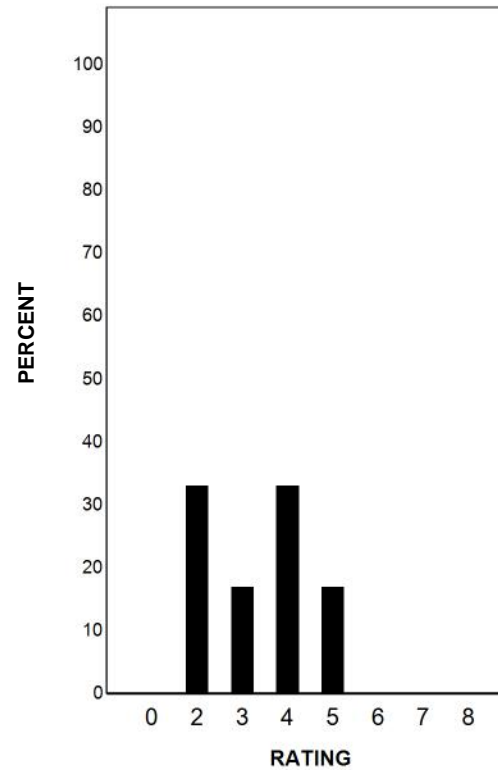
Report Date: SPRING 2019
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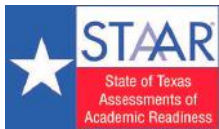
Written Composition Rating Summary

Expository Composition

Rating	#	%
0	0	0
2	2	33
3	1	17
4	2	33
5	1	17
6	0	0
7	0	0
8	0	0
Total	6	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

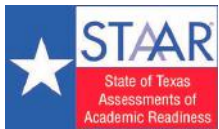
ENGLISH II

All Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category											
					#	%	#	%	#	%	#	%	1		2		3		4		5		6	
Number	Percent																							
Students Tested		15	100																					
Students Not Tested																								
Absent		0	0																					
Other		0	0																					
Total Documents Submitted		15	100																					
Legend			--- = No Data Reported For Fewer Than Five Students																					
			Number of Points Possible																					
			Number of Points Scored																					
All Students		15	3798	8	53	7	47	3	20	1	7	4.3	54	7.3	56	8.8	68	8.4	53	4.8	53	6.3	70	
Male		7	3599	5	71	2	29	1	14	0	0	3.6	45	5.7	44	7.3	56	7.7	48	3.6	40	6.3	70	
Female		8	3971	3	38	5	63	2	25	1	13	5.0	63	8.6	66	10.1	78	9.0	56	5.9	65	6.3	69	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino		9	3703	5	56	4	44	1	11	0	0	4.0	50	6.8	52	8.4	65	7.8	49	4.2	47	6.6	73	
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged		Yes	10	3787	6	60	4	40	2	20	1	10	4.0	50	7.1	55	8.2	63	8.8	55	4.6	51	6.4	71
		No	5	3820	2	40	3	60	1	20	0	0	5.0	63	7.6	58	10.0	77	7.6	48	5.2	58	6.0	67
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Nonparticipants	15	3798	8	53	7	47	3	20	1	7	4.3	54	7.3	56	8.8	68	8.4	53	4.8	53	6.3	70
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		No	15	3798	8	53	7	47	3	20	1	7	4.3	54	7.3	56	8.8	68	8.4	53	4.8	53	6.3	70
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient		Current LEP	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Other Non-LEP	13	3821	7	54	6	46	3	23	1	8	4.2	53	7.7	59	8.8	68	8.5	53	5.0	56	6.2	69
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Nonparticipants	15	3798	8	53	7	47	3	20	1	7	4.3	54	7.3	56	8.8	68	8.4	53	4.8	53	6.3	70
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL		Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Nonparticipants	13	3821	7	54	6	46	3	23	1	8	4.2	53	7.7	59	8.8	68	8.5	53	5.0	56	6.2	69
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		No	15	3798	8	53	7	47	3	20	1	7	4.3	54	7.3	56	8.8	68	8.4	53	4.8	53	6.3	70
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented		Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		Nonparticipants	14	3807	7	50	7	50	3	21	1	7	4.4	54	7.4	57	8.8	68	8.4	53	4.9	54	6.3	70
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk		Yes	12	3692	7	58	5	42	1	8	0	0	3.9	49	6.8	53	8.6	66	7.8	49	4.3	47	6.1	68
		No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education		Participants	8	3946	4	50	4	50	2	25	1	13	5.1	64	8.1	63	9.0	69	9.5	59	5.5	61	6.6	74
		Nonparticipants	7	3628	4	57	3	43	1	14	0	0	3.4	43	6.3	48	8.6	66	7.1	45	4.0	44	5.9	65
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

ENGLISH II
All Students

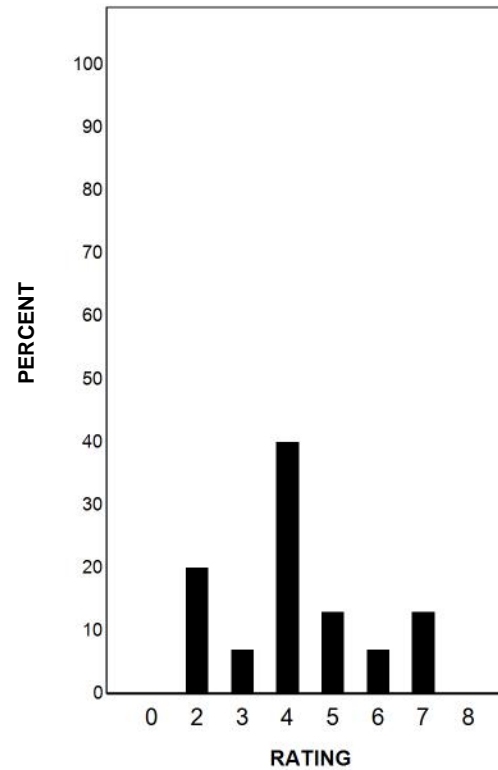
Report Date: SPRING 2019
Date of Testing: SPRING 2019

--- = No Data Reported For Fewer Than Five Students

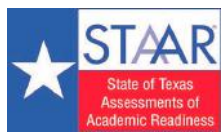
Written Composition Rating Summary

Persuasive Composition

Rating	#	%
0	0	0
2	3	20
3	1	7
4	6	40
5	2	13
6	1	7
7	2	13
8	0	0
Total	15	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

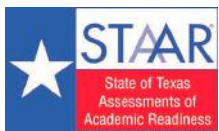
Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

ENGLISH II First-Time Tested Students

Report Date: SPRING 2019
Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																				
					Did Not Meet		Approaches		Meets		Masters		Number of Points Possible												
#		%			#		%		#		%		#		%										
1		2			3		4		5		6		8		9										
Number	Percent	Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts		Composition		Revision		Editing		13		16		9							
			Number of Points Possible				Number of Points Scored																		
			#		%		#		%		#		%		#		%								
Legend			#		%		#		%		#		%		#		%								
--- = No Data Reported For Fewer Than Five Students			#		%		#		%		#		%		#		%								
All Students			7	4108	1	14	6	86	3	43	1	14	5.7	71	9.0	69	10.6	81	10.0	63	6.7	75	6.4	71	
Male			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Female			5	4110	1	20	4	80	2	40	1	20	5.4	68	9.0	69	10.6	82	9.6	60	6.6	73	7.0	78	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			5	4133	1	20	4	80	2	40	1	20	5.4	68	9.2	71	10.4	80	10.4	65	6.8	76	6.4	71	
Yes			5	4133	1	20	4	80	2	40	1	20	5.4	68	9.2	71	10.4	80	10.4	65	6.8	76	6.4	71	
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			7	4108	1	14	6	86	3	43	1	14	5.7	71	9.0	69	10.6	81	10.0	63	6.7	75	6.4	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			7	4108	1	14	6	86	3	43	1	14	5.7	71	9.0	69	10.6	81	10.0	63	6.7	75	6.4	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Current LEP			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP			6	4137	1	17	5	83	3	50	1	17	5.5	69	9.3	72	10.3	79	10.7	67	7.0	78	6.2	69	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			7	4108	1	14	6	86	3	43	1	14	5.7	71	9.0	69	10.6	81	10.0	63	6.7	75	6.4	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			6	4137	1	17	5	83	3	50	1	17	5.5	69	9.3	72	10.3	79	10.7	67	7.0	78	6.2	69	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			7	4108	1	14	6	86	3	43	1	14	5.7	71	9.0	69	10.6	81	10.0	63	6.7	75	6.4	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			6	4182	0	0	6	100	3	50	1	17	6.0	75	9.5	73	10.8	83	10.3	65	7.2	80	6.5	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			5	3915	1	20	4	80	1	20	0	0	5.0	63	8.6	66	10.2	78	8.4	53	5.8	64	6.4	71	
Yes			5	3915	1	20	4	80	1	20	0	0	5.0	63	8.6	66	10.2	78	8.4	53	5.8	64	6.4	71	
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			5	4147	1	20	4	80	2	40	1	20	5.8	73	8.6	66	10.8	83	10.0	63	6.8	76	7.0	78	
Participants			5	4147	1	20	4	80	2	40	1	20	5.8	73	8.6	66	10.8	83	10.0	63	6.8	76	7.0	78	
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Constructed Responses Summary Report

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

ENGLISH II First-Time Tested Students

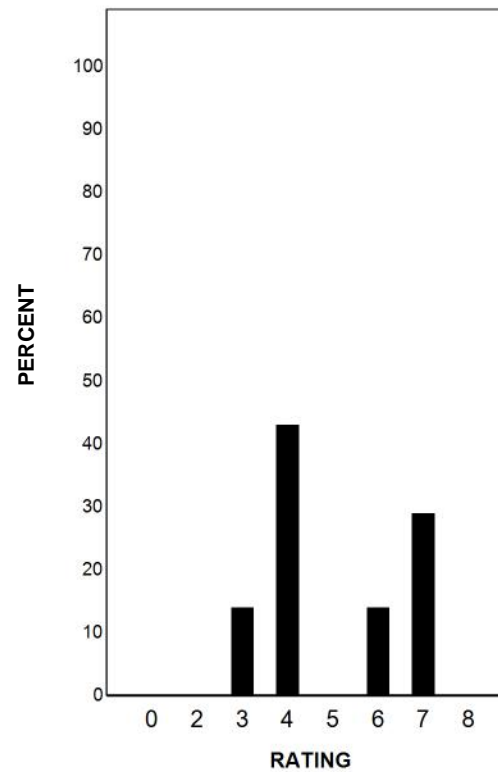
Report Date: SPRING 2019
Date of Testing: SPRING 2019

--- = No Data Reported For Fewer Than Five Students

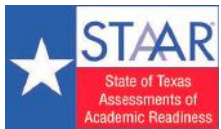
Written Composition Rating Summary

Persuasive Composition

Rating	#	%
0	0	0
2	0	0
3	1	14
4	3	43
5	0	0
6	1	14
7	2	29
8	0	0
Total	7	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

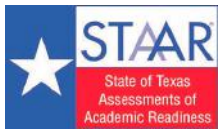
ENGLISH II

Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category													
													Number	Percent	1	2	3	4	5	6						
Students Tested	Students Not Tested	Absent											Other	Total Documents Submitted	8	13	13	16	9	9	Understanding/ Analysis Across Genres	Understanding/ Analysis of Literary Texts	Understanding/ Analysis of Informational Texts	Composition	Revision	Editing
Legend			--- = No Data Reported For Fewer Than Five Students																							
All Students	8	3526	7	88	1	13	0	0	0	0	3.1	39	5.8	44	7.3	56	7.0	44	3.1	35	6.1	68				
Male	5	3398	5	100	0	0	0	0	0	0	2.4	30	4.4	34	6.0	46	6.4	40	2.2	24	6.8	76				
Female	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino	5	3523	4	80	1	20	0	0	0	0	3.2	40	5.6	43	7.0	54	7.2	45	2.8	31	6.4	71				
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
White	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged	Yes	5	3441	5	100	0	0	0	0	0	2.6	33	5.0	38	6.0	46	7.2	45	2.4	27	6.4	71				
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	8	3526	7	88	1	13	0	0	0	3.1	39	5.8	44	7.3	56	7.0	44	3.1	35	6.1	68				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No	8	3526	7	88	1	13	0	0	0	3.1	39	5.8	44	7.3	56	7.0	44	3.1	35	6.1	68				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Limited English Proficient	Current LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Other Non-LEP	7	3550	6	86	1	14	0	0	0	3.1	39	6.3	48	7.6	58	6.6	41	3.3	37	6.3	70				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	8	3526	7	88	1	13	0	0	0	3.1	39	5.8	44	7.3	56	7.0	44	3.1	35	6.1	68				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	7	3550	6	86	1	14	0	0	0	3.1	39	6.3	48	7.6	58	6.6	41	3.3	37	6.3	70				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No	8	3526	7	88	1	13	0	0	0	3.1	39	5.8	44	7.3	56	7.0	44	3.1	35	6.1	68				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Gifted/Talented	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	8	3526	7	88	1	13	0	0	0	3.1	39	5.8	44	7.3	56	7.0	44	3.1	35	6.1	68				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
At-Risk	Yes	7	3533	6	86	1	14	0	0	0	3.1	39	5.6	43	7.4	57	7.4	46	3.1	35	5.9	65				
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Career/Technical Education	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	5	3476	4	80	1	20	0	0	0	2.6	33	4.8	37	8.0	62	6.0	38	3.0	33	6.2	69				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
ENGLISH II
Retested Students

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H.S.

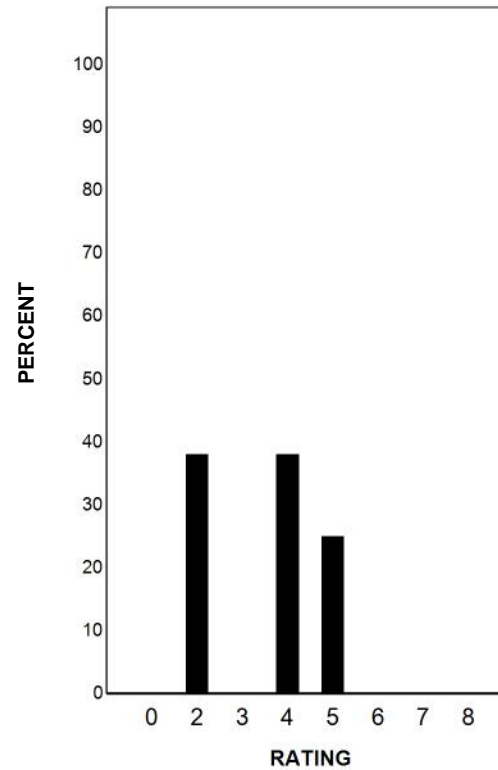
Report Date: SPRING 2019
Date of Testing: SPRING 2019

--- = No Data Reported For Fewer Than Five Students

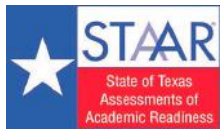
Written Composition Rating Summary

Persuasive Composition

Rating	#	%
0	0	0
2	3	38
3	0	0
4	3	38
5	2	25
6	0	0
7	0	0
8	0	0
Total	8	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

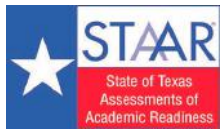
U.S. HISTORY

All Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category									
					#	%	#	%	#	%	#	%	1		2		3		4			
Number	Percent												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society			
Students Tested	21	100																				
Students Not Tested																						
Absent	0	0																				
Other	0	0																				
Total Documents Submitted	21	100																				
Legend			--- = No Data Reported For Fewer Than Five Students																			
			Number of Items Tested		Avg. # of Items / % Correct																	
			30		12		10		16		#		%		#		%		#		%	
All Students			21	4101	4	19	17	81	14	67	9	43	19.8	66	7.8	65	5.8	58	11.0	69		
Male			8	3950	2	25	6	75	5	63	4	50	18.1	60	6.9	57	5.6	56	11.0	69		
Female			13	4194	2	15	11	85	9	69	5	38	20.8	69	8.3	69	5.9	59	11.0	69		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			10	3809	3	30	7	70	4	40	3	30	17.0	57	6.5	54	4.8	48	9.1	57		
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			7	4339	1	14	6	86	6	86	4	57	22.4	75	8.9	74	6.4	64	11.9	74		
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes		8	3909	2	25	6	75	3	38	2	25	17.5	58	6.5	54	5.0	50	9.4	59		
	No		13	4219	2	15	11	85	11	85	7	54	21.2	71	8.5	71	6.3	63	12.0	75		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		21	4101	4	19	17	81	14	67	9	43	19.8	66	7.8	65	5.8	58	11.0	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		21	4101	4	19	17	81	14	67	9	43	19.8	66	7.8	65	5.8	58	11.0	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient	Current LEP		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 3rd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 4th Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Other Non-LEP		19	4176	2	11	17	89	14	74	9	47	20.6	69	8.3	69	6.2	62	11.4	71		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		21	4101	4	19	17	81	14	67	9	43	19.8	66	7.8	65	5.8	58	11.0	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		19	4176	2	11	17	89	14	74	9	47	20.6	69	8.3	69	6.2	62	11.4	71		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		21	4101	4	19	17	81	14	67	9	43	19.8	66	7.8	65	5.8	58	11.0	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		21	4101	4	19	17	81	14	67	9	43	19.8	66	7.8	65	5.8	58	11.0	69		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes		11	3999	3	27	8	73	6	55	3	27	18.4	61	7.1	59	5.5	55	10.1	63		
	No		10	4213	1	10	9	90	8	80	6	60	21.3	71	8.5	71	6.1	61	12.0	75		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Career/Technical Education	Participants		14	4283	2	14	12	86	11	79	7	50	21.6	72	8.6	71	6.3	63	11.7	73		
	Nonparticipants		7	3736	2	29	5	71	3	43	2	29	16.0	53	6.1	51	4.9	49	9.6	60		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

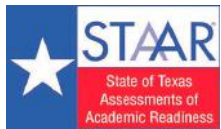
U.S. HISTORY

First-Time Tested Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2		3		4	
Number	Percent											History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society		
Students Tested	18	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	18	100																		
Legend			---																	
--- = No Data Reported For Fewer Than Five Students																				
			#		#		#		#		#		#		#		#		#	
			%		%		%		%		%		%		%		%		%	
			Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct		Avg. # of Items / % Correct	
			30		12		10		16		30		12		10		16		30	
			#		#		#		#		#		#		#		#		#	
			%		%		%		%		%		%		%		%		%	
All Students			18	4216	2	11	16	89	14	78	9	50	20.9	70	8.6	71	6.2	62	11.8	74
Male			6	4097	1	17	5	83	5	83	4	67	19.8	66	8.2	68	6.0	60	12.2	76
Female			12	4275	1	8	11	92	9	75	5	42	21.5	72	8.8	73	6.3	63	11.7	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			8	3884	2	25	6	75	4	50	3	38	18.0	60	7.4	61	4.9	49	9.5	59
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			6	4525	0	0	6	100	6	100	4	67	24.2	81	9.8	82	7.2	72	13.3	83
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		5	4206	0	0	5	100	3	60	2	40	20.4	68	8.6	72	5.8	58	11.4	71
	No		13	4219	2	15	11	85	11	85	7	54	21.2	71	8.5	71	6.3	63	12.0	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		18	4216	2	11	16	89	14	78	9	50	20.9	70	8.6	71	6.2	62	11.8	74
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		18	4216	2	11	16	89	14	78	9	50	20.9	70	8.6	71	6.2	62	11.8	74
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP		17	4265	1	6	16	94	14	82	9	53	21.5	72	8.8	74	6.4	64	12.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		18	4216	2	11	16	89	14	78	9	50	20.9	70	8.6	71	6.2	62	11.8	74
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		17	4265	1	6	16	94	14	82	9	53	21.5	72	8.8	74	6.4	64	12.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		18	4216	2	11	16	89	14	78	9	50	20.9	70	8.6	71	6.2	62	11.8	74
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		18	4216	2	11	16	89	14	78	9	50	20.9	70	8.6	71	6.2	62	11.8	74
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		8	4219	1	13	7	88	6	75	3	38	20.5	68	8.6	72	6.3	63	11.6	73
	No		10	4213	1	10	9	90	8	80	6	60	21.3	71	8.5	71	6.1	61	12.0	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education	Participants		13	4365	1	8	12	92	11	85	7	54	22.4	75	9.0	75	6.6	66	12.4	77
	Nonparticipants		5	3827	1	20	4	80	3	60	2	40	17.2	57	7.4	62	5.0	50	10.4	65
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. HISTORY

Retested Students

District: 061-901 DENTON ISD
 Campus: 039 FRED MOORE H.S.

Report Date: SPRING 2019
 Date of Testing: SPRING 2019

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
					#	%	#	%	#	%	#	%	1		2		3		4		
Number	Percent												History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society		
Legend			---																		
---			= No Data Reported For Fewer Than Five Students																		
All Students			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical Education			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Denton Independent School District
Ginnings Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To educate and inspire each child to reach their maximum potential.

Vision

A campus of educational greatness.

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.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ginnings Elementary was built in 1968 and is known as one of the district’s “heritage schools” for its longstanding place in the community and even celebrated its 50th anniversary of serving Denton students. It is named after J.L. Ginnings, a local resident home builder whose family donated the land on which the campus stands.

The staff at Ginnings has built a strong relationship with the families and businesses in its community through various programs that assist its students in and out of the classroom. Programs like Food Drive, Angel Tree and Clothes Closet help the economically disadvantaged students, while partnerships with local businesses and universities provide outlets for all students to learn, grow and be recognized for their achievements.

Ginnings students have access to multiple forms of learning technology through computers, mobile devices and other applications as well as interactive displays in most classrooms to keep them engaged. That engagement also continues in the arts with a fifth-grade orchestra, an honors choir and award-winning art programs being popular on campus.

The staff, students and families celebrate their differences and nationalities, allowing for various multicultural themes for typical school events like book fair, PTA meetings and fundraisers, while also allowing for special events like hot dog socials and technology-free nights where everyone feels like a part of the Ginnings family.

Established: 1968

Mascot: Jaguars

Colors: Royal Blue and Yellow

GINNINGS ELEMENTARY SCHOOL	
Campus Program	One-Way Dual Language
Total Number of Students	562
Mobility Rate	12.9%
STUDENT ENROLLMENT BY RACE/ETHNICITY	
African American	12.6%
Asian	1.4%
Hispanic	54.3%
American India	1.1%
Pacific Islander	0.9%

GINNINGS ELEMENTARY SCHOOL	
Two or More Races	0.9%
White	28.8%
STUDENT ENROLLMENT BY TYPE	
Economically Disadvantaged	76.7%
English Language Learner	30.2%
Special Education Services	13.0%

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

Student Learning

Student Learning Summary

GINNINGS ELEMENTARY SCHOOL K-2 ELI & SELI BOY 20-21				
Grade Level	ELI Text Level	ELI Overall	SELI Text Level	SELI Overall
Kindergarten	Beginning – 0%	Beginning – 57.33%	Beginning – 0%	Beginning – 60.87%
	Developing – 28%	Developing – 29.33%	Developing – 52.17%	Developing – 39.19
	Meets – 72%	Meets – 13.33%	Meets – 47.83%	Meets – 0%
First Grade	Beginning – 54.17%	Beginning – 51.39%	Beginning – 86.21%	Beginning – 93.1%
	Developing – 20.83%	Developing – 33.33%	Developing – 6.9%	Developing – 0%
	Meets – 25%	Meets – 15.28%	Meets – 6.9%	Meets – 6.9%
Second Grade	Beginning – 53.33%	Beginning – 48%	Beginning – 66.67%	Beginning – 66.67%
	Developing – 6.67%	Developing – 33.33%	Developing – 9.52%	Developing – 33.33%
	Meets – 40%	Meets – 18.67%	Meets – 23.81%	Meets – 0%

GINNINGS ELEMENTARY SCHOOL K-2 PNA BOY 20-21			
Grade Level	At-Risk	Progressing	On-Level
Kindergarten	0%	10.31%	89.69%
First Grade	41.86%	34.88%	23.26%
Second Grade	91.75%	5.15%	3.09%

GINNINGS ELEMENTARY SCHOOL				
3-5 STAAR Performance 18-19				
Grade Level	Reading	Math	Writing	Science
Third Grade	Approaches – 66%	Approaches – 76%		
	Masters – 32%	Masters – 40%		
	Masters – 17%	Masters – 17%		
Fourth Grade	Approaches – 70%	Approaches – 70%	Approaches – 71%	
	Masters – 35%	Masters – 39%	Masters – 39%	
	Masters – 18%	Masters – 26%	Masters – 9%	
Fifth Grade	Approaches – 89%	Approaches – 89%		Approaches – 72%
	Masters – 56%	Masters – 54%		Masters – 49%
	Masters – 25%	Masters – 33%		Masters – 20%

(Please see TEA Report Card for 2018-2019 in addendums for specific demographic information regarding testing, performance, overall grade, etc.)

Goals

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: Ginnings Elementary School will focus on ensuring at least one year's growth in Reading and Math for every student using Beginning of the Year (BOY) data to End of the Year (EOY) data from August 2020 to May 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Reading:

- * Early Literacy Inventory Assessments (ELI/SELI)
- * Developmental Reading Assessment (DRA)
- * Informal Reading Inventory (IRI)
- * Istation Reading
- * Common Assessments
- * TELPAS
- * STAAR





Math:

- * Primary Numeracy Assessment (PNA)
- * Imagine Math
- * Common Assessments
- * STAAR

Summative Evaluation: None

<p>Strategy 1: Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.</p> <p>Strategy's Expected Result/Impact: More students meeting mastery during whole-group class instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Campus interventionists will intervene with students and teachers to support Tier I, II, & III instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Reading Interventionist Math Interventionist Bilingual/ESL Interventionist Reading Recovery & DLL Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Part-Time/Temporary support teachers will intervene with students and teachers to support Tier I, II, & III instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: JAG Time (intervention/enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 5: PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.</p> <p>Strategy's Expected Result/Impact: Increased teacher collective inquiry and improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Professional development will be conducted to increase teacher quality for improved student achievement.</p> <p>Strategy's Expected Result/Impact: Increased teacher quality and improved student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Additional resources will be purchased to support student learning and teacher best practices.</p> <p>Strategy's Expected Result/Impact: Increased supplemental resources for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Library Media Specialist Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement.</p> <p>Strategy's Expected Result/Impact: Increased academics and improved behaviors among students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists School Counselor Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 9: Istation Reading and Imagine Math will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.</p> <p>Strategy's Expected Result/Impact: Differentiated supports for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 10: Reading and Math campus, zone, and district assessments will be administered to obtain campus data for responsive instruction.</p> <p>Strategy's Expected Result/Impact: Relevant data to plan effective instruction for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  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 1: Ginnings Elementary School will establish a positive school culture & climate through events and programs that will build community among all stakeholders from August 2020 to May 2021.

Evaluation Data Sources: Culture & Climate Data
 Panorama Data
 Campus Survey Data

Summative Evaluation: None

<p>Strategy 1: A variety of incentives will be implemented to honor the efforts, hard work, and commitment of our students, parents, staff, and the community. Strategy's Expected Result/Impact: Students and staff feeling appreciated and honored. Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Jag Jamboree School-Wide Assemblies will be held for student and teacher recognitions, attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc. every Nine Weeks. Strategy's Expected Result/Impact: Students and staff feeling appreciated and recognized. Staff Responsible for Monitoring: School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus Interventionist Instructional Coaches School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement.</p> <p>Strategy's Expected Result/Impact: Proud student sense of belonging and involvement.</p> <p>Staff Responsible for Monitoring: Club/Organization Sponsors School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: School and home trainings will be conducted for teachers and parents/guardians with useful resources and techniques that will support students and strengthen the school and home relationships.</p> <p>Strategy's Expected Result/Impact: Increased school and home relationships for student success.</p> <p>Staff Responsible for Monitoring: School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Communities in Schools (CIS), along with other community partnerships, will support our student and family needs.</p> <p>Strategy's Expected Result/Impact: Increased wraparound services for students and families.</p> <p>Staff Responsible for Monitoring: CIS Coordinator Volunteer Coordinator School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Parent-Teacher Association (PTA), along with the campus, will work together to support the overall school community.</p> <p>Strategy's Expected Result/Impact: Established partnerships for continual school support.</p> <p>Staff Responsible for Monitoring: PTA Executive Board Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Multiple social media platforms will be used to keep all stakeholders informed on all classroom/school-wide events, updates, and information and to highlight all the great things happening on campus.</p> <p>Strategy's Expected Result/Impact: Informed school community and increased communication.</p> <p>Staff Responsible for Monitoring: Classroom Teachers School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.
1	1	2	Campus interventionists will intervene with students and teachers to support Tier I, II, & III instruction.
1	1	3	Part-Time/Temporary support teachers will intervene with students and teachers to support Tier I, II, & III instruction.
1	1	4	JAG Time (intervention/enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.
1	1	5	PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.
1	1	6	Professional development will be conducted to increase teacher quality for improved student achievement.
1	1	7	Additional resources will be purchased to support student learning and teacher best practices.
1	1	8	Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement.
1	1	9	Istation Reading and Imagine Math will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.
1	1	10	Reading and Math campus, zone, and district assessments will be administered to obtain campus data for responsive instruction.

State Compensatory

Personnel for Ginnings Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Morris	Math Interventionist 3-5	Math	0.5 SCE & 0.5 SCEEx
Kristen Gray	Reading Interventionist 3-5	Literacy	0.5 SCE / 0.5 SCEEx
Stephanie Blankenship	Literacy Support K-2 / Reading Recovery	Literacy	0.5 SCE

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Ferris	Instructional Coach (Campus)	Literacy / Math	1.0 TI
Courtney Thompson	Instructional Coach (District)	Literacy / Math	0.5 TI

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **GINNINGS EL**

Campus Number: **061901110**

2019 Accountability Rating: **B**

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

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

At Approaches Grade Level or Above	2019	76%	77%	66%	0%	61%	89%	*	-	-	*	36%	*	66%	64%	64%	58%
	2018	77%	82%	67%	42%	72%	74%	*	*	*	*	33%	*	67%	69%	65%	68%
At Meets Grade Level or Above	2019	45%	45%	32%	0%	27%	50%	*	-	-	*	21%	*	33%	27%	30%	29%
	2018	43%	45%	33%	25%	37%	32%	*	*	*	*	8%	*	33%	31%	27%	33%
At Masters Grade Level	2019	27%	27%	17%	0%	12%	29%	*	-	-	*	14%	*	18%	9%	13%	13%
	2018	25%	24%	15%	8%	16%	21%	*	*	*	*	8%	*	15%	15%	14%	13%

Grade 3 Mathematics

At Approaches Grade Level or Above	2019	79%	80%	76%	50%	76%	86%	*	-	-	*	36%	*	77%	73%	76%	74%
	2018	78%	81%	68%	50%	72%	74%	*	*	*	*	8%	*	68%	69%	66%	68%
At Meets Grade Level or Above	2019	49%	49%	40%	0%	36%	54%	*	-	-	*	29%	*	40%	36%	39%	42%
	2018	47%	48%	42%	25%	42%	53%	*	*	*	*	8%	*	43%	38%	37%	40%
At Masters Grade Level	2019	25%	24%	17%	0%	14%	25%	*	-	-	*	7%	*	18%	9%	14%	16%
	2018	23%	22%	15%	8%	16%	21%	*	*	*	*	8%	*	16%	8%	11%	18%

Grade 4 Reading

At Approaches Grade Level or Above	2019	75%	77%	70%	62%	76%	56%	*	*	-	*	20%	*	67%	80%	66%	70%
	2018	73%	78%	74%	67%	78%	65%	*	*	*	*	27%	*	81%	50%	73%	81%
At Meets Grade Level or Above	2019	44%	47%	35%	31%	40%	22%	*	*	-	*	10%	*	35%	35%	32%	32%
	2018	46%	52%	47%	25%	47%	46%	*	*	*	*	9%	*	50%	35%	44%	42%
At Masters Grade Level	2019	22%	23%	18%	8%	20%	22%	*	*	-	*	10%	*	17%	20%	18%	22%
	2018	24%	27%	32%	25%	35%	23%	*	*	*	*	9%	*	34%	25%	32%	35%

Grade 4 Mathematics

At Approaches Grade Level or Above	2019	75%	81%	70%	54%	80%	56%	*	*	-	*	0%	*	70%	70%	69%	78%
	2018	78%	82%	73%	42%	82%	73%	*	*	*	*	27%	*	80%	50%	71%	84%
At Meets Grade Level or Above	2019	48%	54%	39%	15%	47%	33%	*	*	-	*	0%	*	39%	40%	39%	49%
	2018	49%	51%	32%	25%	33%	35%	*	*	*	*	0%	*	36%	15%	31%	39%
At Masters Grade Level	2019	28%	34%	26%	8%	33%	17%	*	*	-	*	0%	*	25%	30%	27%	35%
	2018	27%	29%	19%	8%	24%	15%	*	*	*	*	0%	*	20%	15%	19%	26%

Grade 4 Writing

At Approaches Grade Level or Above	2019	67%	72%	71%	62%	80%	56%	*	*	-	*	10%	*	70%	75%	70%	84%
	2018	63%	69%	55%	33%	60%	46%	*	*	*	*	9%	*	60%	35%	55%	72%
At Meets Grade Level or Above	2019	35%	40%	39%	23%	47%	28%	*	*	-	*	0%	*	33%	60%	39%	54%
	2018	39%	45%	37%	25%	40%	27%	*	*	*	*	9%	*	39%	30%	38%	41%
At Masters Grade Level	2019	11%	13%	9%	8%	11%	6%	*	*	-	*	0%	*	9%	10%	11%	14%
	2018	11%	12%	15%	0%	21%	8%	*	*	*	*	0%	*	16%	10%	14%	31%

Grade 5 Reading^

At Approaches Grade Level or Above	2019	86%	91%	89%	73%	90%	93%	*	*	*	-	64%	*	93%	76%	86%	93%
	2018	84%	89%	91%	100%	88%	95%	-	-	-	*	62%	100%	91%	94%	90%	86%
At Meets Grade Level or Above	2019	54%	63%	56%	45%	55%	54%	*	*	*	-	27%	*	59%	43%	55%	57%
	2018	54%	59%	58%	70%	53%	68%	-	-	-	*	31%	60%	59%	56%	55%	42%

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

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	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%	35%	25%	18%	24%	29%	*	*	*	-	9%	*	23%	33%	24%	17%	
	2018	26%	28%	22%	30%	12%	45%	-	-	-	*	15%	60%	21%	25%	20%	8%	
Grade 5 Mathematics^A																		
At Approaches Grade Level or Above	2019	90%	94%	89%	82%	90%	93%	*	*	*	-	64%	*	92%	81%	87%	87%	
	2018	91%	94%	95%	100%	91%	100%	-	-	-	*	92%	80%	93%	100%	94%	86%	
At Meets Grade Level or Above	2019	58%	65%	54%	45%	55%	54%	*	*	*	-	18%	*	54%	52%	54%	57%	
	2018	58%	65%	70%	90%	63%	82%	-	-	-	*	62%	80%	67%	88%	69%	47%	
At Masters Grade Level	2019	36%	43%	33%	27%	33%	39%	*	*	*	-	9%	*	34%	29%	31%	40%	
	2018	30%	32%	34%	70%	21%	50%	-	-	-	*	23%	80%	32%	44%	34%	14%	
Grade 5 Science																		
At Approaches Grade Level or Above	2019	75%	79%	72%	64%	68%	86%	*	*	*	-	45%	*	77%	57%	66%	60%	
	2018	76%	80%	68%	78%	58%	86%	-	-	-	*	62%	80%	64%	87%	64%	39%	
At Meets Grade Level or Above	2019	49%	54%	49%	36%	40%	71%	*	*	*	-	45%	*	51%	43%	44%	33%	
	2018	41%	44%	44%	78%	32%	64%	-	-	-	*	38%	60%	41%	60%	40%	19%	
At Masters Grade Level	2019	24%	27%	20%	18%	24%	18%	*	*	*	-	9%	*	22%	14%	19%	17%	
	2018	17%	17%	14%	22%	5%	36%	-	-	-	*	0%	40%	13%	20%	9%	0%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	81%	76%	60%	78%	80%	60%	83%	*	29%	35%	71%	76%	72%	73%	76%	
	2018	77%	81%	74%	62%	75%	76%	60%	100%	60%	82%	42%	89%	75%	67%	72%	72%	
At Meets Grade Level or Above	2019	50%	54%	43%	27%	44%	48%	30%	83%	*	29%	20%	43%	43%	43%	42%	44%	
	2018	48%	53%	45%	43%	44%	50%	20%	63%	60%	55%	22%	52%	46%	43%	42%	38%	
At Masters Grade Level	2019	24%	26%	21%	12%	21%	24%	20%	17%	*	14%	8%	21%	21%	21%	19%	22%	
	2018	22%	24%	21%	20%	18%	27%	0%	38%	0%	27%	8%	33%	21%	20%	19%	17%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	78%	75%	53%	76%	82%	*	*	*	*	40%	80%	75%	75%	72%	73%	
	2018	74%	79%	78%	68%	79%	78%	*	*	*	*	42%	100%	79%	69%	76%	78%	
At Meets Grade Level or Above	2019	48%	52%	41%	30%	41%	45%	*	*	*	*	20%	40%	42%	37%	39%	39%	
	2018	46%	52%	46%	38%	45%	49%	*	*	*	*	17%	50%	47%	41%	41%	38%	
At Masters Grade Level	2019	21%	24%	20%	10%	19%	27%	*	*	*	*	11%	20%	20%	23%	18%	17%	
	2018	19%	22%	23%	21%	21%	30%	*	*	*	*	11%	30%	23%	22%	22%	18%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2019	82%	85%	79%	63%	82%	81%	*	*	*	*	34%	80%	80%	75%	77%	80%	
	2018	81%	84%	79%	62%	82%	82%	*	*	*	*	44%	80%	80%	71%	76%	79%	
At Meets Grade Level or Above	2019	52%	55%	44%	23%	46%	49%	*	*	*	*	17%	60%	45%	44%	44%	49%	
	2018	50%	53%	48%	44%	47%	55%	*	*	*	*	25%	50%	49%	45%	45%	42%	
At Masters Grade Level	2019	26%	29%	25%	13%	27%	28%	*	*	*	*	6%	20%	25%	25%	24%	31%	
	2018	24%	25%	23%	26%	20%	28%	*	*	*	*	11%	40%	23%	22%	21%	19%	
All Grades Writing																		
At Approaches Grade Level or Above	2019	68%	74%	71%	62%	80%	56%	*	*	-	*	10%	*	70%	75%	70%	84%	
	2018	66%	72%	55%	33%	60%	46%	*	*	*	*	9%	*	60%	35%	55%	72%	
At Meets Grade Level or Above	2019	38%	44%	39%	23%	47%	28%	*	*	-	*	0%	*	33%	60%	39%	54%	
	2018	41%	48%	37%	25%	40%	27%	*	*	*	*	9%	*	39%	30%	38%	41%	
At Masters Grade Level	2019	14%	17%	9%	8%	11%	6%	*	*	-	*	0%	*	9%	10%	11%	14%	
	2018	13%	14%	15%	0%	21%	8%	*	*	*	*	0%	*	16%	10%	14%	31%	

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

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

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	72%	64%	68%	86%	*	*	*	-	45%	*	77%	57%	66%	60%
	2018	80%	83%	68%	78%	58%	86%	-	-	-	*	62%	80%	64%	87%	64%	39%
At Meets Grade Level or Above	2019	54%	58%	49%	36%	40%	71%	*	*	*	-	45%	*	51%	43%	44%	33%
	2018	51%	55%	44%	78%	32%	64%	-	-	-	*	38%	60%	41%	60%	40%	19%
At Masters Grade Level	2019	25%	27%	20%	18%	24%	18%	*	*	*	-	9%	*	22%	14%	19%	17%
	2018	23%	26%	14%	22%	5%	36%	-	-	-	*	0%	40%	13%	20%	9%	0%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

		State	District	Campus	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	61	55	35	61	53	*	*	-	*	22	*	50	73	58	67
	2018	63	63	72	88	76	60	*	*	*	*	45	*	75	64	75	75
Grade 4 Mathematics	2019	65	73	63	42	73	44	*	*	-	*	60	*	61	73	68	77
	2018	65	67	55	29	68	46	*	*	*	*	20	*	57	47	55	76
Grade 5 ELA/Reading	2019	81	84	86	86	83	91	*	*	*	-	100	*	81	100	88	76
	2018	80	82	88	80	86	98	-	-	-	*	86	100	93	64	87	93
Grade 5 Mathematics	2019	83	89	89	86	88	94	*	*	*	-	86	*	89	90	89	83
	2018	81	83	97	95	97	95	-	-	-	*	96	100	97	95	98	96
All Grades Both Subjects	2019	69	70	74	60	76	75	*	75	*	*	70	100	71	84	75	76
	2018	69	70	77	72	82	72	*	*	*	92	64	96	80	65	78	85
All Grades ELA/Reading	2019	68	69	71	58	71	76	*	*	*	*	65	*	66	86	72	71
	2018	69	70	80	84	81	77	*	*	*	*	67	100	83	64	80	84
All Grades Mathematics	2019	70	72	77	63	80	74	*	*	*	*	74	*	76	81	78	80
	2018	70	70	75	59	83	68	*	*	*	*	61	93	77	66	76	86

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	45%	41%	30%	40%	50%	-	*	-	*	33%	37%	42%
	2018	38%	45%	60%	*	61%	*	-	-	-	*	*	60%	71%
Mathematics	2019	45%	50%	40%	50%	35%	36%	*	-	*	*	25%	37%	31%
	2018	47%	53%	64%	*	66%	70%	-	-	-	*	50%	61%	67%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	82%	64%	80%	89%	*	*	*	-	33%	79%	80%
Students Requiring Accelerated Instruction														
	2019	22%	16%	18%	36%	20%	11%	*	*	*	-	67%	21%	20%
STAAR Cumulative Met Standard														
	2019	86%	91%	90%	73%	92%	93%	*	*	*	-	67%	87%	93%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	80%	64%	80%	82%	*	*	*	-	44%	76%	73%
Students Requiring Accelerated Instruction														
	2019	17%	12%	20%	36%	20%	18%	*	*	*	-	56%	24%	27%
STAAR Cumulative Met Standard														
	2019	90%	94%	90%	82%	90%	93%	*	*	*	-	67%	87%	87%

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

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

Total Students: 562
 Grade Span: KG - 05
 (Current EL Students)

		State	District	Campus	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%	81%	76%	76%	-	-	-	76%	63%	63%	-	*	75%	75%
	2018	77%	81%	74%	73%	-	-	-	73%	69%	69%	-	-	72%	72%
At Meets Grade Level or Above	2019	50%	54%	43%	44%	-	-	-	44%	23%	23%	-	*	42%	42%
	2018	48%	53%	45%	39%	-	-	-	39%	25%	25%	-	-	38%	38%
At Masters Grade Level	2019	24%	26%	21%	22%	-	-	-	22%	0%	0%	-	*	20%	19%
	2018	22%	24%	21%	19%	-	-	-	19%	6%	6%	-	-	17%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	75%	74%	-	-	-	74%	58%	58%	-	*	72%	72%
	2018	74%	79%	78%	77%	-	-	-	77%	83%	83%	-	-	78%	78%
At Meets Grade Level or Above	2019	48%	52%	41%	40%	-	-	-	40%	17%	17%	-	*	37%	36%
	2018	46%	52%	46%	41%	-	-	-	41%	17%	17%	-	-	38%	38%
At Masters Grade Level	2019	21%	24%	20%	17%	-	-	-	17%	0%	0%	-	*	15%	15%
	2018	19%	22%	23%	19%	-	-	-	19%	8%	8%	-	-	18%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	79%	80%	-	-	-	80%	67%	67%	-	*	78%	79%
	2018	81%	84%	79%	80%	-	-	-	80%	67%	67%	-	-	79%	79%
At Meets Grade Level or Above	2019	52%	55%	44%	48%	-	-	-	48%	33%	33%	-	*	46%	47%
	2018	50%	53%	48%	42%	-	-	-	42%	42%	42%	-	-	42%	42%
At Masters Grade Level	2019	26%	29%	25%	32%	-	-	-	32%	0%	0%	-	*	28%	28%
	2018	24%	25%	23%	20%	-	-	-	20%	8%	8%	-	-	19%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	71%	85%	-	-	-	85%	*	*	-	-	83%	83%
	2018	66%	72%	55%	76%	-	-	-	76%	*	*	-	-	72%	72%
At Meets Grade Level or Above	2019	38%	44%	39%	55%	-	-	-	55%	*	*	-	-	51%	51%
	2018	41%	48%	37%	45%	-	-	-	45%	*	*	-	-	41%	41%
At Masters Grade Level	2019	14%	17%	9%	12%	-	-	-	12%	*	*	-	-	11%	11%
	2018	13%	14%	15%	34%	-	-	-	34%	*	*	-	-	31%	31%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	72%	58%	-	-	-	58%	*	*	-	-	60%	60%
	2018	80%	83%	68%	35%	-	-	-	35%	60%	60%	-	-	39%	39%
At Meets Grade Level or Above	2019	54%	58%	49%	35%	-	-	-	35%	*	*	-	-	33%	33%
	2018	51%	55%	44%	19%	-	-	-	19%	20%	20%	-	-	19%	19%
At Masters Grade Level	2019	25%	27%	20%	19%	-	-	-	19%	*	*	-	-	17%	17%
	2018	23%	26%	14%	0%	-	-	-	0%	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	74%	76%	-	-	-	76%	67%	67%	-	-	75%	75%
	2018	69%	70%	77%	87%	-	-	-	87%	75%	75%	-	-	85%	85%
All Grades ELA/Reading	2019	68%	69%	71%	70%	-	-	-	70%	75%	75%	-	-	71%	71%
	2018	69%	70%	80%	86%	-	-	-	86%	75%	75%	-	-	84%	84%
All Grades Mathematics	2019	70%	72%	77%	81%	-	-	-	81%	58%	58%	-	-	79%	79%
	2018	70%	70%	75%	88%	-	-	-	88%	75%	75%	-	-	86%	86%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	45%	41%	40%	-	-	-	40%	*	*	-	-	42%	42%
	2018	38%	45%	60%	67%	-	-	-	67%	*	*	-	-	71%	71%
Mathematics	2019	45%	50%	40%	27%	-	-	-	27%	*	*	-	-	31%	31%
	2018	47%	53%	64%	68%	-	-	-	68%	*	*	-	-	67%	67%

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

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	94%	93%	93%	83%	100%	*	100%	89%	93%	95%
Not Included in Accountability													
Mobile	4%	4%	6%	6%	6%	7%	17%	0%	*	0%	11%	6%	4%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	93%	98%	93%	100%	100%	100%	100%	100%	97%	100%
Not Included in Accountability													
Mobile	4%	5%	4%	7%	2%	7%	0%	0%	0%	0%	0%	3%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	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%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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%	96.0%	95.9%	96.1%	96.4%	95.0%	*	*	*	95.8%	94.4%	95.7%	96.7%
2016-17	95.7%	96.1%	96.4%	96.3%	96.9%	95.6%	91.7%	*	*	95.5%	95.5%	96.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 562

Grade Span: KG - 05

School Type: Elementary

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

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

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	1,835	347,893
By Ethnicity:				
African American	-	-	267	43,502
Hispanic	-	-	569	173,272
White	-	-	904	107,052
American Indian	-	-	12	1,226
Asian	-	-	53	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	29	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	193	49,432
Foundation H.S. Program (Endorsement)	-	-	12	16,542
Foundation H.S. Program (DLA)	-	-	1,622	272,526
Special Education Graduates	-	-	131	25,962
Economically Disadvantaged Graduates	-	-	605	166,956
LEP Graduates	-	-	145	21,359
At-Risk Graduates	-	-	421	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	15.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	22.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	7.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	57.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	62.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	63.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1104	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	559	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	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%	40.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	37.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	28.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	56.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 562
Grade Span: KG - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: GINNINGS EL
Campus Number: 061901110

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	562	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	3.4%	4.4%
Kindergarten	82	14.6%	6.9%	6.9%
Grade 1	88	15.7%	7.1%	7.1%
Grade 2	100	17.8%	7.3%	7.2%
Grade 3	102	18.1%	7.1%	7.3%
Grade 4	92	16.4%	7.6%	7.6%
Grade 5	98	17.4%	7.7%	7.7%
Grade 6	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	71	12.6%	16.5%	12.6%
Hispanic	305	54.3%	31.1%	52.6%
White	162	28.8%	46.7%	27.4%
American Indian	6	1.1%	0.6%	0.4%
Asian	8	1.4%	3.4%	4.5%
Pacific Islander	5	0.9%	0.2%	0.2%
Two or More Races	5	0.9%	1.4%	2.4%
Economically Disadvantaged	460	81.9%	45.5%	60.6%
Non-Educationally Disadvantaged	102	18.1%	54.5%	39.4%
Section 504 Students	50	8.9%	11.3%	6.5%
English Learners (EL)	176	31.3%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	4	0.6%	1.1%	1.4%
Students w/ Dyslexia	17	3.0%	2.6%	3.6%
At-Risk	286	50.9%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	78			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	16.7%	34.3%	42.4%
Students with Physical Disabilities	39	50.0%	25.2%	21.9%
Students with Autism	5	6.4%	10.7%	13.7%
Students with Behavioral Disabilities	21	26.9%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	67	12.9%	15.1%	15.4%

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	8	1.5%		
Hispanic	32	6.2%		
White	24	4.6%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	2	0.4%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.2%	1.8%	1.7%	5.9%	8.4%	6.2%
Grade 1	3.6%	0.8%	3.1%	0.0%	3.8%	5.5%
Grade 2	0.0%	0.4%	1.8%	0.0%	1.1%	2.3%
Grade 3	0.0%	0.2%	1.1%	0.0%	0.4%	0.9%
Grade 4	0.0%	0.3%	0.5%	0.0%	1.1%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	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%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.5	16.9	18.9
Grade 1	15.5	17.3	18.8
Grade 2	15.4	17.4	18.7
Grade 3	20.2	18.5	18.9
Grade 4	18.4	18.8	19.2
Grade 5	18.4	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

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information**

Total Students: 562
Grade Span: KG - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: GINNINGS EL
Campus Number: 061901110

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.0	100.0%	100.0%	100.0%
Professional Staff:	54.7	89.6%	74.8%	64.1%
Teachers	46.5	76.2%	57.9%	49.8%
Professional Support	6.2	10.1%	13.4%	10.1%
Campus Administration (School Leadership)	2.0	3.3%	2.8%	3.0%
Educational Aides:	6.4	10.4%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	1.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	20.3	33.3%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.8	1.7%	8.1%	10.6%
Hispanic	11.8	25.4%	14.0%	27.7%
White	31.9	68.6%	74.8%	58.4%
American Indian	1.0	2.2%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	1.0	2.2%	1.9%	1.1%
Males	6.8	14.6%	24.5%	23.8%
Females	39.7	85.4%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	6.5%	7.6%	1.4%
Bachelors	38.6	83.1%	64.4%	73.6%
Masters	4.9	10.5%	27.3%	24.3%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.3%	4.3%	7.0%
1-5 Years Experience	14.6	31.4%	26.8%	28.9%
6-10 Years Experience	6.0	12.9%	21.7%	19.0%
11-20 Years Experience	17.0	36.6%	33.2%	29.3%
Over 20 Years Experience	6.9	14.8%	14.0%	15.7%
Number of Students per Teacher	12.1	n/a	13.4	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 562
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District Name: DENTON ISD
Campus Name: GINNINGS EL
Campus Number: 061901110

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.1	6.3
Average Years Experience of Principals with District	1.0	6.1	5.4
Average Years Experience of Assistant Principals	2.0	5.7	5.3
Average Years Experience of Assistant Principals with District	2.0	5.1	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.3	11.1	11.1
Average Years Experience of Teachers with District:	6.0	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,000	\$49,389	\$47,218
1-5 Years Experience	\$53,695	\$54,043	\$50,408
6-10 Years Experience	\$55,517	\$55,902	\$52,786
11-20 Years Experience	\$57,576	\$58,273	\$56,041
Over 20 Years Experience	\$65,825	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,114	\$57,037	\$54,122
Professional Support	\$61,009	\$61,015	\$64,069
Campus Administration (School Leadership)	\$88,148	\$81,909	\$78,947
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 562
 Grade Span: KG - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: GINNINGS EL
 Campus Number: 061901110

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	181	32.2%	14.7%	19.7%
Career & Technical Education	0	0.0%	30.4%	26.3%
Gifted & Talented Education	61	10.9%	10.9%	8.1%
Special Education	78	13.9%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.2%	2.1%	6.4%
Career & Technical Education	0.0	0.0%	4.8%	4.9%
Compensatory Education	2.9	6.2%	0.9%	2.7%
Gifted & Talented Education	1.0	2.2%	1.4%	2.0%
Regular Education	38.6	83.1%	79.5%	71.4%
Special Education	3.0	6.5%	7.1%	9.1%
Other	0.0	0.0%	4.2%	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](#)

Grades Served K-5 **Student Enrollment Details** 562 Students Enrolled **District** DENTON ISD
Address 2525 YELLOWSTONE, DENTON, TX 76209

SCHOOL OVERVIEW 2018-19

HOW WELL DID THIS SCHOOL PERFORM OVERALL?



81 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
Met Standard
 82 out of 100

2018-19
B
 81 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT



75 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



83 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



77 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

- ✗ ACADEMIC ACHIEVEMENT IN SCIENCE
- ✗ TOP 25%: COMPARATIVE ACADEMIC GROWTH
- ✗ ACADEMIC ACHIEVEMENT IN MATHEMATICS
- ✗ POSTSECONDARY READINESS

- ✗ ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING
- ✗ TOP 25%: COMPARATIVE CLOSING THE GAPS

Grades Served K-5 **Student Enrollment Details** 562 Students Enrolled **District** DENTON ISD
Address 2525 YELLOWSTONE, DENTON, TX 76209



HOW ARE SCORES CALCULATED?



STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	75	100%
Total	75	100%



SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	79	
Relative Performance	83	100%
Total	83	100%



CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	39	30.0%
Academic Growth/Graduation Rate	100	50.0%
English Language Proficiency	100	10.0%
Student Achievement	56	10.0%
Total	77	100%

Denton Independent School District
Hodge Elementary
2020-2021 Campus Improvement Plan



Mission Statement

Teach • Learn • Grow • Serve

Vision

To create a collaborative learning community that nurtures the achievement of all.

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.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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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	14
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hodge is a Two Way Dual Language school that is also a Title I campus. Hodge has a large percentage of At Risk and Limited English Proficient learners that require various intensive interventions to be successful, including academic interventions, social and emotional interventions, behavioral interventions, among others. About 80% of the student population is economically disadvantaged. About half of the student population do not have English as their first language. The emotional demands on teachers and staff are incredibly high and we continue to need additional staff in an effort to alleviate the added demands and stress. The additional staff will provide additional services as well as allow for reduced teacher/student ratios. Hodge needs staff members who can serve bilingual special education students as well as bilingual dyslexic student. Hodge needs staff who can intervene and teach appropriate and healthy behaviors and support students and their families with social adjustment difficulties.

Demographics Strengths

Bilingual Staff.

Behavior Interventionist Staff.

ACE/CIS Program.

Overall, the racial/ethnic demographics of staff are similar to those of the students.

One-way dual language program is highly effective.

Two-way dual language program is offered in grades K-3.

Student Learning

Student Learning Summary

Hodge students are making strides in their social emotional, behavioral, and academic learning. We have identified a strong need for improvement in the area of "Meets" across all grade levels and subject areas. We have systems in place to allow teachers time for planning (PLC), intervening (WIN), and monitoring student progress (MTSS). We need to increase student access to books, especially books in Spanish. We need ongoing professional development in the areas of Assessment for Learning, Lucy Calkins, PLC work. We need to find ways to give our staff more time for planning and learning. We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

Student Learning Strengths

Book of the Month Initiative

Use of AfL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

Texas Lesson Study

Additional Chromebooks are coming to certain grade-level classrooms from the district initiative.

Additional technology is being implemented in appropriate classrooms, including interactive whiteboards/projectors.

PLC time and 1/2 day plannings.

MTSS Process including the Pre-MTSS time provided within PLCs.

Systematic Interventions.

School Processes & Programs

School Processes & Programs Summary

Hodge ES has several systems and programs in place to support students and teachers. STEAM clubs for all students every Friday. Restorative/Relational practices in classrooms for prevention and resolution of social issues. Reset spaces for students to prepare emotionally and physically to participate successfully in class. RISE! social emotional lessons are provided daily in all classrooms. We need to increase positive visibility on social media to promote the success of our school. We will continue refreshing the building, such as replacing the carpet mural.

School Processes & Programs Strengths

Student/Teacher interactions are positive.

Grade Level PLCs are strong and work with common goals for students.

When needs are addressed to administration, they are addressed quickly.

Teachers believe that tier 1, 2, and 3 instruction is strong and effective.

Students are able to use learning targets to know what they are learning.

STEAM clubs on Fridays.

RISE! Lessons daily in all classrooms.

Reset room.

Perceptions

Perceptions Summary

Hodge ES has several wonderful opportunities for families to engage with the school personnel, through evening events, clubs, and other family outreach events. The staff and students take pride in the mission and motto of our school. The campus needs in this area include increased parent communication and additional staff to support students and their families, such as another full time counselor. To help meet students' needs additional training on strategies for working with students who have experienced ACEs and/or living in extreme poverty is needed. Additionally, strategies to develop school pride, appreciation for others, and finding joy in everyday work need to be intentionally employed with students and staff. The school needs to support PLC work by ensuring that it is goal driven and data fueled, continue to emphasize support for bilingual students with special needs, and provide resources for WIN.

Perceptions Strengths

Celebration of Learning / Winter Wonderland

Ballet Folklorico

Holiday Support for Families

Summer Library

High Expectations for Students.

Staff and Students know the Hodge mission and motto.

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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- Equity data
- TTESS data
- T-PSS data
- PDAS and/or T-TTESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Action research results
- Other additional data

Goals

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: To increase student achievement as evidenced by a minimum of one year's growth in reading text level for all students through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

HB3 Goal

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, ELI/SELI data, PNA data, Imagine Math & iStation data, Data and anecdotal conversations from PLC, Zone Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

Summative Evaluation: None

<p>Strategy 1: Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries.</p> <p>Staff Responsible for Monitoring: Reading Interventionists (Julie Ward, Iris Ramirez, Stacy Shrestha, Zulma Mojica & Colleen Moore) as monitored by administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$103,935, - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, PNA, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, Math Closet.</p> <p>Staff Responsible for Monitoring: Math Coach/ Interventionist (Pam Hurst) as monitored by administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: TELPAS, LPAC data, STAAR Simulation & STAAR, SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries, Dual Language Agenda.</p> <p>Staff Responsible for Monitoring: Campus Interventionists (Zulma Mojica) as monitored by administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$30,000, - State Compensatory Education (SCE) - \$71,807</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Open Hodge Summer Library to students and parents to promote continuous reading and maintain student reading progress. Increase attendance through call-outs, incentives, and special events included.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: ELI/SELI, STAAR results, common assessments</p> <p>Staff Responsible for Monitoring: Colleen Moore; Deanna Seigler</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.</p> <p>Strategy's Expected Result/Impact: Increase in % meeting standard on Figure 19 STAAR results.</p> <p>Staff Responsible for Monitoring: Academic coaching team, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 6: Purchase effective research-based materials and technology in Math, Science and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Increase in % meeting standard: STAAR results , ELI/SELI/DRA BOY, MOY & EOY</p> <p>Staff Responsible for Monitoring: Principal and Academic Coaching Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.</p> <p>Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: SPED Referral Rates</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Ongoing PD to support the implementation of PLCs, the new TEKS, Assessment for Learning strategies, Lucy Calkins, and Two Way Dual Language.</p> <p>Strategy's Expected Result/Impact: Assessment Results</p> <p>Staff Responsible for Monitoring: Coaches, Interventionists, and Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
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<p>Strategy 10: Provide additional access to books, specifically Spanish books.</p> <p>Strategy's Expected Result/Impact: Assessment Results</p> <p>Staff Responsible for Monitoring: Deanna Seigler</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 11: Provide teachers with student intervention materials. Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Coaches, Interventionists, and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$7,000	Reviews			
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	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: . Culture & Climate


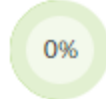
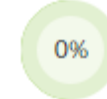

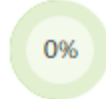
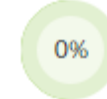
In pursuit of excellence, we will:

- * 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 1: To improve the culture and climate for teaching and learning as evidenced by improved Culture and Climate Survey results through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

Evaluation Data Sources: Enrollment Data, Staff Roster, CLT/Teacher observations, PTA Enrollment, Family Engagement Nights, Parent electronic communication, District Parent and Teacher Surveys, Campus Staff Surveys, Teaming / Planning Time/PLCs, Teacher Self Assessments, Professional Development Data, Walk through Data, T-TESS evaluation data

Summative Evaluation: None

<p>Strategy 1: Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school.</p> <p>Strategy's Expected Result/Impact: Surveys RTI Feedback Bully Prevention Data</p> <p>Staff Responsible for Monitoring: Administration; counselor; parent liaison; CIS Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 2: Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Progress, Closing the Achievement GAP, Campus Data</p> <p>Staff Responsible for Monitoring: All Hodge stakeholders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

<p>Strategy 3: Implement STEAM clubs on Fridays to reward student engagement and increase students' feeling of connectedness to the campus.</p> <p>Strategy's Expected Result/Impact: Decrease in chronically absent students. Decrease in student behavior concerns.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.</p> <p>Strategy's Expected Result/Impact: Decrease in chronically absent students, Improved School Culture.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Add a Student Assistance Counselor to Hodge Staff</p> <p>Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.</p> <p>Staff Responsible for Monitoring: Administration, Kati Willis</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I, Part A - \$70,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Full time behavior interventionist to support students with their behaviors and social adjustment needs</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Shante Weaver</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title I, Part A - \$30,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Reset room to prepare students emotionally and physically to be able to participate successfully in the classroom</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Shante Weaver, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 8: Ongoing PD for teachers and other staff members on how to help students who have experienced ACEs feel connected, competent, and in control.</p> <p>Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 9: Meet with individual teachers each 9 weeks to further develop relationships, clarify expectations and provide support, and communicate appreciation.</p> <p>Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Hodge Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Ward	Campus Intervention Specialist		.5
Pam HUrst	Campus Intervention Specialist		.5
Zulma Mojica	Campus Intervention Specialist		1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Iris Ramirez	Campus Intervention Specialist		1
Kati Willis	At Risk Counselor		1
Shante Weaver	Behavior Intervention Paraprofessional		1

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$90,000.00
1	1	2			\$60,000.00
1	1	3			\$71,807.00
Sub-Total					\$221,807.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$103,935.00
1	1	3			\$30,000.00
1	1	4			\$1,000.00
1	1	7			\$5,000.00
1	1	8			\$1,000.00
1	1	11			\$7,000.00
2	1	5			\$70,000.00
2	1	6			\$30,000.00
Sub-Total					\$247,935.00
Grand Total					\$469,742.00

Addendums

Denton Independent School District
Myers Middle School
2020-2021 Campus Improvement Plan

Mission Statement

We are committed to empowering our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERYDAY.

Vision

Excellence is our daily standard! Every day counts, every student counts, every employee counts.

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.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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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	18
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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics:

Increase staff visibility
Find ways to increase opportunities for parents to engage in campus events.
Reinvigorate the Watch Dogs

Student Achievement:

Increase attendance to Wednesday/Thursday Academic School
LEP academic needs
Training on how to use MAP
Data to increase engagement student achievement

Curriculum, Instruction & Assessment:

Training for alignment of assessments and backwards design
Campus expectations and procedures for re-learning and re-assessment
Consistent and structured Intervention and Extension days
Campus-wide focus on higher order questioning and thinking
Evidence of data discussion during PLC's
MAP Data training- using the data correctly and consistently for all staff who use MAP testing
Increase attendance at Math and Reading Wednesday & Thursday Academic School
Intentional use of Advisory
Support for SpEd students & teachers

Family & Community Involvement:

Develop an atmosphere where staff feels is relevant for them to attend PTA meetings; only 30 PTA members assisted with any event this school year

Work as a campus to collaborate with school clubs/programs/disciplines to create family engaging activities & events

Develop a venue for parents and the community to become involved in campus decisions

Work with CIS and Student Assistance Counselor to ensure students in need of mentors receive one, who fits best with their needs

Create an atmosphere where our ESL parents feel comfortable attending and receiving relevant information concerning their students needs

Technology:

Digital Learning Specialist working with teachers to create engaging lessons, integrating technology using the SAMR model

Increase students time collaborating with teachers and others outside the classroom online.

Digital Learning Specialist and teachers working together to create effective Classroom Management Practices for the school

Demographics

Demographics Summary

- Students
- Staff
- Parents
- PTA
- Adopt A School Partners
- Campus Leadership Team

Demographics Strengths

- Community and PTA support
- High student enrollment in extra-curricular activities
- Food pantry and Clothes pantry now open!!!!
- Most trainings and sessions included in Spanish.
- Teacher to student ratio decreased
- Support for specific families and services.
- Staff Professional Development
- ELL Decreased by 4%

Student Learning

Student Learning Summary

-Diagnostic IXL

-Formatives

-Summatives

Student Learning Strengths

-8th Grade SSI in both math and reading

-5 Distinguishments in 2018 in ELAR, Science, Growth, Closing Gaps, and Postsecondary Readiness

-Diversifying student population in special courses (Algebra)

-Growth in interest for tech course

School Processes & Programs

School Processes & Programs Summary

- Curriculum Materials
- Instructional Walks Data
- Technology Use Log
- Common Assessment scores
- Master Schedule
- Special Programs Schedule
- Enhanced/Honors Courses

School Processes & Programs Strengths

- Focus on learning targets
- Curriculum alignment, frequently working with district
- Focus on 4 questions in PLC
- Communication from DLC
- Common Planning for grade level content areas
- Instructional decisions based on analyzed data
- Completed Texas Lesson Study

Perceptions

Perceptions Summary

- Climate & Culture Survey
- Campus Feedback Survey
- Instructional Walk-Throughs
- PTA Surveys
- Counselor's Surveys
- Faculty and Staff Interviews

Perceptions Strengths

- Strengths Program
- Students are involved in campus activities
- Staff Feedback
- CIS mentor program (meeting student needs)
- Staff supports students during extra-curricular events
- Counselors and administrators interventions for bullying allegations
- Staff members mentoring students
- Student Recognition (Academic Assemblies)
- Thursday School started this year

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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
- Highly qualified 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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: By May 2021 students will show growth between interim testing and STAAR, and will perform in the top quartile of the comparable group for core areas.

Targeted or ESF High Priority

Evaluation Data Sources: IXL, Achieve 3000, Common Assessments, State Assessments.

Summative Evaluation: None

<p>Strategy 1: All core area teachers will continue to utilize the district PDS's, to improve instructional design and delivery and to increase student engagement and achievement. The district's PDS's will work with individual teachers, during PLC's and grade level teacher meetings.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Common Assessments Practice STAAR AWARE Data Increased Student Achievement</p> <p>Staff Responsible for Monitoring: PDS's, Department Chairs, Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis in meeting agendas. Continue campus Instructional walks and use data from these walks to improve instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: Common Assessments AWARE Data Instructional Walk Data Increased Student Achievement</p> <p>Staff Responsible for Monitoring: DLS L. Meza Department Chair Administration Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population.</p> <p>Provide time during the school day for planning among core area teams, based on data collected from instructional walks and feedback.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS</p> <p>Staff Responsible for Monitoring: Administration Department Chairs PDS's Teachers Secondary Curriculum Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology Devices (additional chromebooks, webcams), LeadWorth material for Teen Leadership, software and apps for student use during classroom instruction, including, Nearpod, BrainPop, Quizlet. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. *Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement</p> <p>Staff Responsible for Monitoring: PDS Teachers Administration Dept. Chair Team Lead Communities in Schools Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$56,804.23</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Provide staff development opportunities for faculty & staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district's PDS's to provide additional content specific professional development & support the implementation of strategies learned from staff development. The Leadership PLC will disseminate AFL strategies and/or best practices to all departments by focusing on learning targets and strong/weak work (including co-creating criteria). *Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement</p> <p>Staff Responsible for Monitoring: Region XI/Myers MS intern, Lauren Smith Administration PDS's Secondary Curriculum</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Formative			Summative														
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<p>Strategy 6: Continue to integrate campus based DMTSS committee with district level support. Provide professional development to assist teachers with the implementation of DMTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. Continue to develop structure and consistency with student expectations, including revisited expectations and teacher accountability. The Leadership PLC will ensure supports and interventions are present on campus for every student that struggles (academically and behaviorally) through the DMTSS process.</p> <p>Strategy's Expected Result/Impact: Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom</p> <p>Staff Responsible for Monitoring: DMTSS Committee Administration Counselors Diagnosticians Dyslexia Teachers 504 Director Leadership PLC</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in G/T courses and programs Increase in Masters Grade Level</p> <p>Staff Responsible for Monitoring: G/T Coordinator Administration Counselors EXPO Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 8: Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment.</p> <p>Strategy's Expected Result/Impact: Improved Attendance Increased Parent Engagement Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Attendance Clerk Administration Teachers Counselors ARC CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Use PLC time to focus on student learning through clearly aligned learning targets and strong/weak samples within the AFL process. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school's identified transition needs.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs ELL Department Secondary Curriculum Department Librarian High School Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 10: Continue to partner with Communities in Schools to provide mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, Increased mentors, Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration Counselors CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 11: Utilize Wed/Thurs night school and Saturday school for ELL's, Hispanic students, Special education students needing additional interventions to close academic gaps in areas of Math. Utilize the same nights to close gaps with our African American students in Reading.</p> <p>Implement Thursday night detention for students with excessive absences and persistent misbehaviors.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Improved attendance, Improved behavior, improved student achievement</p> <p>Staff Responsible for Monitoring: Administration, Interns, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 12: Provide teacher and student support of our Connected Learners through online engagement tracking. Students in danger of falling behind to be encouraged to return to face-to-face instruction.</p> <p>Strategy's Expected Result/Impact: Improved grades and attendance for our CL students</p> <p>Staff Responsible for Monitoring: Administration Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 13: Utilize computer based programs such as, IXL Learning and Achieve 3000 to accelerate, or enhance student learning in Math and Reading.

*Addresses System Safeguards


Strategy's Expected Result/Impact: Software Access during school and outside of school hours
Decreasing Achievement Gap
Student Achievement


Staff Responsible for Monitoring: Librarian
PDS
Teachers
Department Chair

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Reviews			
Formative			Summative
Dec	Mar	May	May

 No Progress

 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 1: By May 2021, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

<p>Strategy 1: Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies.</p> <p>Strategy's Expected Result/Impact: Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities</p> <p>Staff Responsible for Monitoring: Teachers, Sponsors, Counselors, Admin., Students, High School Staff & Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders groups in these mentoring programs. Offer support and guidance, through mentoring, to individual students a minimum of 2 times per month. Due to Covid-19, this will be attempted virtually through Microsoft Teams, Zoom, etc.</p> <p>Strategy's Expected Result/Impact: Increased Mentors, Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers, Sponsor, Counselors., Administration, Students, CIS, Mentors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Continue to implement the Strength Based Academy at BMMS.</p> <p>Create an additional elective course, Teen Leadership, aimed at developing student leaders, creating ownership, accountability, and a sense of pride among the student body. Use LeadWorthy as the primary source of curriculum, as well as weekly implementation of Gallup Strengths. Students to evaluate the results of the Gallup Student Poll and create an action plan for raising the level of Engagement and Hope grandmeans.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, reduce discipline referrals, increase in student pride and ownership of BMMS.</p> <p>Staff Responsible for Monitoring: Student created Strengths posters displayed in common areas, Academic Assemblies and pep rallies (when deemed appropriate and safe) lesson plans from strength based training</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Student organizations will collaborate with mentors to provide tutoring and community service opportunities through organizations, including GOAL/Pink Ladies, Mighty Titan Girls, Valuable Lessons, Student PTA, Student Council, etc.</p> <p>Strategy's Expected Result/Impact: Student Survey, increased student participation, increased student achievement</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, Sponsors/ Mentors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased student participation</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, PD's</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement on Campus, Increased Parent Partnerships</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, PTA</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 7: Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.

Strategy's Expected Result/Impact: Increased teacher-leader roles at BMMS

Staff Responsible for Monitoring: Administration, Teachers, Counselors.

ESF Levers: Lever 1: Strong School Leadership and Planning

Funding Sources: - State Compensatory Education (SCE) - \$500

Reviews			
Formative			Summative
Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Personnel for Myers Middle School

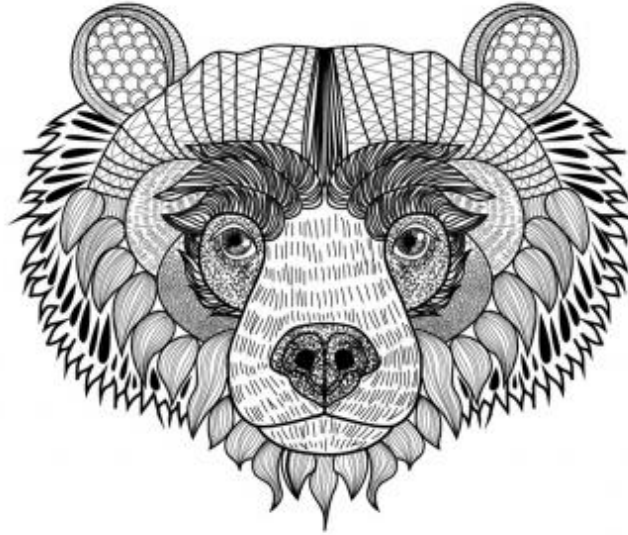
<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lillie Reilly	Reading Intervention		

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,000.00
1	1	4			\$56,804.23
1	1	11			\$8,000.00
2	1	4			\$3,000.00
2	1	5			\$1,500.00
2	1	6			\$1,500.00
2	1	7			\$500.00
Sub-Total					\$76,304.23
Grand Total					\$76,304.23

Addendums

Denton Independent School District
Pecan Creek Elementary
2020-2021 Campus Improvement Plan



Mission Statement

I AM BECAUSE WE ARE

At Pecan Creek we always strive to create a community that moves as one through supporting each other and responding to each other's needs. If one of us is strong, we are all strong. If one of us is in need, we all need. We are one and at Pecan Creek we take care of each other.

Vision

Our Vision

We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment.

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.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

Our Values

- Creativity: "We will model creative thinking and honor the creativity we see in students' work."
- Leadership: "We will create opportunities for students to learn and practice authentic leadership skills."
- Curriculum Development: "We will model high expectations for learning and involve students in their own learning decisions."
- Positive Relationships and Advocacy for Others: "We will honor students who exemplify helpful, supportive actions toward others."
- Character Development: "We will model and promote positive character traits in order to promote unity, collaboration, and success."
- Diversity and Equity: "We will promote cultural awareness, acceptance, and equity."
- Resiliency: "We will promote and honor a culture of effort, hard work, and resiliency."

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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	20
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	23
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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. How do we describe our school?

Inviting, Warm, Welcoming, Friendly & relationship based, Culturally Diverse,

Diverse cultures and SES levels are represented on our campus, Pecan Creek Elementary is nestled inside a middle to upper middle class neighborhood. It is a diverse suburban school. We have a wide range of economical, racial and cultural diversity, Culturally diverse suburban elementary school, Friendly and real! People with families, people who love kids and take care of others. Diversity and inclusivity matters, Our school is a place of learning and growing built on the foundations of respect and care. Varied and diverse. Pecan Creek is a Title 1 school that is predominantly White with 42.8%, Hispanic with 36.5%, and African American with 12.3%. We have 38.1% in Economically Disadvantaged, 27.2% English Learners, and 9.8% in Special Education.

Grades: K-5

Size: 700+

Ages: 5-11

Location: Denton, TX

Type of School: Public, Two-Way Dual Language

Uniqueness: Community involvement, Parent participation, Family oriented

1. Who are our stakeholders? Are they involved?

-Parents, Community Members and Staff

-Yes they are VERY involved,

Majority of the Parents (very involved)

Working Class Neighborhood, so some parents are restricted by job restraints

Student

Parents

Tax payers

Sponsors

Businesses

Students, Teachers, Staff are all stakeholders. Our community is involved for most programs and campus events. Sometimes, the same families are dependable for involvement. It seems like a small amount often carries a large load. Moms are more involved than Dads. Parents, the Denton community, district administrators, teachers, students.

Parents (yes, but at different levels and in different forms)

Students (yes, Student Council, GOAL)

Staff (yes, extra curricular activities, PTA)

Community (local HOAs)

Demographics Strengths

Very involved parents

Respectful

Willing to help others in our community

Diversity in language, cultures, etc.

Community bands together

diversity

supportive

Value education

Diverse

Welcoming
Family Involvement

Diversity

Culturally Aware
Supportive of needs

Value everyone

Learn from each other
Exposure to other cultures

Parental Involvement

Diversity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More connection and communication for different cultures within the school community, specifically more ways to connect and form lasting relationships with Hispanic families. **Root Cause:** Cultural empathy and understanding, lack of ways to communicate at times.

Problem Statement 2: Resources and programs to offset the specific equity issues in our community. **Root Cause:** Division in the community caused by different levels of economic status and resources available.

Student Learning

Student Learning Summary

1st ELI MOY 19-20	Total Students	Dictation Level			Letter ID Level			Letter Sounds Level			Listening Comprehension Level		
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
		PecanCreek	97	5.21%	20.83%	73.96%	0%	10.81%	89.19%	0%	5.41%	94.59%	1.04%
Economic Disadvantage	26	7.69%	26.92%	65.38%	0%	22.22%	77.78%	0%	11.11%	88.89%	0%	19.23%	80.77%
Asian	11	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	27.27%	72.73%
Black/African American	11	9.09%	9.09%	81.82%	0%	0%	100%	0%	10%	90%	0%	27.27%	72.73%
Hispanic	21	10%	20%	70%	0%	30.77%	69.23%	0%	7.69%	92.31%	0%	5%	95%
White	54	3.70%	27.78%	68.52%	0%	10%	90%	0%	5%	95%	1.85%	12.96%	85.19%
LEP	7	0%	28.57%	71.43%	0%	14.29%	85.71%	0%	14.29%	85.71%	0%	57.14%	42.86%
Special Ed Indicator	12	16.67%	25%	58.33%	0%	22.22%	77.78%	0%	33.33%	66.67%	0%	16.67%	83.33%

2nd ELI BOY 20-21	Total Students	Phonological Awareness (Enter 4 or 5 if 'Meets Standard' on Text Reading/Comp) Level			Text Reading with Comprehension Level		Word Lists Level			Writing Level			
		Beginning	Developing	Meets Standard	Developing	Meets Standard	Beginning	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
		PecanCreek	99	18.18%	63.64%	18.18%	8%	72%	20%	9.18%	11.22%	79.59%	36%
Economic Disadvantage	36	0%	100%	0%	0%	50%	50%	16.67%	13.89%	69.44%	100%	0%	0%
Asian	11%	%	%	%	0%	100%	0%	0%	0%	100%	25%	25%	50%
Black/African American	8	0%	100%	0%	0%	50%	50%	12.50%	12.50%	75%	100%	0%	0%
Hispanic	29	50%	0%	50%	25%	50%	25%	17.24%	13.79%	68.97%	25%	50%	25%
Two or More Races	1%	%	%	%	%	%	%	0%	0%	100%	%	%	%
White	50	12.50%	75%	12.50%	6.67%	73.33%	20%	6.12%	12.24%	81.63%	33.33%	13.33%	53.33%
LEP	22%	%	%	%	%	%	%	9.52%	9.52%	80.95%	%	%	%
Special Ed Indicator	10	50%	50%	0%	20%	20%	60%	20%	20%	60%	60%	20%	20%

1st ELI MOY 19-20	Total Students	Dictation Level			Letter ID Level			Letter Sounds Level			Listening Comprehension Level		
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
2nd SELI BOY 20-21	2 SELI BOY 2020-21	Text Reading with Comprehension Level			Word Lists Level			Writing Level			Overall		
	Total Students	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
PecanCreek	10%	%	%	%	10%	0%	90%	%	%	%	10%	70%	20%
Economic Disadvantage	10%	%	%	%	10%	0%	90%	%	%	%	10%	70%	20%
Hispanic	10%	%	%	%	10%	0%	90%	%	%	%	10%	70%	20%
LEP	10%	%	%	%	10%	0%	90%	%	%	%	10%	70%	20%
Special Ed Indicator	1%	%	%	%	100%	0%	0%	%	%	%	100%	0%	0%

1st SELI MOY 19-20	Total Students	Dictation Level			Letter ID Level			Letter Sounds Level			Listening Comprehension Level		
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
1st SELI MOY 2019-20	1 SELI MOY 2019-20	Dictation Level			Letter ID Level			Letter Sounds Level			Listening Comprehension Level		
	Total Students	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
PecanCreek	24	4.17%	4.17%	91.67%	0%	8.33%	91.67%	0%	4.17%	95.83%	0%	16.67%	83.33%
Economic Disadvantage	23	4.35%	4.35%	91.30%	0%	8.70%	91.30%	0%	4.35%	95.65%	0%	17.39%	82.61%
Hispanic	23	4.35%	4.35%	91.30%	0%	8.70%	91.30%	0%	4.35%	95.65%	0%	17.39%	82.61%
White	1	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
LEP	24	4.17%	4.17%	91.67%	0%	8.33%	91.67%	0%	4.17%	95.83%	0%	16.67%	83.33%
Special Ed Indicator	1	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%

K BOY ELI 2019-2020	Total Students	Concepts About Print Level			Letter ID Level			Letter Sounds Level			On Demand Writing Sample Level		
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
K ELI BOY 2019-20	K ELI BOY 2019-20	Concepts About Print Level			Letter ID Level			Letter Sounds Level			On Demand Writing Sample Level		
	Total Students	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
PecanCreek	68	8.82%	10.29%	80.88%	8.82%	8.82%	82.35%	16.18%	8.82%	75%	17.65%	51.47%	30.88%
Economic Disadvantage	24	8.33%	12.50%	79.17%	16.67%	4.17%	79.17%	25%	8.33%	66.67%	25%	50%	25%
Asian	7	14.29%	0%	85.71%	0%	0%	100%	0%	0%	100%	0%	71.43%	28.57%
Black/African American	9	11.11%	11.11%	77.78%	0%	0%	100%	11.11%	0%	88.89%	22.22%	55.56%	22.22%

K ELI BOY 2019-20

K BOY ELI 2019-2020	Total Students	Concepts About Print Level			Letter ID Level			Letter Sounds Level			On Demand Writing Sample Level		
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
		Hispanic	17	11.76%	0%	88.24%	23.53%	0%	76.47%	23.53%	11.76%	64.71%	11.76%
White	35	5.71%	17.14%	77.14%	5.71%	17.14%	77.14%	17.14%	11.43%	71.43%	22.86%	37.14%	40%
LEP	9	11.11%	11.11%	77.78%	0%	11.11%	88.89%	11.11%	11.11%	77.78%	11.11%	66.67%	22.22%
Special Ed Indicator	12	25%	8.33%	66.67%	8.33%	16.67%	75%	25%	16.67%	58.33%	41.67%	41.67%	16.67%

K ELI BOY 2020-21

K BOY 2020-2021	Total Students	Concepts About Print Level			Letter ID Level			Letter Sounds Level			On Demand Writing Sample Level		
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard
		PecanCreek	80	11.86%	18.64%	69.49%	8.75%	27.50%	63.75%	26.25%	21.25%	52.50%	24.24%
Economic Disadvantage	26	16.67%	5.56%	77.78%	7.69%	19.23%	73.08%	23.08%	26.92%	50%	37.50%	25%	37.50%
Asian	4	0%	50%	50%	0%	0%	100%	25%	0%	75%	%	%	%
Black/African American	6	20%	0%	80%	16.67%	16.67%	66.67%	16.67%	16.67%	66.67%	0%	0%	100%
Hispanic	18	38.46%	7.69%	53.85%	22.22%	22.22%	55.56%	33.33%	33.33%	33.33%	33.33%	50%	16.67%
Two or More Races	2	0%	0%	100%	0%	0%	100%	0%	50%	50%	%	%	%
White	50	2.63%	23.68%	73.68%	4%	34%	62%	26%	18%	56%	23.08%	23.08%	53.85%
LEP	8	28.57%	14.29%	57.14%	25%	0%	75%	37.50%	12.50%	50%	0%	0%	100%
Special Ed Indicator	5	60%	0%	40%	40%	20%	40%	40%	20%	40%	25%	25%	50%

Kinder ELI MOY 19-20

Kinder ELI MOY 19-20	Total Students	Concepts About Print Level			Dictation Level			Letter	
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing
		PecanCreek	71	0%	12.68%	87.32%	9.86%	11.27%	78.87%
Economic Disadvantage	24	0%	12.50%	87.50%	12.50%	20.83%	66.67%	0%	
Asian	7	0%	28.57%	71.43%	0%	0%	100%	0%	
Black/African American	8	0%	12.50%	87.50%	0%	12.50%	87.50%	0%	
Hispanic	17	0%	23.53%	76.47%	17.65%	11.76%	70.59%	5.88%	

Kinder ELI MOY 19-20	Total Students	Concepts About Print Level			Dictation Level			Letter Sounds Level	
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing
White	39	0%	5.13%	94.87%	10.26%	12.82%	76.92%	0%	11.69%
LEP	9	0%	22.22%	77.78%	0%	11.11%	88.89%	0%	11.11%
Special Ed Indicator	12	0%	16.67%	83.33%	8.33%	33.33%	58.33%	8.33%	27.27%

1st ELI BOY 20-21	Total Students	Dictation Level			Letter ID Level			Letter Sounds Level	
		Beginning	Developing	Meets Standard	Beginning	Developing	Meets Standard	Beginning	Developing
PecanCreek	77	9.09%	37.66%	53.25%	5.19%	27.27%	67.53%	11.69%	27.27%
Economic Disadvantage	27	18.52%	48.15%	33.33%	3.70%	44.44%	51.85%	11.11%	33.33%
Asian	8	0%	37.50%	62.50%	0%	0%	100%	0%	11.11%
Black/African American	11	9.09%	36.36%	54.55%	0%	45.45%	54.55%	18.18%	27.27%
Hispanic	17	11.76%	35.29%	52.94%	5.88%	35.29%	58.82%	5.88%	35.29%
White	41	9.76%	39.02%	51.22%	7.32%	24.39%	68.29%	14.63%	27.27%
LEP	10	10%	60%	30%	0%	30%	70%	0%	11.11%
Special Ed Indicator	11	18.18%	45.45%	36.36%	9.09%	45.45%	45.45%	27.27%	27.27%

Student Learning Strengths

The students returned with less gaps than expected after the long break in Reading at all levels. Jump Start was successful at supporting students in maintaining the knowledge they had before we left. Interventionists began the year using the data and lists from last year picking up where they left off and helping to close gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Access to virtual resources, platforms, lessons, learning. **Root Cause:** Equity issues in internet services and technology.

Problem Statement 2: Consistent attendance and participation of Connected Learners **Root Cause:** Scheduling issues, parents working from home, multiple needs and students in homes, lack of supervision and accountability

Problem Statement 3: K-2 needs more instructional support **Root Cause:** lack of interventionists available to solely support K-2 in Reading and Math.

Problem Statement 4 (Prioritized): SELI data concluded that BOY Overall Reading scores are lower for BIL students than non-LEP students. **Root Cause:** Language dominance issues, lack of time with interventionists and teachers, equity in resources, support over long breaks.

School Processes & Programs

School Processes & Programs Summary

-GOAL, DL, Student Council, PABS, EXPO, Spirit Squad

Intervention, SPED, PABS, speech, specials.

-Student Council, Beartones Choir, Spirit Squad, GOAL

GOAL, spirit squad, choir, orchestra, Robotics, student council, Spanish club, jump rope club, writing club, DICHOS

1. What do those programs do for us, our students, our parents, and our goals?

- Programs provide a place for people to plug in
- Develop leadership skills
- Involvement in the community
- Builds confidence, character. and discipline

School Processes & Programs Strengths

Restorative Practices

Relationships

RR - helps learners progress

EXPO - meets adv. Learners needs

Use of technology

Programs available on our campus

Technology access

Staff Expertise

Teacher collaboration

Variety of programs

ActivePanel Displays

Streamline onto one platform, Seesaw

DMTSS runs more smoothly and effectively.

Discipline rates dropped due to teacher-monitored cafeteria & recess

Early identification & intervention in general pop and bilingual pop.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More time in DMTSS to review processes, procedures, complete data input, discuss students, and create intervention plans. **Root Cause:** Due to being out of school for so long and returning with students in different learning platforms, student need in greater in all academics and social/emotional.

Problem Statement 2: Virtual relationship building **Root Cause:** How do we build relationships with students and families when we have limited contact with them?

Perceptions

Perceptions Summary

1. What do you believe is the perception of education at Pecan Creek right now in light of the current situation? Based on enrollment and registration numbers, Pecan Creek families are eager to return. They seem hopeful for the coming semeste
2. Do students and parents feel safe at Pecan Creek? How do you know? Yes! Over 500 students have registered to attend school in person, this shows that parents and students feel safe at our school and are eager to be part of our PC family.
3. How do you describe Pecan Creek? Do you feel safe and like you belong? As teachers, we feel valued and respected. PC staff does a good job of offering social activities outside of school. We believe our school needs more practice for lockdown & safety drills
4. What would parents or community say about our school? We say that most parents love this school and its staff. They believe that PC is a nurturing and safe environment for their children. Some parents even move to this area so that their children can attend PC.

Perceptions Strengths

Relationships

Trust in teachers

Work ethic

Quality Education

Educated staff

Caring staff

Family Engagement

Community support

Relationship building

Students and staff feel safe

Collaboration

Communication

Trainings

Collaboration

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Language barriers make parents uncomfortable and less likely to be connected. **Root Cause:** Less Spanish speaking parents participate in PTA and other community activities. Less representation from the Bilingual families.

Problem Statement 2: Mentoring for parents to support understanding and usage of Seesaw and technology **Root Cause:** Teachers are having to spend their time working with parents on how to navigate and use technology and platforms.

Problem Statement 3 (Prioritized): Teachers and staff need more time for instruction and planning with intervention and instructional committee. **Root Cause:** Connected Learning vs. In Person vs. Meetings vs. PLC

Priority Problem Statements

Problem Statement 1: More connection and communication for different cultures within the school community, specifically more ways to connect and form lasting relationships with Hispanic families.

Root Cause 1: Cultural empathy and understanding, lack of ways to communicate at times.

Problem Statement 1 Areas: Demographics

Problem Statement 2: SELI data concluded that BOY Overall Reading scores are lower for BIL students than non-LEP students.

Root Cause 2: Language dominance issues, lack of time with interventionists and teachers, equity in resources, support over long breaks.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Language barriers make parents uncomfortable and less likely to be connected.

Root Cause 3: Less Spanish speaking parents participate in PTA and other community activities. Less representation from the Bilingual families.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: More time in DMTSS to review processes, procedures, complete data input, discuss students, and create intervention plans.

Root Cause 4: Due to being out of school for so long and returning with students in different learning platforms, student need in greater in all academics and social/emotional.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers and staff need more time for instruction and planning with intervention and instructional committee.

Root Cause 5: Connected Learning vs. In Person vs. Meetings vs. PLC

Problem Statement 5 Areas: Perceptions

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
- 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Other Prekindergarten and Kindergarten assessment data

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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: By June 2021, Pecan Creek Elementary will decrease the percentage of students requiring supplemental interventions by 5% through aligning instructional and assessments practices horizontally and vertically.





HB3 Goal

Evaluation Data Sources: common assessment data, ELI/SELI, PNA, STAAR Sim, intervention formative assessments, ESTAR observations and teacher input.

Summative Evaluation: None

<p>Strategy 1: Continued implementation of AFL strategies in collaboration with Lucy Calkins Units of Study</p> <p>Strategy's Expected Result/Impact: Increase skills of readers and writers, increase problem solving strategies and understanding of learning targets, goal setting, and self assessment.</p> <p>Evidence: common assessments, walkthroughs, goal setting, engagement in conferring</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Professional development in core content and targeted areas of need.</p> <p>Strategy's Expected Result/Impact: Increase collaboration among grade levels and campuses in the Ryan Zone, support Tier 1 intervention strategies, growth for teachers in real time relevant areas that impact increase performance assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Admin, District Coaches and Curriculum Dept. Ryan Zone Literacy Plan.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Monthly DMTSS meeting to review and discuss students of concern, progress, and intervention plans.</p> <p>Strategy's Expected Result/Impact: Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs. Based on the data collected appropriate student referrals are made. Based on the interventions provided, an increase in student achievement is shown through common assessments, ELI/SELI, iStation, imagine math, reading levels, STAAR.</p> <p>Staff Responsible for Monitoring: DMTSS committee, teachers, admin.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: PLC Meetings with time for teacher to analyze student data in order to inform instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Increase in collaboration in grade level and instructional teams.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionists, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Math and Reading Intervention for Tier II and III students.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments. Hire a person to provide Math Intervention and a Para to provide Math and Reading Intervention. Hire a person to provide Reading Intervention. Tier II and III students get targeted instruction that helps to fill gaps in order to move them out of intervention and back to Tier I only. RR, DLL, and Lit Groups implemented to support Tier II and III in Reading.</p> <p>Staff Responsible for Monitoring: Interventionists, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$30,000, Math Interventionist and Para - Title I, Part A - \$85,811</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Intervention for BIL students in their targeted areas of content and linguistic needs through a BIL Specialist and BIL para.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for BIL students in Math and Reading on local and state assessments. Determination of language dominance. TELPAS exits due to fully bilingual students. Daily intervention that supports Tier II and III students to exit through DMTSS and return to Tier I only.</p> <p>Staff Responsible for Monitoring: BIL Interventionist, BIL Dept, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 7: Common assessments created in the Ryan Zone in collaboration with campuses, teachers, specialists, and admin.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Create more opportunities for collaboration in the zone. Shared effective common Tier I intervention strategies to increase successful instruction. Deeper PLC and DMTSS discussion about student needs.</p> <p>Staff Responsible for Monitoring: Interventionists, Admin, Ryan Zone Cohort, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Monthly Instructional team meetings to analyze data, review assessments, and create teacher supports.</p> <p>Strategy's Expected Result/Impact: Increase student performance on local and state assessments. Provide support to teachers in targeted areas of need. Problem solve about curriculum and Tier I and II instruction.</p> <p>Staff Responsible for Monitoring: Interventionists and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Monthly vertical team meetings to review data, align instructional best practices, discuss current issues and needs, and support Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher support vertically and more time in collaboration to problem solve. Increased performance on local and state assessments. Social, emotional and behavioral support strategies. Refinement of vertical curriculum.</p> <p>Staff Responsible for Monitoring: Teacher, Admin, Coaches</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More connection and communication for different cultures within the school community, specifically more ways to connect and form lasting relationships with Hispanic families. Root Cause: Cultural empathy and understanding, lack of ways to communicate at times.
Student Learning
Problem Statement 4: SELI data concluded that BOY Overall Reading scores are lower for BIL students than non-LEP students. Root Cause: Language dominance issues, lack of time with interventionists and teachers, equity in resources, support over long breaks.
School Processes & Programs
Problem Statement 1: More time in DMTSS to review processes, procedures, complete data input, discuss students, and create intervention plans. Root Cause: Due to being out of school for so long and returning with students in different learning platforms, student need in greater in all academics and social/emotional.

Perceptions

Problem Statement 1: Language barriers make parents uncomfortable and less likely to be connected. **Root Cause:** Less Spanish speaking parents participate in PTA and other community activities. Less representation from the Bilingual families.

Problem Statement 3: Teachers and staff need more time for instruction and planning with intervention and instructional committee. **Root Cause:** Connected Learning vs. In Person vs. Meetings vs. PLC

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: By June 2021, Pecan Creek will establish a safe and positive social, emotional, and academic culture on campus through events, PLCs, and programs to encourage collegiality, restoration, compassion, understanding, inclusivity, and collaboration.


Evaluation Data Sources: Rhytim App data for staff, observations, discussion, engagement surveys , increased academic performance, maintained relationships with families and staff during connected learning , Seesaw, lower incidents of discipline issues.


Summative Evaluation: None

<p>Strategy 1: Continued use of Restorative Practices and supporting events that target Social and Emotional Learning. Strategy's Expected Result/Impact: Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, I AM BECAUSE WE ARE, Red Ribbon Week, in class counseling lessons daily. Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs. Staff Responsible for Monitoring: Teachers, Admin, Counselor TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Maintain parent involvement and relationships during a pandemic through communication, virtual meetings, Seesaw, and recorded/live events. Strategy's Expected Result/Impact: Virtual attendance increase at meetings and "events", higher PTA membership and participation, weekly newsletters to parents and staff, Bilingual Specialists translating and making contacts with families regularly, social media posting to share activities and pictures Result: Create connections and relationships with Hispanic families and increase parent involvement, maintained relationships and trust with parents and new families. Staff Responsible for Monitoring: Teachers, Bilingual Specialists, Counselor, Admin Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Implemented project and workshop based learning.</p> <p>Strategy's Expected Result/Impact: Refined communication skills about thinking, increase in student performance on local and state assessments, confidence building through inquiry based activities and sharing thinking in workshop,</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, Librarian</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Consistent promotion of positive health and wellness for students and staff through Staff Wellness Center, Rythim App, Essential education (art, music, pe, and library), restorative practices, counselor lessons and check ins, vertical team work with an SEL component, and campus events.</p> <p>Strategy's Expected Result/Impact: An Increase in positive mental health and wellbeing will improve engagement, climate and culture, safety and performance.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Monthly character education with SEL focus for classrooms to use daily.</p> <p>Strategy's Expected Result/Impact: The counselor will provide relevant and real time strategies to improve mental health, character development, behavior, and engagement. The teachers will be more confident in modeling self care and positive mental health.</p> <p>Staff Responsible for Monitoring: Teachers , Counselor, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Provide opportunities for students to experience and engage in real word, hands on learning during a virtual heavy time and lack of opportunities for field trips.</p> <p>Strategy's Expected Result/Impact: The teachers and instructional team will work to brainstorm ways to continue to provide enriching and engaging activities that give students the chance to learn outside and in other ways outside of the virtual platform.</p> <p>Examples: 4th grade Nature Day, 2nd Grade Balloon Macy's Day Celebration, STEM, Fine Arts Dept. providing virtual and in person programs such as orchestra performances, concerts, and dance.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Constant technology training and support for teachers, parents, and students.</p> <p>Strategy's Expected Result/Impact: Vertical team discussions about technology, parent conferences and trainings, IT available for issues and news resources, professional development offerings.</p> <p>Impact: better virtual engagement and attendance, increased performance on local and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, District IT support, Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Maintain open communication and collaboration that promotes positive campus culture and safety through drills/feedback. BERT, DMTSS, PLC, Vertical Teams, CLT, Aspiring Administrators, CHAMPS, Character Education Program, High 5 celebrations, Celebration Meetings, and campus events.</p> <p>Strategy's Expected Result/Impact: Positive response on surveys and increased engagement.</p> <p>Staff Responsible for Monitoring: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: More connection and communication for different cultures within the school community, specifically more ways to connect and form lasting relationships with Hispanic families. **Root Cause:** Cultural empathy and understanding, lack of ways to communicate at times.

Student Learning

Problem Statement 4: SELI data concluded that BOY Overall Reading scores are lower for BIL students than non-LEP students. **Root Cause:** Language dominance issues, lack of time with interventionists and teachers, equity in resources, support over long breaks.

School Processes & Programs

Problem Statement 1: More time in DMTSS to review processes, procedures, complete data input, discuss students, and create intervention plans. **Root Cause:** Due to being out of school for so long and returning with students in different learning platforms, student need in greater in all academics and social/emotional.

Perceptions

Problem Statement 1: Language barriers make parents uncomfortable and less likely to be connected. **Root Cause:** Less Spanish speaking parents participate in PTA and other community activities. Less representation from the Bilingual families.

Problem Statement 3: Teachers and staff need more time for instruction and planning with intervention and instructional committee. **Root Cause:** Connected Learning vs. In Person vs. Meetings vs. PLC

State Compensatory

Personnel for Pecan Creek Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kent Hamilton	Math and Reading Intervention	Intervention	100
Taryn Stanley	RR Teacher	K-2 Literacy Specialist/RR District SCE	100

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Eby	District Instructional Coach	District Title I Instructional Coach (no	50
Julie Quillin	Math Intervention	Title 1 Intervention	100
OPEN Para Position	K-2 Intervention Para	Title I Intervention Para	100

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Interventionist		\$30,000.00
Sub-Total					\$30,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Interventionist and Para		\$85,811.00
Sub-Total					\$85,811.00
Grand Total					\$115,811.00

Addendums

Denton Independent School District

Rivera Elementary

2020-2021 Campus Improvement Plan



Mission Statement

Tomas Rivera Elementary will utilize best practices to promote academic excellence.

Vision

Rivera will inspire students to be engaged citizens, problem solvers, and progressive learners who exceed expectations.

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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	22
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Comprehensive Needs Assessment

Revised/Approved: October 22, 2020

Demographics

Demographics Summary

Rivera Elementary was built in 1994 and received two additions since it opened, most recently in 2009. The driving force behind Rivera Elementary is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Tomas Rivera Elementary School in Denton ISD is Title I campus with 87.8% of the students participating in free or reduce lunch. Tomas Rivera has a one-way dual language program. The campus serves students in grades PK-5. Rivera had 608 students enrolled in 2018-2019. In 2018-2019 there were 29 students enrolled in Pre-K, in Kindergarten Rivera had 80 students enrolled, in First Grade 99 students enrolled, in Second Grade Rivera had 94 students enrolled, In Third Grade Rivera had 91 students enrolled, In Fourth Grade Rivera had 100 students enrolled, In Fifth Grade Rivera had 115 students enrolled. Of the total enrollment at Rivera, 29.6 percent of Rivera students are Black/African-American. 45.6 % are hispanic, 20.1% are White. In comparison with our district, Rivera is a more diverse campus. Denton ISD had a enrollment of 16.5% African American, 31.1% Hispanic, and 46.7% White. Rivera had a mobility rate of 20% in year 2017-2018. 36% of RIVERA students are identified as a student with a disability. Our community consists of parents living in apartments and mobile homes.

Demographics Strengths

Tomas Rivera Elementary School has a multitude of demographic strengths including:

1. Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families.
2. Rivera Elementary is a one way dual language campus.
2. Rivera has a diverse demographic that allows for the celebration of diversity with the mutli-cultuiral prgrams.
3. Rivera staff aligns with the student demographics.
4. Despite the significant low economic status in the campus, in the last 3 years, Rivera students continue to grow as

evidenced by the TEA Accountability Distinctions in Top 25% Academic Growth, Top 25% Closing the Achievement Gap.

5. Rivera staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.

6. Rivera staff is collaborative in their teaching approach.

Problem Statements Identifying Demographics Needs

Problem Statement 1: History of teacher turnover dictates improvement in teacher retention should be a focus at Rivera **Root Cause:** Increased need of intentional support for new staff

Student Learning

Student Learning Summary

Math: Comparing the December percentage scores from 2018 and the STAAR scores from 2019 over all percentages went up from December to the end of year STAAR. 2019 combined grades 3-5 STAAR Math approximate percentages: 80% approaches, 50% meets, and 22% masters. 2018 December Zone percentages in order from 3rd to 5th grades. 69%, 78%, and 73% approaches; 41%, 44%, and 48% meets; 18%, 25% and 19% masters. Looking at the 2019 December Zone assessment some percentages compared to where we ended the year last year we were higher or very close to the 2019 STAAR percentages.

Reading: Comparing the December percentage scores from 2018 and the STAAR scores from 2019 over all percentages increase dramatically. 2019 combined grades 3-5 STAAR Reading approximate percentages: 72% approaches, 41% meets, and 20% masters. 2018 December Zone percentages in order from 3rd to 5th grades. 52%, 53%, and 66% approaches; 23%, 15%, and 24% meets; 17%, 7% and 7% masters. Similar to math, the 2019 December zone assessment scores were significantly higher than the 2018 December Zone or about the same as the 2019 STAAR results. Using the campus trends with the state, the data in the document indicates math, reading, and science have increased each year with occasional dips in progress from 2013 to 2019. This progress is not only for students who met approaching, but also meets and masters.

By looking at the Closing the Gap document, all subgroups are making progress because Rivera met target in all areas, academic achievement, growth status, and student success status except just a couple. Whites did not meet the target for academic achievement in reading, Special Education did not meet the target for student success status and the non-continuously enrolled group did not meet the targets for academic achievement in reading or math or the student success status.

Our subgroups data is

Grade 3 Reading At Approaches Grade Level or Above	2019 76% 77% 76% 72% 72% 100%
Grade 3 Mathematics At Approaches Grade Level or Above	2019 79% 80% 77% 72% 77% 91%
Grade 4 Reading At Approaches Grade Level or Above	2019 75% 77% 60% 53% 52% 84%
Grade 4 Mathematics At Approaches Grade Level or Above	2019 75% 81% 82% 53% 90% 95%

Grade 4 Writing At Approaches Grade Level or Above	2019 67% 72% 52% 29% 55% 68%
Grade 5 Reading[^] At Approaches Grade Level or Above	2019 86% 91% 88% 84% 86% 95%

Grade 5 Mathematics[^] At Approaches Grade Level or Above	2019 90% 94% 90% 88% 86% 100%
---	--------------------------------------

For the 2018-2019 school year Rivera got a B in overall performance. From the year before we increased from 82 out of 100 to 86 out of 100. In student achievement we scored a C, 76 out of 100, school progress we scored a B, 85 out of 100, and in closing the gaps we scored a B, 88 out of 100.

Distinctions received: academic achievement in science, top 25%: comparative academic growth, post-secondary readiness, and top 25%: comparative closing the gaps.

Student Learning Strengths

Looking at the data comparison of the December zone assessments from 2018 and 2019 for the most part grades 3-5 in both math and reading increased not only the approaches, but also the number of students who achieved meets and masters.

Math: 3rd grade approaches 68% to 68%, meets 41% to 45%, masters 18% to 11%

4th grade approaches 77% to 80%, meets 44% to 45%, masters 25% to 29%

5th grade 73% to 71%, meets 48% to 42%, masters 18% to 22%

Reading 3rd grade approaches 52% to 72%, meets 23% to 40%, masters 17% to 15%

4th grade approaches 53% to 74%, meets 15% to 35%, masters 7% to 8%

5th grade approaches 73% to 71%, meets 48% to 42%, masters 19% to 22%

Looking at the campus trends with the State we have slowly increased or stayed about the same from 2017 to 2019 in both math and reading approaches, meets, and masters overall percentages. The largest jump for each subject was between 2018 and 2019. Science increased except for a slight drop in the number of students who received masters in 2018 but went back up in 2019. Writing went up from 2017 to 2018 but went down from 2018 to 2019.

Rivera met almost all targets due to an increase of tier 1 instruction in the classroom. Teachers also used “success” time in their day to really focus on tier 2 instruction as well as the interventionist with our tier 3 students.

Overall the data show Rivera is increasing the number of students who approach, meet, and master the STAAR test in math, reading, and science the last few years

For the 2018-2019 school year Rivera got a B in overall performance. From the year before we increased from 82 out of 100 to 86 out of 100. In student achievement we scored a C, 76 out of 100, school progress we scored a B, 85 out of 100, and in closing the gaps we scored a B, 88 out of 100.

Distinctions received: academic achievement in science, top 25%: comparative academic growth, post-secondary readiness, and top 25%: comparative closing the gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data inventories concluded that the overall data is lower for African American students than non African American students. **Root Cause:** Lack of pre-school educational opportunities.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Rivera is guided by the TEKS and Denton ISD scope and sequence expectations. Assessment is a critical component when it comes to decision making. Rivera uses the concept of balanced assessment and instruction to ensure we are adequately addressing student needs and measuring student outcomes. Weekly planning meetings are held to target lesson planning, data review, strategic planning and professional learning. Rivera uses the DMTSS system to support all learners. Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a collaborative, extended planning time (Professional Learning Community) address long range goals and assessment development. In the PLC, Rivera focuses on the DuFour 4 questions of

- What do we expect our students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessment)
- How will we respond when they don't learn? – (Intervention)
- How will we respond if they already know it? (Enrichment)

Rivera implements 45 minutes of built-in intervention, "SUCCESS time" in the master schedule to provide interventions for all students and in order to support support early intervention.

School Processes & Programs Strengths

School Processes & Programs Strengths In 2018-2019, Rivera completed its second year of CHAMPS, PBIS and first year with Restorative Practices. As a result, disciplinary referrals dropped significantly in the next school year.

Rivera's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction.
2. Relationship building between students and staff enhances our school community and instructional integrity.
3. Premium focus on parent engagement and collaboration
4. Staff is growing in their ability to interpret and use common assessment data to drive instruction.
5. Innovative practices are welcomed among students, staff, and parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 21% of our students scored on the masters level on STAAR, compared to 26% at the District level. **Root Cause:** Teachers use DMTSS to primarily focus on students at risk of not passing the STAAR.

Perceptions

Perceptions Summary

At Rivera we believe in the pursuit of excellence with all students. Rivera Elementary works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Parent/community nights such as Meet the Teacher, Parent Info Nights, Multi-Cultural events, curriculum nights, and the fall festival all serve to help bring parents and school staff together toward a common purpose. Rivera utilizes and implements CHAMPS, PBIS, restorative practices. Campus discipline data reflects a downturn in disciplinary infractions since the implementation of PBIS.

Perceptions Strengths

Rivera has a multitude of family and community involvement opportunities:

Mentoring programs (Grand parent volunteers, PALS, CIS, ACE) to help address the social and emotional needs of at-risk students.

Student Assistance Counselor to help address the social and emotional needs of at-risk students.

Maintaining and expanding relationships with business partners Use of the Watch DOGS program to encourage volunteerism of fathers Campus Improvement Team Continuation of PBIS to help with student behavior and making good decision making.

Overall Culture, Climate increased in every category for Employee engagement. 96 percent of River Employees were Highly Engaged or Engaged. In comparison with Denton ISD the chart below highlights Rivera's Employee Engagement

I am optimistic about the future of Denton ISD.

Rivera scored 4.58

Denton ISD Elementary Schools scored 4.21

Denton ISD scored 4.13

I enjoy working with my principal or direct supervisor.

Rivera scored 4.55

Denton ISD Elementary Schools scored 4.39

Denton ISD scored 4.32

I am enthusiastic about my work/job.

Rivera scored 4.51

Denton ISD Elementary Schools scored 4.35

Denton ISD scored 4.30

I would feel comfortable referring a good friend to work for Denton ISD.I am motivated to contribute more than what is expected of me.

Rivera scored 4.49

Denton ISD Elementary Schools scored 4.31

Denton ISD scored 4.21

I am motivated to contibute more than what is expected of me

Rivera scored 4.48

Denton ISD Elementary Schools scored 4.34

Denton ISD scored 4.31

Employment with Denton ISD gives me a feeling of accomplishment.

Rivera scored 4.42

Denton ISD Elementary Schools scored 4.25

Denton ISD scored 4.19

I am proud to work for Denton ISD.

Rivera scored 4.39

Denton ISD Elementary Schools scored 4.35

Denton ISD scored 4.29

I see professional growth and long- term career opportunities with Denton ISD.

Rivera scored 4.34

Denton ISD Elementary Schools scored 4.04

Denton ISD scored 3.91

On average Rivera students have a positive school climate. Students feel that their teacher have clear rules and expectations. Students feel that they have good friendships at school. Student behavior referrals have decreased by nearly half compared to last year. Staff feel more supported by their own teams. Staff feel that they have strong relationships built with students. 91% of the staff at Rivera believe administration is effective in their leadership increases from 39% in 2017-2018 and 57% in 2018-2019

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In need of a connected partnership with parents in order to actively participate in their child's education and success through collaborating and connecting.

Root Cause: Populations of poverty have cyclical patterns that impact educational success.

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
- 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

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 EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- Equity data
- TTESS data
- T-P ESS data
- PDAS and/or T-T ESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Action research results
- Other additional data

Goals

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: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs by June 2021.

HB3 Goal

Evaluation Data Sources: Common Based Assessments

Ryan Zone Assessments

District-Based Assessments



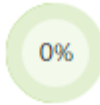


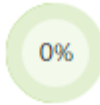


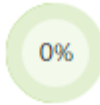




































iStation Inventory
















Imagine Math Inventory

STAAR Reports

Summative Evaluation: None

<p>Strategy 1: Utilize the Lucy Calkins reading and writing curriculum to promote skilled readers, writers and inquirers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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<p>Strategy 2: Teachers will monitor ongoing data collection with support from coaches.</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Instructional Specialists/ Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 3: Teachers will provide supplemental and individual classroom interventions as necessary based on formative assessment</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Joya Elam - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Continue to work with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students on campus</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Specialists Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Formative			Summative														
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<p>Strategy 6: Teachers will use technology integration strategies to enhance instruction and increase student engagement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Librarian Team leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 8: Purchase subs in the spring for STAAR tutorials for 3-5th teachers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Dawn Payette - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 9: Substitutes will be provided, as needed, to provide additional time for teachers, admin, and Specialists to collaborate, plan, and have discussions about students</p> <p>Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 10: A multi-tiered system of support framework will be used to provide targeted support to struggling students</p> <p>Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Teachers Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 11: Learning Walks will be conducted to measure teacher performance and determine individual goals and areas for development</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
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<p>Strategy 12: Focus on Assessment for Learning and PLC Practices to increase student achievement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal AFL Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 13: Provide supplemental instructional supplies/resources to promote student learning and engagement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 14: Teachers and Instructional Specialists/ Coaches meet bi-weekly in PLC to discuss student data, dig deeply into the TEKS , and to make instructional decisions</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 15: Supplemental staff, such as campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers, while also providing supplemental interventions to Tier II and Tier III students</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Peggy Reuling - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 16: Continue implementation of Assessment for Learning L strategies through: Knowledge of Learning Targets, Goal Setting, Strong and Weak Work</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Specialists Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 17: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Cala High - At-Risk (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 18: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutors - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 19: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Amy Stout - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 20: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Joya Elam - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>																	

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: Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2021.

Evaluation Data Sources: RHITHM Data, Student SEL Survey Data, MTSS Data for Behavior, Campus Discipline Data, Campus Culture Climate Survey, Campus Engagement Survey.











Summative Evaluation: None

<p>Strategy 1: Actively seek feedback from parents, faculty/staff to ensure all parties are working towards one common goal.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				

<p>Strategy 2: Continue to implement PBIS to ensure that we are focusing on the SEL needs of all students through: PBIS Store Character Pillars Students of the month with pizza party. Student council Student leaders Safety Patrol Members</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom) Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 3: Continue to implement Restorative Practices to ensure that we are meeting the SEL needs of all students and staff through: Treatment Agreement Plans implemented and posted in all classrooms. Implementation of green and yellow circles. Implementation of Spark plans and 2 minute connections.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom) Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal SAC Counselor</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Implement GOAL program campus-wide with targeted goal of 18 students with family support</p> <p>Strategy's Expected Result/Impact: Parent participation Student participation Aware group goal for GOAL (Track students academic progress)</p> <p>Staff Responsible for Monitoring: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Strategy 5: Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication (Tweet a minimum of three times per week with hashtags) Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 3.1, 3.2	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 6: Monthly principal and parent meetings to celebrate Rivera happenings and celebrations Coffee and Conversations with the principal. An opportunity to make connections and share the progress of staff and students at Rivera Strategy's Expected Result/Impact: Increased parent participation in school events. Increase in PTA membership Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 7: Collaborate with the PTA to promote their advocacy for our students and staff Strategy's Expected Result/Impact: Collaborative and supportive relationships Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 8: Provide differentiated professional development to meet specific staff members needs Strategy's Expected Result/Impact: Walk-Throughs Learning walks Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May

<p>Strategy 9: Implement systems that promote teacher excellence and celebrate staff for progress towards campus goals through:</p> <p>"Happenings in the Classroom" Communication i.e. pictures, videos, etc via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month.</p> <p>Staff Shout-outs Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal's monthly newsletter. Shout-outs are then read on the announcements and posted on the staff bulletin board.</p> <p>Teacher of the month Staff selects a STAR teacher of the month that exhibits the Rivera STAR valueS</p> <p>Spotlight of the week Highlighting a staff member of the week for their hard work and dedication for Rivera</p> <p>Parent Shout-outs Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter.</p> <p>Strategy's Expected Result/Impact: Increase in teacher engagement through survey results.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 10: Team-building experiences led by staff members throughout the year to promote community and positive relationship</p> <p>Strategy's Expected Result/Impact: Campus Staff Survey Monitor participation growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>				
Reviews				
Formative			Summative	
Dec	Mar	May	May	
<p>Strategy 11: Monthly lunch meeting providing by the principal with each team.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>				
Reviews				
Formative			Summative	
Dec	Mar	May	May	

Strategy 12: Continue development of a mentoring program for students at- risk behaviorally Strategy's Expected Result/Impact: Increase in student engagement and achievement of at least one year's growth Staff Responsible for Monitoring: Principal Assistant Principal Campus Leadership Team	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 13: School-wide vertical teams that meet monthly to collaborate, design, and monitor specific campus commitments. Strategy's Expected Result/Impact: Engagement surveys Discipline data Formative Common Assessment Data Summative Assessment data Parent Engagement Data Staff Responsible for Monitoring: Principal Assistant Principal Interventionists	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Rivera Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cala High	SAC		

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joya Elam	Campus Instructional Coach (Title)		
Peggy Reuling	Campus Interventionist Specialist (Title		

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	Cala High		\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Joya Elam		\$0.00
1	1	8	Dawn Payette		\$0.00
1	1	9			\$0.00
1	1	15	Peggy Reuling		\$0.00
1	1	18	Tutors		\$0.00
1	1	19	Amy Stout		\$0.00
1	1	20	Joya Elam		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Denton Independent School District
Stephens Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

Building a Community of Learners for Life

Vision

To create a rigorous, collaborative learning environment, empowering all students.

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Goal 1: 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	10
Goal 2: 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	14
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Comprehensive Needs Assessment

Demographics

Demographics Summary

(Please view T.E.A. School Report Card for 2018-2019 in the Addendum section)

Demographics Strengths

Student Mentor Programs

Backpack Buddies (Food for Kids) & Community Outreach

Implementation of Restorative Practices

Data and Documentation for Referral Process

Implementation of Campus House System

Student Learning

Student Learning Summary

(Please view T.E.A. School Report Card for 2018-2019 in the Addendum section)

Student Learning Strengths

Only DISD Campus With Rating of "A" and 6 Distinctions - 2019 Data

Reading and Math Support Daily (3-5)

Increasing in Closing Achievement Gaps

Students are Increasing in Reading and Math

Frequency of MTSS Meetings and Documentation Collected

Vertical Alignment in Upper ELAR

Progression with Workshop Model of Instruction

Protected Time for Grade Level PLC Meetings

Target Time Implementation (For Intervention/Extension)

School Processes & Programs

School Processes & Programs Summary

We have the following programs on campus:

- PK
- Communications
- ESCE
- EXPO
- Dyslexia
- Reading Recovery

Processes:

- Seesaw for Grade Level Communication
- S'more Campus Newsletters for Families
- Weekly Staff Newsletters from Administration
- Remind/Facebook/Twitter - Campus Texts and Social Media

School Processes & Programs Strengths

Low Turnover Rate of Staff Members

Teachers and Teams Using Their Strengths

Campus Communication to Staff

Staff Input on Master Schedules

Campus House System

Communication to Parents (Grade Levels and Campus)

Campus System of Expectations (CHAMPS)

Perceptions

Perceptions Summary

The CLT reviewed both the employee engagement survey and the campus culture and climate survey to note areas of strength, as well as areas of continued improvement.

Perceptions Strengths

Staff Cohesiveness

Welcoming Atmosphere (Greeting Students)

Increasing Levels of Student Respect and Behavior

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card 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 Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Goal 1: 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: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the "Meets Level" of the Reading STAAR in June 2021.

Evaluation Data Sources: Campus-Based Assessments; Zone Assessments; District-Based Assessments; STAAR Reports

Summative Evaluation: None

Strategy 1: Establishment of Grade Level SMART Goals for 2020-2021 in the Areas of Reading and Writing Strategy's Expected Result/Impact: Creation of SMART Goals Staff Responsible for Monitoring: Grade Level Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Daily Reading "Accelerated Instruction" provided for all 3-5 students in the classroom setting Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Reading Interventionist (Rebekah Perrone); Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Rebekah Perrone - Title I, Part A, Rebekah Perrone - State Compensatory Education (SCE)	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Provide a designated "Target" time to target the needs of all learners (intervention and extension) Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers; Interventionists; Specialists; Inclusion Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Provide coaching/modeling by the Reading Interventionist and Instructional Coach to target needs of students Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Reading Interventionist (Rebekah Perrone); District Coach (Danielle Fletcher) Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Rebekah Perrone - State Compensatory Education (SCE), Rebekah Perrone - Title I, Part A, Danielle Fletcher - State Compensatory Education (SCE)	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Daily Implementation of IStation in Grades 3-5 Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Hold Monthly Interventionist Meetings To Analyze Data and Discuss Student Progress Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers; Interventionists Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Conduct Regular Campus MTSS Meetings Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Vertical 3-5 ELAR Meetings Held Monthly to discuss instructional strategies, assessments and rigor Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 9: Hold a Virtual Family Literacy Sessions for all grade levels, dyslexia, reading recovery, librarian and reading interventionist to discuss the importance of questioning and rigor to deepen comprehension skills across environments.</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Grade Level Teachers; Reading Recovery Teacher; Librarian; Reading Interventionist; Dyslexia Therapist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Parent Involvement Materials to Send Home - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: 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 2: 80% of all students in grades K through 2 will achieve an "On-Level" rating, as evidenced by district assessments in the areas of text level and text comprehension by June 2021. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve an "On-Level" rating in early literacy skills (letter recognition, letter sounds and name writing), as evidenced by district assessments by June 2021.

HB3 Goal

Evaluation Data Sources: CLI Engage Data; ELI Data; Campus-Based Assessments

Summative Evaluation: None

<p>Strategy 1: Daily "Accelerated Instruction" provided for all PK-2nd Grade Students in the Classroom Setting</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Grade Level Teachers; Reading Recovery Teacher (Nicole Springer); Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Nicole Springer - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Co-Create Criteria for Essentials and Data Points in PK for MTSS Documentation</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Grade Level Teachers; Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Conduct Vertical Literacy Meetings for PK and Kindergarten to Discuss Alignment of Practices in Workshop Model Instruction Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers; Administration Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Daily Implementation of IStation in Grade 2; Universal Screener for I-Station Given in K, 1st and 2nd Grades at Respective Points of the Year Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Conduct Regular Campus MTSS Meetings Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Create a Learning Walk form Specific to Workshop Model of Instruction, as Appropriate, for the Purpose of Providing Timely and Requested feedback to PK Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: Through targeted behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2021, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Evaluation Data Sources: Rhithm Data; Student SEL Survey Data; MTSS Data for Behavior; Campus Discipline Data; STAAR Data

Summative Evaluation: None

<p>Strategy 1: Provide modeling by the Math Interventionist and Instructional Coach to target needs of students</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Math Interventionist (Laura Telschow); District Coach (Danielle Fletcher)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Danielle Fletcher - State Compensatory Education (SCE), Laura Telschow - Title I, Part A, Laura Telschow - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Daily "Accelerated Instruction" provided for all 3-5 students</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Math Interventionist (Laura Telschow); Grade Level Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Laura Telschow - State Compensatory Education (SCE), Laura Telschow - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Participation is District Social/Emotional Learning (SEL) Cohort for 2020-2021 School Year Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 4: Train staff on Rhithm App for regular use by students and staff members. Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor; Grade Level Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Campus House System for the Purpose of Community Building and Student Leadership, as well as continued SEL Learning Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor; Grade Level Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Conduct Regular MTSS Meetings for Academic and Behavioral Progress/Needs Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor; Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Provide a designated "Target" time to target the needs of all learners (intervention and extension) Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers; Interventionists; Specialists; Inclusion Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Establishment of Grade Level SMART Goals for 2020-2021 in the Areas of Reading, Math, Science and Writing Strategy's Expected Result/Impact: Creation of SMART Goals Staff Responsible for Monitoring: Grade Level Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 9: Daily Implementation of IStation and Imagine Math in Grades 3-5 Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: Hold Monthly Interventionist/Coaching Meetings To Analyze Data and Discuss Student Progress Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers; Interventionists Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Stephens Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Fletcher	District Coach		.5
Laura Telschow	Math Interventionist		.5
Nicole Springer	Reading Recovery		100
Rebekah Perrone	Reading Interventionist		.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Telschow	Math Interventionist		.5
Rebekah Perrone	Reading Interventionist		.5

Campus Leadership Team

Committee Role	Name	Position
Administrator	Chris Rangel	Principal
Administrator	Ashley Wright	Assistant Principal
Non-classroom Professional	Casye LeRay	Counselor
Classroom Teacher	Louis Lawnicki	Inclusion Teacher
Classroom Teacher	Chelsey Peters	Kindergarten Teacher
Classroom Teacher	Sandra Kelch	1st Grade Teacher
Classroom Teacher	Amy Fetterman	2nd Grade Teacher
Non-classroom Professional	Nicole Sanders	Librarian
Classroom Teacher	Christi Spindle	PK Teacher
Classroom Teacher	Hannah McFerren	5th Grade Teacher
Classroom Teacher	Karen Hoang	4th Grade Teacher
Non-classroom Professional	Rebekah Perrone	Interventionist
Classroom Teacher	Rebecca Fuller	3rd Grade Teacher
Paraprofessional	Katie Ingram	Paraprofessional
Parent	Brittany Willborn	Parent
Business Representative	Rudy Rangel	Business/Community Rep
District-level Professional	Richelle Cook	Diagnostician

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Rebekah Perrone		\$0.00
1	1	4	Rebekah Perrone		\$0.00
1	1	4	Danielle Fletcher		\$0.00
1	2	1	Nicole Springer		\$0.00
2	1	1	Danielle Fletcher		\$0.00
2	1	1	Laura Telschow		\$0.00
2	1	2	Laura Telschow		\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Rebekah Perrone		\$0.00
1	1	4	Rebekah Perrone		\$0.00
1	1	9	Parent Involvement Materials to Send Home		\$0.00
2	1	1	Laura Telschow		\$0.00
2	1	2	Laura Telschow		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

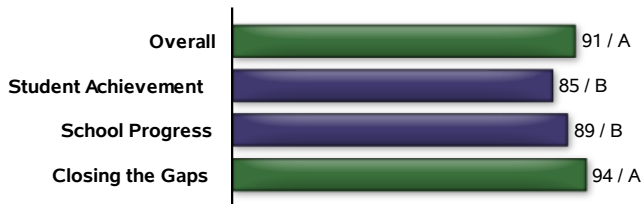
Texas Education Agency 2018-19 School Report Card STEPHENS EL (061901123)

Accountability Rating



STEPHENS EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

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



School Information

District Name: DENTON ISD
Campus Type: Elementary
Total Students: 408
Grade Span: PK - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

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

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

School and Student Information

This section provides demographic information about STEPHENS EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.7%	96.0%	95.4%
Enrollment by Race/Ethnicity			
African American	27.7%	16.5%	12.6%
Hispanic	19.6%	31.1%	52.6%
White	43.4%	46.7%	27.4%
American Indian	0.5%	0.6%	0.4%
Asian	5.9%	3.4%	4.5%
Pacific Islander	0.2%	0.2%	0.2%
Two or More Races	2.7%	1.4%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	61.0%	45.5%	60.6%
English Learners	12.7%	14.8%	19.5%
Special Education	13.2%	11.0%	9.6%
Mobility Rate (2017-18)	19.4%	15.1%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.2	16.9	18.9
Grade 1	18.0	17.3	18.8
Grade 2	14.1	17.4	18.7
Grade 3	15.3	18.5	18.9
Grade 4	17.8	18.8	19.2
Grade 5	16.1	19.5	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	74.5%	64.5%
Instructional Expenditure Ratio	n/a	69.4%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,383	\$9,766	\$9,844
Instruction	\$6,603	\$5,992	\$5,492
Instructional Leadership	\$140	\$126	\$155
School Leadership	\$532	\$503	\$576

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	81%	84%	77%	76%	89%	-	91%	*	86%	79%
	2018	77%	81%	76%	59%	87%	82%	*	92%	-	68%	64%
ELA/Reading	2019	75%	78%	86%	84%	80%	89%	-	*	*	88%	82%
	2018	74%	79%	75%	62%	87%	79%	*	89%	-	57%	63%
Mathematics	2019	82%	85%	87%	82%	76%	93%	-	*	*	88%	84%
	2018	81%	84%	80%	62%	90%	85%	*	100%	-	71%	68%
Writing	2019	68%	74%	68%	55%	56%	81%	-	*	-	*	59%
	2018	66%	72%	57%	18%	67%	67%	-	*	-	*	41%
Science	2019	81%	84%	87%	70%	*	88%	-	*	*	*	81%
	2018	80%	83%	82%	68%	88%	90%	*	*	-	*	74%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	54%	32%	45%	67%	-	73%	*	43%	43%
	2018	48%	53%	50%	30%	52%	59%	*	68%	-	42%	33%
ELA/Reading	2019	48%	52%	54%	31%	44%	69%	-	*	*	38%	45%
	2018	46%	52%	52%	31%	60%	58%	*	78%	-	43%	35%
Mathematics	2019	52%	55%	57%	36%	44%	72%	-	*	*	38%	44%
	2018	50%	53%	47%	27%	53%	54%	*	67%	-	29%	31%
Writing	2019	38%	44%	34%	23%	33%	42%	-	*	-	*	28%
	2018	41%	48%	45%	9%	33%	58%	-	*	-	*	24%
Science	2019	54%	58%	71%	40%	*	77%	-	*	*	*	59%
	2018	51%	55%	57%	44%	44%	77%	*	*	-	*	40%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	26%	29%	10%	26%	40%	-	55%	*	33%	20%
	2018	22%	24%	21%	7%	22%	28%	*	32%	-	26%	13%
ELA/Reading	2019	21%	24%	30%	11%	28%	40%	-	*	*	25%	20%
	2018	19%	22%	26%	10%	30%	32%	*	33%	-	43%	16%
Mathematics	2019	26%	29%	35%	14%	28%	49%	-	*	*	25%	25%
	2018	24%	25%	20%	6%	27%	27%	*	22%	-	14%	14%
Writing	2019	14%	17%	6%	5%	0%	6%	-	*	-	*	8%
	2018	13%	14%	11%	0%	0%	8%	-	*	-	*	7%
Science	2019	25%	27%	40%	0%	*	46%	-	*	*	*	22%
	2018	23%	26%	18%	8%	6%	32%	*	*	-	*	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	81	70	69	87	-	100	*	95	77
	2018	69	70	76	80	84	70	*	75	-	75	78
ELA/Reading	2019	68	69	74	66	58	80	-	*	*	90	69
	2018	69	70	79	83	89	71	*	83	-	*	81
Mathematics	2019	70	72	87	73	81	94	-	*	*	100	86
	2018	70	70	73	77	80	68	*	67	-	*	75

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	45%	53%	54%	*	55%	-	*	-	*	36%
2018	38%	45%	39%	33%	*	*	-	*	-	-	*
Mathematics											
2019	45%	50%	57%	64%	*	44%	-	-	-	*	40%
2018	47%	53%	51%	55%	*	*	-	*	-	*	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	84%	80%	64%	*	87%	-	*	*	*	25%
Students Requiring Accelerated Instruction											
2019	22%	16%	20%	36%	*	13%	-	*	*	*	75%
STAAR Cumulative Met Standard											
2019	86%	91%	89%	82%	*	92%	-	*	*	*	50%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	88%	80%	55%	*	88%	-	*	*	*	25%
Students Requiring Accelerated Instruction											
2019	17%	12%	20%	45%	*	13%	-	*	*	*	75%
STAAR Cumulative Met Standard											
2019	90%	94%	89%	80%	*	88%	-	*	*	*	63%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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Denton Independent School District
Strickland Middle School
2020-2021 Campus Improvement Plan

Mission Statement

Strickland Vikings are the learners of today and the leaders of tomorrow.

Vision

Strickland provides a welcoming, engaged, orderly and collaborative environment for learning and continuously strives to improve all student achievement.

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.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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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	28
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Comprehensive Needs Assessment

Needs Assessment Overview

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Teacher surveys through google forms, Information directly from club sponsors/educators, data straight from PTSA

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Needs -

Strengths...

-Several clubs at Strickland promote community involvement

-Strickland food bank directly helps families in need

-SMS Fine Arts uses several opportunities for parents to come to the school and spectate events

-GOAL program incorporates the Latino culture and brings community together with soccer

-More staff members actively involved in the community (outside of the normal school day)

-More staff PTSA members

-PTSA needs help communicating in different languages

-GOAL needs extra sponsors and more volunteer coaches due to growing team

-Supplies needed for food bank distribution (bags etc.)

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

-More dedicated translators on campus (possibly staff incentivized with a stipend)

-More staff members involved with community outside of the normal school day

-Some after school clubs and programs need more staff volunteers

-Continue Fine Arts and after school clubs such as GOAL that contribute to community involvement

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

- **SBEC website**
- **Staff lists from last 5 years**
- **Staff Attendance report**
- **PEIMS campus discipline data**
- **New Faculty and Staff Survey**
- **Staff Professional Development Survey**

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...

- Highly qualified teachers
- Teacher of the month / paraprofessional of the month
- Teacher accountability
- Teaming / professional development / horizontal and vertical planning
- Committing to using CHAMPS, Vikings GROW and Restorative Practices
- Targeted training implemented for TELPAS
- Reading & Math intervention classes
- ESL sheltered math intervention
- ESL sheltered social studies, ELAR, & science
- Dual Language program
- Fine Arts and CTE
- SMS Families

Needs...

- Create a plan to address decrease in staff attendance since it's at it's lowest in 5 years.
- Restructuring district professional development to not pull so many people off campus at once
- Continue training for all staff on working with LEP students
- Continue to close gaps in learning
- Continue support for DL/ESL staff
- Continue training in Restorative Practices, CHAMPS, SEL for all faculty and staff
- New staff need a mentor person assigned to them
- Campus-Wide buy-in for Social Emotional Learning, Restorative Practices, CHAMPS
- Full implementation of Social Emotional Learning Team / CHAMPS Team

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- **Continue to refine and structure instruction based on data from standardized testing, district benchmarks, common assessments, and STAAR data**
- **Continue Restorative Practices, CHAMPS, and Social Emotional Learning in all grades,**
- **Decrease number of ISS and OSS placements.**
- **Continue efforts to build a school culture that reflects a sense of community by developing activities that will provide opportunities for faculty and staff to interact and grow a strong sense of community**
- **Improve classroom and school-wide discipline procedures (Restorative Practices, CHAMPS, SEL)**
- **Continue with T-TESS and walkthroughs to provide teachers with feedback**
- **Continue SMS Families**
- **Continue to provide Restorative Practices and CHAMPS Coaching**
- **Assign mentor for new staff**
- **Continue to provide conferences, tutoring, and differentiated instruction to improve failing grades**
- **Continue to find ways to engage at risk students**

Demographics

Demographics Summary

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

eSchool, Eduphoria, and a teacher survey via Google Forms

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...

- A very diverse and resilient student population with a high number of students who are LEP, SPED, Economically Disadvantaged and at-risk.

This diversity creates unique learning opportunities and valuable real world training.

- An experienced staff where 83% of the faculty has worked at least 5 years in education.

- An increase in the number of teachers who are ESL certified.

Needs...

- Continue to meet the needs of a diverse student population and an increasing Hispanic Majority.

- Continue teacher summer readings regarding multicultural and economically disadvantaged populations.

- Correctly identify special group populations among ethnic groups.

- Address the discrepancy between teacher ethnicities and student ethnicities and how it affects students and parents.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- **Continue to find ways to meet the needs of a diverse student population with an increasing number of economically disadvantaged students.**
- **Be prepared for a potential spike in economically disadvantaged students and an increase in mobility due to Covid-19. Find ways to provide help to those students and families through our food pantry, connections to local organizations that provide aid, and support from Communities in Schools.**
- **During hiring, continue to search for candidates who could increase the diversity in our staff demographics to better align with our student demographics.**

Student Learning

Student Learning Summary

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

- **Campus Practice STAAR results**
- **Bright Bytes data**
- **Teacher Survey**
- **Student Survey**
- **2018-19 TEA School Report Card**

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...

- Instructional technology to enhance curriculum, instruction, and assessment
- Use of Aware program to analyze data and adjust instruction
- Strong focus on standards-based grading
- Horizontal planning in all core subjects
- Identifying & intervening with students who need remediation
- Use of learning targets to focus instruction
- Growth Mindset philosophy promoted throughout campus
- “Flex tutoring” offers tutoring/reassessment in the school day
- Staff book studies, professional development, and PLCs focusing on best-practice strategies and engaging qualities
- Sheltered classes for ELLs; extensive co-teach classes
- Increased support for LEP students through TELPAS tutoring
- School report card Distinction in ELAR
- ELAR Practice STAAR scores (7th writing & 8th reading) were similar to last year’s despite new TEKS and new curriculum

Needs...

- Provide more access to Look 2 Learning walk data and discuss goals as a campus
- Continue evolving vertical alignment in science due to 8th graders being tested on 6th & 7th grade standards
- More focus on vertical planning in all subject areas (Half of teachers surveyed say they never do this.)
- Increased cross-curricular activities so that students make connections between subjects and apply learning to their own lives (Half of teachers surveyed say they never do this.)
- Remediation for students who have gaps in subjects outside of ELAR and math
- Close achievement gaps for student subpopulations (scored a 70 on “Closing the Gaps” on 18-19 TEA school report card)
- Increase focus on vertical alignment for 2020-21 school year to address gaps from school closure
- Address equity & access for student sub-pops during school closures-- technology, books, etc

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

In our back-to-school PD, faculty meetings, and campus inservice days, we will need increased focus on Look 2 Learning data, closing gaps in student sub-pops, and cross-curricular planning. We will also need to provide more time and resources for vertical planning to address gaps due to the school shutdown. Particular attention should be paid to how current and future shutdowns affect our low SES, Sped, and LEP students to provide equity and access to technology, books, and other resources. Increased support for science and social studies (through additional tutoring, Saturday activities, etc.) is also needed to address complexity of TEKS and scope & sequence challenges.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

BrightBytes Clarity Survey

Campus Inventory

Campus Checkout Schedule

Eduphoria Workshop

DLS Calendar

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...

- Access
 - devices, software/apps, and connectivity
- Classroom
 - Assessment
- Foundational Skills
 - Students & Teachers
- Leadership
- Technical support
- Beliefs
- Foundational skills of students and teachers
- Budget

Needs...

- Professional Learning Opportunities/Planning opportunities/Training
- Digital Citizenship Support
- Teacher & Student use of the 4C's - Creating, Collaborating, Critical Thinking, & Communication
- Classroom Management Ideas for Technology Use
- Devices to replace the EOL Chromebook Devices and size of carts
- Devices to replace EOL iPads.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Strickland Middle School has strong foundational technology skills, a strong belief in the benefits of using technology in the classroom, excellent access to a variety of technology tools and devices, and the support needed to implement these tools and resources. We need continued professional learning and planning opportunities for technology integration in the classroom, instruction in using technology to address the 4C's in our classrooms, and support implementing Digital Citizenship instruction in the classroom. Teachers request additional support and training in the areas of critical thinking, multimedia, and classroom management with technology. The campus will need to purchase additional Chromebooks, iPads, and carts to meet the classroom demand and to replace the devices that are at End of Life.

School Processes & Programs

School Processes & Programs Summary

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Answers to a survey given to all staff members- 50 responses

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...

- Their teachers felt that more PreAP / Honors students were ready for next year’s PreAP or Honors Classes.
- Most staff members want to connect and reach out to others.
- As a staff, we are very connected.
- Teachers have students reassess at a variety of times to meet the students’ needs.

Needs...

- There are members of our staff who do not feel as connected as they would like.
- Teachers continue to have difficulty getting the students they need during flex tutoring.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

- Some team members don’t feel as connected as they would like. We think this will continue to improve as staff members get to know their fellow co-workers as they are invited to participate in activities outside of the workday, as well as regular interactions inside the workday, such as duties and team meetings.**
- Continue SEL, Social Emotional Learning, with adults, as well as students and parents.**
- Teachers continue to have difficulty getting certain students for flex. We feel that establishing a shared system to claim the high needs kids would be beneficial. There would not need to be funds allocated to this issue, it would be something that can be set up during team meetings.**

Perceptions

Perceptions Summary

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

student growth mindset survey, student climate & culture survey, staff perceptions survey

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...

- 97% of our students feel they can succeed if they work hard. (90% last year)
- 95% of our students feel tutoring helps. (90% last year)
- Most students believe they can learn.
- 84% of students feel safe in the locker room. (86% last year)
- 91% of students feel they have a best friend at school. (90% last year)
- 80% of the students feel like teachers treat them with respect. (88% last year)
- 94% of the staff feels safe at school.
- 88% of the staff feel like they have someone to go to for help (grades, curriculum, etc.)

Needs...

- About 33% of our students feel they are bullied in the hallways.(25% last year)
- Almost 30% of our students do not feel safe from physical violence in the hallways. (Same as last year)
- 55.8% of our students do not attend before or after school tutoring. (60% last year)
- Almost 45% of our students feel the school is unclean. (35% last year)
- 30% of our students are not involved in a club or team.(28% last year)
- 23% of our staff feel like their opinion doesn't matter at department meetings (21% in team meetings)
- 19% of our staff doesn't feel like they belong at Strickland.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue flex-tutoring to address tutoring needs, continue to offer clubs and other extracurriculars for student involvement, continue Viva la Vikings for staff, continue restorative practices to build relationships and help with respect, continue “family time” to build positive connections

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- Equity data
- TTESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student.








Evaluation Data Sources: Benchmarks, IXL and Achieve 3000, common assessments, NWEA MAP data, State Assessments

Summative Evaluation: None

<p>Strategy 1: Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning and PLCs), so that they are able to ensure that all student groups are achieving.</p> <p>Strategy's Expected Result/Impact: Data from common assessments, benchmarks, MAP, and STAAR data</p> <p>Staff Responsible for Monitoring: Principals, Department Heads, teachers</p> <p>Funding Sources: Professional Development - State Compensatory Education (SCE) - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Utilize common assessments, benchmark testing (IXL for math and Achieve 3000 for reading), and Aware in all core subject areas, with a PLC focus on eliminating learning gaps.</p> <p>Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth)</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Integrate technology to enhance instruction, so that at-risk students have access to online resources and opportunities for online collaboration.</p> <p>Strategy's Expected Result/Impact: L2L engagement data, CNA survey data, Student achievement data</p> <p>Staff Responsible for Monitoring: Principals, librarians, DLS, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Chromebooks and Chromebook cabinets - State Compensatory Education (SCE) - \$46,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: Utilize web-based learning tools (including IXL, Rosetta Stone, Achieve 3000, library online databases, and STEMscopes) especially with ELL students and students in double-blocked co-teach math and reading.</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Web-based learning tools - State Compensatory Education (SCE) - \$14,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Provide related professional development, support, and coaching to ensure all teachers are using Best Practices, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, and engaging qualities to reach all learners, especially those at-risk. (This is on hold unless PD days are added to the calendar-typically time is devoted to this each fall, however, all PD prior to starting this year was devoted to CANVAS and SEL strategies).</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas (if possible in the spring).</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Principals/teachers</p> <p>Funding Sources: Tutors - State Compensatory Education (SCE) - \$5,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Schedule reading interventions classes for students at-risk in reading (appropriate to needs, for example: ESL reading intervention, Dyslexia therapy, or reading intervention).</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p> <p>Funding Sources: Jessica Baker - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Build library collection with multi-level/high interest material (fiction and nonfiction) and eBooks with selection based on need of students in reading intervention classes as well as ELL students in sheltered instruction.</p> <p>Strategy's Expected Result/Impact: Library usage report</p> <p>Staff Responsible for Monitoring: Principals, librarians, teachers</p> <p>Funding Sources: Library books - State Compensatory Education (SCE) - \$15,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Schedule double-block co-teach math and/or sheltered Math intervention for all students not mastering grade level math TEKS.</p> <p>Strategy's Expected Result/Impact: Student growth as evident by benchmark and common assessment data</p> <p>Staff Responsible for Monitoring: Principal, counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 10: Staff book study</p> <p>Strategy's Expected Result/Impact: Presentation of information at staff meetings</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Funding Sources: Books - State Compensatory Education (SCE) - \$4,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 11: Continue to implement Book Whisper strategies in all ELAR classes as well as school wide with staff. Challenge all to read 40 books. Strategy's Expected Result/Impact: Library usage reports, Lexile levels Staff Responsible for Monitoring: Principals, Reading teachers, librarian Funding Sources: classroom library books - At-Risk (SCE) - \$4,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 12: Use Motivation Math and IXL in double-block co-teach math. Strategy's Expected Result/Impact: Common assessments and benchmark data Staff Responsible for Monitoring: Math teachers Funding Sources: Online learning tools - State Compensatory Education (SCE) - \$5,500	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 13: Use Writer's Resources folders schoolwide to standardize expectations for writing across the curriculum (this is on hold during Covid protocols). Strategy's Expected Result/Impact: Student writing Staff Responsible for Monitoring: ELAR Department head, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 14: Collaborative guidance lessons with 8th grade focusing on motivation to achieve, SSI, goal-setting, planning and transition. Strategy's Expected Result/Impact: STAAR results, Enrollment in pre-AP, Honor roll, failure reports, and grade distributions Staff Responsible for Monitoring: Principal, counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 15: Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources and platforms texts in history, SIOP strategies and language objectives. Strategy's Expected Result/Impact: Student growth as evidence by multiple sources of achievement data Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 16: Implement Co-teach in all core content at 8th grade. Implement Co-teach or inclusion in all core content at 6th and 7th grade. Strategy's Expected Result/Impact: Student growth as evidenced by multiple sources of achievement Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 17: Share 8th grade MAP and pre-test data with HS teams to facilitate appropriate transition for at-risk 9th graders. Strategy's Expected Result/Impact: Appropriate scheduling of students Staff Responsible for Monitoring: Principal, Counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 18: Implement flex tutoring to improve student mastery of essential content and reduce failure rates campus-wide at all grade levels (unable to implement in Fall '20 due to Covid - hoping to be able to implement in Spring '21). Strategy's Expected Result/Impact: Student growth as evident in student achievement data Staff Responsible for Monitoring: Principal, APs, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 19: Work with feeder LPAC committee chairs to set high expectations and to facilitate appropriate transitions for our ELLs. Strategy's Expected Result/Impact: Appropriate transitioning planning and student growth Staff Responsible for Monitoring: Principal, LPAC chairs	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 20: Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Calkins Units of Study to increase student engagement, provide differentiated instruction and improve student achievement. Strategy's Expected Result/Impact: Student growth as evident by student achievement data Staff Responsible for Monitoring: Principal, ELAR teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 21: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students struggling in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  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 1: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in continuous improvement of school culture.

Evaluation Data Sources: Climate surveys, Discipline data, Student survey data, Attendance and parent feedback

Summative Evaluation: None

<p>Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post the marquee, complete all school messenger and all written parent communication in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parent attendance and feedback</p> <p>Staff Responsible for Monitoring: All SMS staff and PTSA</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Continue to implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make Vikings GROW a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys</p> <p>Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Schedule Denton PD presentations: Internet Safety for teens (for students and parents) [currently on hold - waiting for virtual presentations].</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys, Community service projects</p> <p>Staff Responsible for Monitoring: Counselors, CIS</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Implement Safety Net Program: Positive Action Program for at-risk students [Groups are on hold, but virtual resources are being developed].</p> <p>Strategy's Expected Result/Impact: Student</p> <p>Staff Responsible for Monitoring: Counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 5: WEB (Where Everybody Belongs) 6th grade transition program. Strategy's Expected Result/Impact: Climate Surveys, Discipline Data Staff Responsible for Monitoring: WEB sponsors, principals Funding Sources: - State Compensatory Education (SCE) - \$2,240	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter and Instagram and provide opportunities for parent to sign up. Strategy's Expected Result/Impact: Honor roll and failure reports Staff Responsible for Monitoring: Principals, teachers, counselors, ITS	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Path to Scholarship program. Strategy's Expected Result/Impact: Discipline, grade, and assessment data Course Enrollment data Staff Responsible for Monitoring: PTS	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: "Generation Texas" college week as well as ongoing emphasis on higher education and college readiness (12/7-12/11). Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data Staff Responsible for Monitoring: Principals, counselors, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 9: Promote use of "Safe Schools Bullying Reporting". Strategy's Expected Result/Impact: Survey Staff Responsible for Monitoring: Counselors, principal, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolutions, growth mindset, career/college exploration and communication skills. Strategy's Expected Result/Impact: Referrals Staff Responsible for Monitoring: Counselors, principal	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 11: Implement "Family @ SMS": all students and staff are part of a family that meets on Monday. They support and advocate for each other. This promotes a sense of belonging. (Not possible in Fall '20, hoping to implement in Spring '21) Strategy's Expected Result/Impact: Improved student survey results regarding a sense of belonging Staff Responsible for Monitoring: ACE lead, counselors, principals	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 12: Use adventure based group counseling with at-risk students to increase positive interactions and engagement and to reduce discipline referrals. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Counselors, teachers, principals	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 13: Implement Gallup Strengths program in 6th, 7th, and 8th grade Naviance. Strategy's Expected Result/Impact: Improvement in grades, behavior, and positive leadership skills Staff Responsible for Monitoring: Principals, Strengths coach, health teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 14: GOAL (on hold until spring '21). Strategy's Expected Result/Impact: Behavior and positive leadership skills Staff Responsible for Monitoring: GOAL Coaches	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 15: Implementation of the following clubs: Garden, Jazz and Pop Choir, Fiddle Club, Yearbook, Newsletter Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades and leadership skills Staff Responsible for Monitoring: Teacher sponsors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 16: Kindness Club: Multicultural Club to unite students of all different cultures and to spread acceptance and kindness amongst the Viking Community (currently on hold during Covid protocols). Strategy's Expected Result/Impact: Community service projects Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Strickland Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Baker	Reading Intervention		

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	classroom library books		\$4,000.00
Sub-Total					\$4,000.00
State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$3,000.00
1	1	3	Chromebooks and Chromebook cabinets		\$46,000.00
1	1	4	Web-based learning tools		\$14,500.00
1	1	6	Tutors		\$5,000.00
1	1	7	Jessica Baker		\$0.00
1	1	8	Library books		\$15,000.00
1	1	10	Books		\$4,000.00
1	1	12	Online learning tools		\$5,500.00
2	1	5			\$2,240.00
Sub-Total					\$95,240.00
Grand Total					\$99,240.00

Addendums



Texas English Language Proficiency Assessment System

Summary Report

All Students

District: 061-901 DENTON ISD
 Campus: 044 STRICKLAND M.S.

Report Date: JULY 2020
 Date of Testing: SPRING 2020

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing				
	Number		Percent			Number		Percent			Number		Percent			Number		Percent		
	Count	%	Count	%		Count	%	Count	%		Count	%	Count	%		Count	%			
All Students	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
Male	33	40	33	40		33	40	33	40		33	40	33	40		33	40	33	40	
Female	49	60	49	60		49	60	49	60		49	60	49	60		49	60	49	60	
No Information Provided	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Hispanic/Latino	77	94	77	94		77	94	77	94		77	94	77	94		77	94	77	94	
Am. Indian or Alaska Native	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Asian	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Black or African American	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Native Hawaiian/Pacific Islander	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
White	5	6	5	6		5	6	5	6		5	6	5	6		5	6	5	6	
Two or More Races	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
No Information Provided	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Economically Disadvantaged	75	91	75	91		75	91	75	91		75	91	75	91		75	91	75	91	
<i>Yes</i>	75	91	75	91		75	91	75	91		75	91	75	91		75	91	75	91	
<i>No</i>	7	9	7	9		7	9	7	9		7	9	7	9		7	9	7	9	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Title I, Part A	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Participants</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Nonparticipants</i>	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Migrant	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Yes</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>No</i>	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Limited English Proficient	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>Current LEP</i>	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>Non-LEP (Monitored 1st Year)</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Non-LEP (Monitored 2nd Year)</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Non-LEP (Monitored 3rd Year)</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Non-LEP (Monitored 4th Year)</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Other Non-LEP</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Bilingual	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Participants</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Nonparticipants</i>	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
ESL	69	84	69	84		69	84	69	84		69	84	69	84		69	84	69	84	
<i>Participants</i>	69	84	69	84		69	84	69	84		69	84	69	84		69	84	69	84	
<i>Nonparticipants</i>	13	16	13	16		13	16	13	16		13	16	13	16		13	16	13	16	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Special Education	6	7	6	7		6	7	6	7		6	7	6	7		6	7	6	7	
<i>Yes</i>	6	7	6	7		6	7	6	7		6	7	6	7		6	7	6	7	
<i>No</i>	76	93	76	93		76	93	76	93		76	93	76	93		76	93	76	93	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Gifted/Talented	12	15	12	15		12	15	12	15		12	15	12	15		12	15	12	15	
<i>Participants</i>	12	15	12	15		12	15	12	15		12	15	12	15		12	15	12	15	
<i>Nonparticipants</i>	70	85	70	85		70	85	70	85		70	85	70	85		70	85	70	85	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
At-Risk	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>Yes</i>	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>No</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Career/Technical Education	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>Participants</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
<i>Nonparticipants</i>	82	100	82	100		82	100	82	100		82	100	82	100		82	100	82	100	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Years in U.S. Schools	2	2	2	2		2	2	2	2		2	2	2	2		2	2	2	2	
<i>One</i>	2	2	2	2		2	2	2	2		2	2	2	2		2	2	2	2	
<i>Two</i>	1	1	1	1		1	1	1	1		1	1	1	1		1	1	1	1	
<i>Three</i>	1	1	1	1		1	1	1	1		1	1	1	1		1	1	1	1	
<i>Four</i>	4	5	4	5		4	5	4	5		4	5	4	5		4	5	4	5	
<i>Five</i>	1	1	1	1		1	1	1	1		1	1	1	1		1	1	1	1	
<i>Six or More</i>	73	89	73	89		73	89	73	89		73	89	73	89		73	89	73	89	
<i>No Information Provided</i>	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	



Texas English Language Proficiency Assessment System

Summary Report

All Students

District: 061-901 DENTON ISD
 Campus: 044 STRICKLAND M.S.

Report Date: JULY 2020
 Date of Testing: SPRING 2020

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating									
	Number of Students Receiving a Composite Rating					Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level		
	Number of Students Not Receiving a Composite Rating							#	%	#	%	#	%	#	%	
	Total Documents Submitted					82	100									
#	Std	BEG	INT	ADV	ADV H		#	%	#	%	#	%	#	%		
All Students	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43	
Male	33	3	15	67	15	2.9	32	14	44	0	0	0	0	14	44	
Female	49	0	14	51	35	3.2	49	20	41	1	2	0	0	21	43	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Hispanic/Latino	77	1	16	57	26	3.1	76	30	39	1	1	0	0	31	41	
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Black or African American	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
White	5	0	0	60	40	3.2	5	4	80	0	0	0	0	4	80	
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	75	0	16	57	27	3.1	74	29	39	1	1	0	0	30	41
	No	7	14	0	57	29	3.0	7	5	71	0	0	0	0	5	71
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
Limited English Proficient	Current LEP	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
ESL	Participants	69	1	14	61	23	3.0	68	28	41	1	1	0	0	29	43
	Nonparticipants	13	0	15	38	46	3.4	13	6	46	0	0	0	0	6	46
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
Special Education	Yes	6	0	17	83	0	2.7	6	3	50	0	0	0	0	3	50
	No	76	1	14	55	29	3.1	75	31	41	1	1	0	0	32	43
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
Gifted/Talented	Participants	12	0	17	42	42	3.4	12	5	42	0	0	0	0	5	42
	Nonparticipants	70	1	14	60	24	3.1	69	29	42	1	1	0	0	30	43
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
At-Risk	Yes	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43
	No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
Career/Technical Education	Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
	Nonparticipants	82	1	15	57	27	3.1	81	34	42	1	1	0	0	35	43
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	
Years in U.S. Schools	One	2	---	---	---	---	---	1	---	---	---	---	---	---	---	
	Two	1	---	---	---	---	---	1	---	---	---	---	---	---	---	
	Three	1	---	---	---	---	---	1	---	---	---	---	---	---	---	
	Four	4	---	---	---	---	---	4	---	---	---	---	---	---	---	
	Five	1	---	---	---	---	---	1	---	---	---	---	---	---	---	
	Six or More	73	0	14	58	29	3.2	73	31	42	1	1	0	0	32	44
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	



Texas English Language Proficiency Assessment System

Summary Report

All Students

District: 061-901 DENTON ISD
 Campus: 044 STRICKLAND M.S.

Report Date: JULY 2020
 Date of Testing: SPRING 2020

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating									
	Number of Students Receiving a Composite Rating		Number		Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level			
			95	100												
	Number of Students Not Receiving a Composite Rating		0	0												
Total Documents Submitted		95	100													
	# Std	BEG	INT	ADV	ADV H		#	%	#	%	#	%	#	%		
All Students	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44	
Male	54	4	20	50	26	3.1	53	21	40	0	0	0	0	21	40	
Female	41	0	15	54	32	3.2	41	19	46	1	2	0	0	20	49	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Hispanic/Latino	91	2	19	51	29	3.1	90	36	40	1	1	0	0	37	41	
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Black or African American	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
White	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	89	2	18	53	27	3.1	88	36	41	1	1	0	0	37	42
	No	6	0	17	33	50	3.2	6	4	67	0	0	0	0	4	67
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Limited English Proficient	Current LEP	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
ESL	Participants	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44
	Nonparticipants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Special Education	Yes	13	0	54	38	8	2.6	13	6	46	0	0	0	0	6	46
	No	82	2	12	54	32	3.2	81	34	42	1	1	0	0	35	43
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	9	0	0	33	67	3.7	9	6	67	0	0	0	0	6	67
	Nonparticipants	86	2	20	53	24	3.1	85	34	40	1	1	0	0	35	41
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
At-Risk	Yes	95	2	18	52	28	3.1	94	40	43	1	1	0	0	41	44
	No	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Career/Technical Education	Participants	17	0	18	41	41	3.2	17	10	59	0	0	0	0	10	59
	Nonparticipants	78	3	18	54	26	3.1	77	30	39	1	1	0	0	31	40
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Years in U.S. Schools	One	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Two	3	---	---	---	---	3	---	---	---	---	---	---	---	---	
	Three	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Four	1	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Five	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Six or More	91	1	15	54	30	3.2	90	38	42	1	1	0	0	39	43
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	



Texas English Language Proficiency Assessment System

Summary Report

All Students

District: 061-901 DENTON ISD
 Campus: 044 STRICKLAND M.S.

Report Date: JULY 2020
 Date of Testing: SPRING 2020

Proficiency Levels
BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	Listening					Speaking					Reading					Writing					
	Number		Percent		Number		Percent		Number		Percent		Number		Percent						
	Number of Students Rated	85	100	Number of Students Rated	85	100	Number of Students Rated	85	100	Number of Students Rated	85	100	Number of Students Rated	85	100						
Students Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Not Rated: EC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Not Rated: ARD Decision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Other Students Not Rated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Documents Submitted:	85	100	85	100	85	100	85	100	85	100	85	100	85	100	85	100	85	100			
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	
All Students	85	1	6	18	75	85	11	45	36	8	85	1	32	46	21	85	1	21	31	47	
Male	38	0	13	18	68	38	13	50	26	11	38	3	42	45	11	38	0	37	34	29	
Female	47	2	0	17	81	47	9	40	45	6	47	0	23	47	30	47	2	9	28	62	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Hispanic/Latino	77	1	6	17	75	77	12	45	35	8	77	1	30	47	22	77	1	22	29	48	
Am. Indian or Alaska Native	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	
Asian	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	
Black or African American	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
White	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Economically Disadvantaged	Yes	73	1	7	19	73	73	10	45	38	7	73	1	32	45	22	73	1	22	33	44
	No	12	0	0	8	92	12	17	42	25	17	12	0	33	50	17	12	0	17	17	67
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	85	1	6	18	75	85	11	45	36	8	85	1	32	46	21	85	1	21	31	47
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant	Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No	85	1	6	18	75	85	11	45	36	8	85	1	32	46	21	85	1	21	31	47
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient	Current LEP	85	1	6	18	75	85	11	45	36	8	85	1	32	46	21	85	1	21	31	47
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	85	1	6	18	75	85	11	45	36	8	85	1	32	46	21	85	1	21	31	47
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL	Participants	55	2	7	16	75	55	11	44	38	7	55	2	31	49	18	55	2	9	38	51
	Nonparticipants	30	0	3	20	77	30	10	47	33	10	30	0	33	40	27	30	0	43	17	40
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education	Yes	11	0	18	36	45	11	18	45	36	0	11	9	55	36	0	11	0	64	27	9
	No	74	1	4	15	80	74	9	45	36	9	74	0	28	47	24	74	1	15	31	53
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented	Participants	6	0	0	0	100	6	0	17	67	17	6	0	17	17	67	6	0	0	17	83
	Nonparticipants	79	1	6	19	73	79	11	47	34	8	79	1	33	48	18	79	1	23	32	44
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk	Yes	85	1	6	18	75	85	11	45	36	8	85	1	32	46	21	85	1	21	31	47
	No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Career/Technical Education	Participants	34	0	3	18	79	34	12	44	38	6	34	0	18	62	21	34	0	15	29	56
	Nonparticipants	51	2	8	18	73	51	10	45	35	10	51	2	41	35	22	51	2	25	31	41
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools	One	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	Two	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---	3	---	---	---	---
	Three	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	Four	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
	Five	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
	Six or More	74	0	4	16	80	74	9	42	39	9	74	1	27	47	24	74	0	20	30	50
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---



Texas English Language Proficiency Assessment System

Summary Report

All Students

District: 061-901 DENTON ISD
 Campus: 044 STRICKLAND M.S.

Report Date: JULY 2020
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Proficiency Levels
BEG = Beginning
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	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating									
	Number of Students Receiving a Composite Rating		Number		Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level			
			85	100												
	Number of Students Not Receiving a Composite Rating		Percent		Total Documents Submitted											
0			0													
# Std	BEG	INT	ADV	ADV H	#	%	#	%	#	%	#	%				
All Students	85	1	21	49	28	3.1	80	32	40	2	3	0	0	34	43	
Male	38	0	32	53	16	2.9	36	9	25	0	0	0	0	9	25	
Female	47	2	13	47	38	3.2	44	23	52	2	5	0	0	25	57	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Hispanic/Latino	77	1	22	49	27	3.1	72	27	38	2	3	0	0	29	40	
Am. Indian or Alaska Native	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---	
Asian	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	
Black or African American	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
White	4	---	---	---	---	---	4	---	---	---	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	73	1	21	49	29	3.1	68	27	40	2	3	0	0	29	43
	No	12	0	25	50	25	3.2	12	5	42	0	0	0	0	5	42
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	85	1	21	49	28	3.1	80	32	40	2	3	0	0	34	43
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No	85	1	21	49	28	3.1	80	32	40	2	3	0	0	34	43
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Limited English Proficient	Current LEP	85	1	21	49	28	3.1	80	32	40	2	3	0	0	34	43
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	85	1	21	49	28	3.1	80	32	40	2	3	0	0	34	43
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
ESL	Participants	55	2	15	58	25	3.1	50	20	40	2	4	0	0	22	44
	Nonparticipants	30	0	33	33	33	3.0	30	12	40	0	0	0	0	12	40
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Special Education	Yes	11	0	45	45	9	2.6	11	3	27	0	0	0	0	3	27
	No	74	1	18	50	31	3.2	69	29	42	2	3	0	0	31	45
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	6	0	0	33	67	3.6	6	5	83	0	0	0	0	5	83
	Nonparticipants	79	1	23	51	25	3.0	74	27	36	2	3	0	0	29	39
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
At-Risk	Yes	85	1	21	49	28	3.1	80	32	40	2	3	0	0	34	43
	No	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Career/Technical Education	Participants	34	0	18	56	26	3.2	33	13	39	1	3	0	0	14	42
	Nonparticipants	51	2	24	45	29	3.0	47	19	40	1	2	0	0	20	43
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Years in U.S. Schools	One	1	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Two	3	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Three	1	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Four	2	---	---	---	---	2	---	---	---	---	---	---	---	---	
	Five	4	---	---	---	---	3	---	---	---	---	---	---	---	---	
	Six or More	74	0	20	49	31	3.2	72	28	39	2	3	0	0	30	42
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	

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

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

		Region	African		American					Two or	Special	Special	Continu-	Non-		EL	
	State	11	District	American	Hispanic	White	Indian	Asian	Pacific	More	Ed	Ed	ously	Continu-	Econ	(Current	
									Islander	Races	(Current)	(Former)	Enrolled	ously	Disadv	& Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or 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 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 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 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 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 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%

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District Name: DENTON ISD
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		Region		African		American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL			
		State	11	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Disadv	(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^A																		
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%	

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Grade 7 Writing		18%	17%	23%	12%	14%	29%	27%	66%	*	20%	8%	16%	24%	18%	12%	13%
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%

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

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

		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%

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

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)
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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	*	*	-	-	-	-	-	-	-	*	-

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

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

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

(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
Mathematics	2018	38%	39%	45%	48%	-	-	50%	48%	38%	43%	37%	*	41%	41%
	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%

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

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%

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)
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%

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

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%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District College, Career, and Military Readiness (CCMR)

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	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%

TEXAS EDUCATION AGENCY
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)
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 EDUCATION AGENCY
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 Science	51.3%	51.0%	54.1%	53.3%	31.0%	57.4%	-	69.2%	-	*	n/a	22.0%	n/a
2018 Science	38.0%	37.8%	38.3%	28.6%	21.5%	41.2%	*	56.3%	-	60.0%	n/a	21.9%	n/a
2017 Social Studies	38.3%	38.8%	36.4%	8.3%	22.4%	39.6%	*	55.6%	-	37.5%	n/a	22.7%	n/a
2018 Social Studies	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 Social Studies	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													
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													
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													
2017-18	1036	1067	1104	1018	1044	1140	*	1202	-	1163	n/a	1017	n/a
English Language Arts and Writing													
2017-18	521	538	559	518	527	579	*	592	-	605	n/a	514	n/a
Mathematics													
2017-18	515	529	545	501	517	561	*	609	-	557	n/a	503	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
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													
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													
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													
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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

	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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
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%

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

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

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:		
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

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

TEXAS EDUCATION AGENCY
 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](#)

Denton Independent School District
Wilson Elementary
2020-2021 Campus Improvement Plan

Mission Statement

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Vision

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

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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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	21
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	24
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	27
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	29
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Comprehensive Needs Assessment

Revised/Approved: May 12, 2020

Demographics

Demographics Summary

Woodrow Wilson Elementary is a Title 1 neighborhood school located inside the city of Denton. We have one regular education bus and two special education buses that serve our students. The remainder of our students either walk, are car riders, or ride day care buses. Our campus is a dual language two-way campus for one cohort of students in each grade level. The majority of our ELLs are served in the bilingual classrooms. We have two Adaptive and Functional Skills classrooms that serve special education students across the district. Our teachers are veteran teachers with a high campus teacher retention level with the majority of our teachers having over 10 years of experience. Our parents and school community are actively involved with our campus.

Enrollment by Race/Ethnicity

African American	9.80%
Hispanic	27.5%
White	60.3%
American Indian	0.8%
Asian	1.5%
Pacific Islander	0.20%
Two or More Races	0.0%

Enrollment by Student Group

Economically Disadvantaged	41.60%
English Learners	14.00%
Special Education	12.20%
Mobility Rate (2017-18)	12.70%

Demographics Strengths

The campus staff has several members that have 20+ years of teaching experience with the majority having more than 10 years with a high staff retention rate. The campus leadership teams makes decisions that are based on data which leads to staff development that focuses on the campus needs. The administration actively recruits highly qualified teachers and attends recruitment events. New teachers are supported through a robust mentor program.

The campus supports student learning through staff development and instructional coaches and interventionist. Our campus has a Math, Literacy, and Bilingual/ESL instructional coach/interventionist as well as dyslexia, reading recovery to support struggling learners. Our gifted and talented teachers provide learning opportunities for students to help build background knowledge and provide equity.

The campus leadership team uses data to determine the best use of the Title 1 funds that support the students through supplemental learning opportunities, resources, and real world learning experiences through field trips.

Supplemental resources are provided for all students to support learning in Math, Reading, Writing, Science, and Social Studies. Through the campus Multi-Tiered System of Supports team decisions are made to provide the appropriate intervention and resources for student learning and behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.

Problem Statement 2 (Prioritized): Special Education Students need strong support in all content areas identified in IEP. **Root Cause:** Special Education Teachers need more training in content specific areas.

Problem Statement 3 (Prioritized): Additional intervention time needs to be provided to students in Kinder-2nd Grade. **Root Cause:** The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.

Problem Statement 4: Bilingual Special Education students do not always understand their special education teacher. **Root Cause:** Inclusion teachers and paraprofessionals are not bilingual.

Problem Statement 5 (Prioritized): New to Wilson families do not always connect with established families. **Root Cause:** Opportunities need to be provided for all families to connect and be part of the community.

Problem Statement 6 (Prioritized): Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Student Learning

Student Learning Summary

State Data from 2018-2019 is being used due to COVID-19. For 2018-2019 Woodrow Wilson Elementary earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

Accountability Rating Domain	Percentage
Overall	85 (B)
Student Achievement	88 (B)
School Progress	82 (B)
Closing the Gaps	79 (C)

Our campus received TEA Distinction Designations in the areas of ELA/Reading, Science, and Postsecondary Readiness.

We use a robust Multi Tiered Systematic System of supports to review every student. All students not performing on grade level receive supplemental support either in the classroom for Math, Reading, and Bilingual literacy. We review student progress and adjust instruction as needed based on data. Programs such as Reading Counts and Study Island are used and need to be available quickly for student access as soon as they start school. To help support student learning, teachers work collaboratively through their Professional Learning Community. Time is provided for them to work together and serve small groups of students by using substitutes to cover their classrooms. Saturday school is also provided as an additional time for student learning.

Data gathered throughout the 2019-2020 school year shows our campus continues have high academic expectaitons. Middle of the year Data was used due to COVID-19, Based on this data, we were on track to perform at or above where we performed the previous year.

Overall math results by grade for Middle of the Year.

	Kindergarten KR BOY/MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
Wilson	94	02/10/20	84.04%	13.83%	2.13%
	1st Grade KR MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
Wilson	104	02/07/20	73.08%	16.35%	10.58%
	ZONE_DISD_Math 2nd October-February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	70	02/24/20	87.14%	70%	42.86%

	Kindergarten KR BOY/MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
	ZONE_RHS_Math 3rd February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	97	02/28/20	74.23%	47.42%	28.87%
	ZONE_RHS_Math 4th February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	78	02/28/20	75.64%	51.28%	34.62%
	ZONE_RHS_Math 5th December 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	105	12/09/19	88.57%	57.14%	36.19%

Overall Reading Levels for Middle of the year.

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	79		0%	15.19%	84.81%
Wilson-MOY	82	1/13-1/31	10.98%	17.07%	71.95%
	Kinder Spanish 2019-2020				
Kinder Spanish	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	12		0%	16.67%	83.33%
Wilson-MOY	12	1/13-1/31	0%	41.67%	58.33%
	1st Grade English 2019-2020				
1st Grade English	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	88		8%	20.45%	71.59%
Wilson-MOY	89	1/13-1/31	10.11%	14.61%	75.28%
	1st Grade Spanish 2019-2020				
1st Grade Spanish	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	16		25%	0.00%	75.00%
Wilson-MOY	15	1/13-1/31	20%	0%	80%

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
2nd Grade English	2nd Grade English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	88		16%	3.41%	80.68%
Wilson-MOY	87	1/13-1/31	12.64%	6.90%	80.46%
2nd Grade Spanish	2nd Grade Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	20		30%	40.00%	30.00%
Wilson-MOY	20	1/13-1/31	30%	35%	35%
3rd Grade English	3 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	81		20%	16.00%	64.00%
Wilson-MOY	82	2nd nine week	(K or below) 18%	(L,M) 7%	(N-O) 74%
3rd Grade Spanish	3 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	15		6%	20.00%	73.00%
Wilson-MOY	15	2nd nine week	(K or below) 6%	(L,M) 27%	(N-O) 67%
4th Grade English	4 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	71		11%	10.00%	79.00%
Wilson-MOY	70	2nd nine week	(M or below) 6%	(N,O) 22%	(P,Q) 70%
4th Grade Spanish	4 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	13		31%	0.00%	69.00%
Wilson-MOY	13	2nd nine week	(M or below) 15%	(N,O) 7%	(P,Q) 77%

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
5th Grade English	5 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	90		12%	7.00%	73.00%
Wilson-MOY	91	2nd nine week	(O or below) 11%	(P,Q) 13%	(R,S) 76%
5th Grade Spanish	5 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	14		7%	28.00%	64.00%
Wilson-MOY	13	2nd nine week	(O or below) 15%	(P,Q) 7%	(R,S) 77%

Student Learning Strengths

Students have access to on-line learning platforms as soon as possible when school starts. The supplemental learning platforms are provided in English and Spanish to serve the needs of the majority of our students.

The MTSS committee provides input and makes recommendations for student supplemental support for academics and social/emotional learning. Through the teams recommendations, students may receive supplement support from the classroom teacher, counselor, specialist, reading interventionist, math interventionist, and/or bilingual interventionist. Teachers also may receive instructional support from the Math, Reading, or Bilingual literacy coach.

Campus funds are used based student learning needs. Tutors are provided to support small group instruction to allow for more supplemental learning for the students. The professional development matches the needs of the campus and student learning. Supplemental resources are provided for instruction and behavioral support. Additional learning opportunities are provided for students such as Saturday School for Bilingual and ESL students.

Student success is celebrated and promoted through assemblies and award programs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

Problem Statement 2 (Prioritized): Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.

Problem Statement 3 (Prioritized): Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.

Problem Statement 4 (Prioritized): Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 5 (Prioritized): Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade. **Root Cause:** The campus does not have a full time supplemental support teacher for grades Kinder-2nd.

School Processes & Programs

School Processes & Programs Summary

Our campus uses data gathered from a variety of resources such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources to determine student needs based on state standards. Teachers collaborate together during their Professional Learning Community time where they discuss what do we expect our students to learn, how will we know they are learning, how will we respond when they don't learn, and how will we respond when they learn it? Every student is discussed in our Multi-Tiered System of Supports. Their strengths and weaknesses that are based on data is reviewed. For struggling students, supplemental support is given and progress is reviewed as needed.

The campus leadership team collaborates to provide guidance on using funds and to review campus procedures. Funds are used to increase student learning support in areas of need based on data. The master schedule, developed in collaboration with the CLT, is designed to maximize instructional time and minimize classroom interruptions.

Woodrow Wilson Elementary has a high teacher retention rate. Consistently throughout the past 15 years, the majority of teachers that leave the campus is due to retirement and not school to school transfers. The majority of our staff has 10 or more years of teaching experience. The administrative staff recruits teachers by attending job fairs and advertising on the district recruitment website.

School Processes & Programs Strengths

The campus PLC and MTSS process is revised as needed to meet the needs of the students and teachers. Data that is used from assessments such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources is used to identify student strengths and weaknesses. This data is used to help create small groups for targeted intervention and provide direct services for qualified students. Supplemental services start early in the fall semester and continue throughout the school year.

Supplemental resources are provided for STEM (Science, Technology, Engineering, and Math) as well as Reading, Writing, Social Studies, and emotional/behavioral learning. Technology is used as a teaching tool with additional use of a 3-D printer and daily use of computer labs. Supplemental on-line learning opportunities are provided such as Reading Counts and Study Island. Professional Development opportunities are provided to meet the curriculum needs.

Our campus has a part-time technology instructional specialist that provides professional development for the teachers. Students gain additional learning through the STEAM club as well as having access to our Maker Space Classroom.

We have a veteran teaching staff with high retention rates. The administrative staff recruits highly qualified teachers by attending job fairs and advertising through the district recruitment website.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 2: New technology resources are available but students and teachers require more training. **Root Cause:** Technology resources are developed so quicker than staff development has been provided. Training is needed for teachers and students for relevant programs.

Problem Statement 3: Special education students are not performing the same as their peers. **Root Cause:** Special education teacher schedules need to be efficient and support the area of need at the appropriate time.

Problem Statement 4 (Prioritized): New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Perceptions Summary

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

Woodrow Wilson Elementary has an established culture of respect for the staff and students. Our climate is focused on student learning with high expectation for the staff and students.

Learning is communicated through report cards, student portfolios, student portfolio showcases, and evidence of work sent home. We have a strong partnership with our families and community.

Perceptions Strengths

Woodrow Wilson Elementary has a strong connection with the community and provides multiple events throughout the year to increase parental engagement and showcase student learning. Some of the programs include literacy nights, math and science night, dual language events, science fair, fine arts night, STEAM nights, and ballet folklorico. We have a plethora of volunteers for Chess Club, and STEAM club. Our PTA events such as book fairs, the fall festival, dances, and other events are highly attended.

Community volunteers and partners help support student learning, teacher support, and mentor students. Community wide events on campus include the family and friends

picnics. Teachers communicate through email, newsletters, phone calls, and parent conferences. Teachers are provided with substitutes during the spring semester so they can have conferences with their students' parents to discuss student progress. For school wide information, a newsletter is sent home to keep families involved.

Student success is celebrated in the classroom and school wide through announcement and assemblies. Student social and emotional needs are being met during social skills training, lunch bunch, and guidance lessons. 4th grade students take a strength assessment to identify their top three strengths.

Health and fitness is encouraged for students and staff. All are encouraged to participate in the mustang marathon and all the health and wellness checks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spanish speaking families are less involved than others. **Root Cause:** Not all events are in English and Spanish.

Problem Statement 2 (Prioritized): Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.

Problem Statement 3 (Prioritized): Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

Problem Statement 4 (Prioritized): Students need extracurricular activities to increase activity level and be more engaged learners. **Root Cause:** Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

Priority Problem Statements

Problem Statement 1: Students struggling with their social and emotional behavior.

Root Cause 1: Students are struggling more with mental health and need opportunities to connect with others on campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP.

Root Cause 2: Special Education Teachers need more training in content specific areas.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade.

Root Cause 3: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.

Problem Statement 3 Areas: Demographics

Problem Statement 4: New to Wilson families do not always connect with established families.

Root Cause 4: Opportunities need to be provided for all families to connect and be part of the community.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages.

Root Cause 5: Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special education students under perform their peers on State Assessments.

Root Cause 6: Special education teachers need content specific training and co-teaching strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers need to have adequate time to collaborate and plan engaging lessons.

Root Cause 7: The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students have several identified gaps that are below level in Math and Language Arts

Root Cause 8: Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade.

Root Cause 9: The campus does not have a full time supplemental support teacher for grades Kinder-2nd.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Families indicate that they would like the school to provide family support and training in regards to social media.

Root Cause 10: Social media safety is a concern our families and teachers have.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Social and emotional needs of our students has increased.

Root Cause 11: Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students have to share devices.

Root Cause 12: Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: New to the campus and new to teaching teachers need additional support.

Root Cause 13: Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Students need extracurricular activities to increase activity level and be more engaged learners.

Root Cause 14: Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Students lack background knowledge and real world experience to relate to new content.

Root Cause 15: Students have not experienced real world learning and need more opportunities.

Problem Statement 15 Areas: Demographics

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 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved Prekindergarten and Kindergarten assessment data

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- Highly qualified 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

- TTESS data
- 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
- Action research results

Goals

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: Improve academic performance of all students at the On Level/Meets and Above Level/Masters by 5% in reading and math from August 2020 to May 2021 when comparing beginning of the year data to end of the year data.

Evaluation Data Sources: K-2-ELI/SELI Text Level (DRA), ELI/SELI Overall, Istation Comprehension, Imagine Math, 3-5 Text Level (Full DRA, Full F & P, or Full IRI), Istation Comprehension, Common Assessments, Imagine Math, STAAR.

Summative Evaluation: None

<p>Strategy 1: Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a Literacy coach/interventionist and instructional aide.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Reading.</p> <p>Staff Responsible for Monitoring: Reading interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 4, 5</p> <p>Funding Sources: - Title I, Part A - \$23,000, - State Compensatory Education (SCE) - \$36,147</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a Math coach/interventionist and instructional aide.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Math.</p> <p>Staff Responsible for Monitoring: Math interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 4, 5</p> <p>Funding Sources: - Title I, Part A - \$36,147</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Targeted supplemental student support in Bilingual education will be provided to our bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a Bilingual Coach, interventionist, and resources.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in bilingual literacy education.</p> <p>Staff Responsible for Monitoring: Bilingual interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 4, 5</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: A coaching and collaboration model will be used to improve Universal, Supplemental, and individualized instruction. Supplemental time will be provided to allow teachers to collaborate.</p> <p>Strategy's Expected Result/Impact: Decrease in students receiving Supplemental and Individualized support.</p> <p>Staff Responsible for Monitoring: Campus interventionist, special education teachers, dyslexia teachers, reading recovery and DLL teachers.</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 4, 5 - School Processes & Programs 4 - Perceptions 3</p> <p>Funding Sources: - Title I, Part A - \$2,880</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and academic achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 6: Provide a variety of supplemental resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their reading level and language as well as literacy materials needed for success.</p> <p>Strategy's Expected Result/Impact: All students are provided several resources to have lots of reading books at their levels and materials needed.</p> <p>Staff Responsible for Monitoring: Classroom teachers, DLL teacher, Reading Recovery teacher.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: - Title I, Part A - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Reduce the achievement gap between student groups including Economically Disadvantaged, LEP, Bilingual, ESL, and Special Education students through Professional Development, Special Education Staff schedules, and appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Achievement gaps between student groups is reduced.</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers, special education teachers, and campus interventionist.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. Root Cause: Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP. Root Cause: Special Education Teachers need more training in content specific areas.
Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade. Root Cause: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Student Learning
Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. Root Cause: Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.
Problem Statement 2: Special education students under perform their peers on State Assessments. Root Cause: Special education teachers need content specific training and co-teaching strategies.
Problem Statement 3: Teachers need to have adequate time to collaborate and plan engaging lessons. Root Cause: The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.
Problem Statement 4: Students have several identified gaps that are below level in Math and Language Arts Root Cause: Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 5: Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade. **Root Cause:** The campus does not have a full time supplemental support teacher for grades Kinder-2nd.

School Processes & Programs

Problem Statement 1: Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Problem Statement 2: Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.

Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

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: By May 2021, we will provide a safe and secure climate for learning that will prepare students to become lifelong learners as evident by a 10% increase in positive perception through the Campus Culture & Climate Survey.

Evaluation Data Sources: Campus Culture and Climate Survey

Summative Evaluation: None

<p>Strategy 1: Student celebration of success and recognition of positive behaviors. Strategy's Expected Result/Impact: Students will feel successful and increase in positive behaviors. Staff Responsible for Monitoring: Counselor and teachers. Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Increase the campus feeling of safety and promote high academic achievement in a risk-free environment by providing Character education, Second Step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day. Campus Clubs Strategy's Expected Result/Impact: Reduce the amount of repeated misconduct violations due to misbehavior towards others. Reduce the amount of repeat offenders. Staff Responsible for Monitoring: Administration, Counselor, and teachers. Title I Schoolwide Elements: 2.6 Problem Statements: Demographics 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Support students through restorative practices positive behavioral support. This will be accomplished through staff development, PLC Meetings, MTSS meetings, small group instruction, and the STEP program.</p> <p>Strategy's Expected Result/Impact: Students will be supported through restorative practices and provided the appropriate behavioral intervention.</p> <p>Staff Responsible for Monitoring: Administration, teachers, and counselor.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Promote positive health and fitness for our students and staff through programs and events such as: Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day.</p> <p>Strategy's Expected Result/Impact: Increase level of health and fitness for the students and staff.</p> <p>Staff Responsible for Monitoring: PE Teachers</p> <p>Problem Statements: Perceptions 4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Increase parent communication through supplemental communication such as spring parent conferences and newsletters.</p> <p>Strategy's Expected Result/Impact: Increase collaboration between parents and the school.</p> <p>Staff Responsible for Monitoring: Administration and classroom teachers.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 5</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: A variety of parent involvement activities, literature for parents, and community events will be held such as curriculum nights, Fine Arts programs, dual language events, parent training events.</p> <p>Strategy's Expected Result/Impact: Increase level of community involvement and participation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 5 - Perceptions 2</p> <p>Funding Sources: - Title I, Part A - \$1,248</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students struggling with their social and emotional behavior. Root Cause: Students are struggling more with mental health and need opportunities to connect with others on campus.</p>
<p>Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade. Root Cause: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.</p>
<p>Problem Statement 5: New to Wilson families do not always connect with established families. Root Cause: Opportunities need to be provided for all families to connect and be part of the community.</p>

Student Learning

Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

Perceptions

Problem Statement 2: Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.

Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

Problem Statement 4: Students need extracurricular activities to increase activity level and be more engaged learners. **Root Cause:** Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

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: Establish a high quality and robust professional development plan for all teachers to meet the needs of the changing demographics and needs of the community.

Evaluation Data Sources: Virtual learning usage and effectiveness, professional development post-surveys.

Summative Evaluation: None

<p>Strategy 1: Teachers will have supplemental professional development time through coaching and collaboration. Teachers will plan and develop lessons for each nine weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a Professional Learning Community.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Administration, Classroom teachers, Instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3, 4 - School Processes & Programs 4</p> <p>Funding Sources: - Title I, Part A - \$20,520</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP. Root Cause: Special Education Teachers need more training in content specific areas.</p>

Student Learning

Problem Statement 2: Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.

Problem Statement 3: Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.

Problem Statement 4: Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

School Processes & Programs

Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

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: Increase student engagement in extracurricular clubs as well as college and career awareness.

Evaluation Data Sources: Student enrollment in clubs, college and career activities.

Summative Evaluation: None

<p>Strategy 1: Support staff and students to build on their talents and strengths by taking the Gallup Strengths Finder and utilizing their strengths throughout the year.</p> <p>Strategy's Expected Result/Impact: High level of employee and student engagement.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, 4th grade classroom teachers, Campus Strength Champion.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Provide supplemental opportunities for students to experience real world learning through programs such as field trips to ensure a well-rounded education and to provide experiences to close the opportunity gap.</p> <p>Strategy's Expected Result/Impact: Students will have real world experiences through field trips that is applicable to their TEKS.</p> <p>Staff Responsible for Monitoring: Classroom teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Support Science, Technology, and Math through STEAM resources.</p> <p>Strategy's Expected Result/Impact: Increase STEAM club participation and volunteer support.</p> <p>Staff Responsible for Monitoring: STEAM club teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 6 - Student Learning 1 - School Processes & Programs 1, 4</p> <p>Funding Sources: - Title I, Part A - \$2,773</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.

Problem Statement 6: Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Student Learning

Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

School Processes & Programs

Problem Statement 1: Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

State Compensatory

Personnel for Wilson Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kimberly Arbaugh	Literacy Support K-2/ Reading Recovery	Language Arts	0.5 SCE
Lauren Atkinson	Reading Interventionist	Language Arts	0.5 SCE
Molly Taylor	Math Interventionist	Math	0.5 SCE

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Tellez	Instructional Aide	Math and Language Arts	Title 1
Lauren Atkinson	Literacy Coach and Interventionist	Language Arts	0.5 District Title 1
Molly Taylor	Math interventionist and Coach	Math	0.5 Title 1

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$36,147.00
Sub-Total					\$36,147.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$23,000.00
1	1	2			\$36,147.00
1	1	4			\$2,880.00
1	1	6			\$3,000.00
2	1	6			\$1,248.00
3	1	1			\$20,520.00
4	1	3			\$2,773.00
Sub-Total					\$89,568.00
Grand Total					\$125,715.00

Addendums