Denton Independent School District

Braswell High School

2022-2023 Campus Improvement Plan

Mission Statement

Mission: Be the most influential leader in your students' lives and maximize their potential. Be the biggest cheerleader and support system for your colleagues, students, and community.

Vision

Vision: We will propel students to have a high self-worth, self-expectation and self-accountability. We will have a supportive campus culture that our Braswell community heart connects to.

Value Statement

Purpose:We believe that we can change family trajectories by cultivating student learners to believe in themselves. We believe as the Braswell community we can work together as a family to support our students on their journey to achieve our high expectations.

Values: **BE** Committed to #**B**engal**E**xcellence (**BE**) Develop relationships that make a positive difference. Deliver the WOW factor (premium support and customer service)

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics -

- We need to increase the diversity of our teacher population.
- Our student population has grown tremendously and its a need to focus on our Economically Disadvantaged and Sped populations with interventions and proactive discipline.

Student Achievement -

- Develop intervention plan to address HB4545 skills for students in need
- Increase our participation in AVID to increase our college going population
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors/AP classes

School Culture and Climate

- Increase teacher and student voice (Principal Coffee talks, surveys)
- Appreciation of staff - get percentage of staff that feel appreciated
- Recognize staff
- Student and teachers need to feel respected and accountable to our campus culture (being apart of our campus decisions, be @ 90 percent compliance etc. Choice program. Bengal Power Card)
- Students need to be apart of something bigger than themselves (Clubs, organizations, UIL, NHS etc)

Staff Quality, Recruitment and Retention

- Provided professional development both locally and globally in areas of educational and cultural needs (Solution Tree, discipline,restorative etc)
- Provide more substitutes to allow for teachers to take time off when needed
- There is high staff stress and burnout this year due to the increase demands due to the Covid pandemic

Curriculum, Instruction, and Assessment -

- Incorporate campus wide WICOR strategy and other best practices to move us along academically
- Establish strong PLC practices that allow for open discussion and professional learning in all content areas.
- Implement next steps of Assessment for Learning strategies (Learning targets and strong and weak work)
- Teacher would like additional training on effective ways to get kids to self assess and focused intervention and enrichment in their content area.

Family and Community Involvement

- Increase campus and community involvement with establishing our Braswell Leadership Association
- Creating a position for Campus Community and Student Leadership
- Possible community event and community service activity
- Continue to involve PTSA in our campus planning and student opportunities
- Continue to reach out and help our families in financial need

Technology

- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area.

Demographics

Demographics Summary

2021-2022

White	**903**	**32.92%**
Black or African America	1145	41.74%
Hispanic	506	18.44%
Asian	94	3.42%
Native Hawaiian/Other Pacific Island	12	0.43%
American Indian or Alaska Native	83	3.02%

Total enrollment   2743

2022-2023

White	**675**	**24.12%**
Black or African America	1267	45.27%
Hispanic	654	23.37%
Asian	109	3.89%
Native Hawaiian/Other Pacific Island	14	0.50%
American Indian or Alaska Native	80	2.86%

Total enrollment   2799

Demographics Strengths

- Denton attendance zone and school numbers means that we have room to grow in amount of students.
- We are the fastest growing region in the state of Texas.

- Our numbers in economically disadvantaged are also growing
- The diversity of the student body has tremendously grown over the past 2 years
- Our geographical zone has expanded to include new neighborhoods
- These neighborhoods have helped our ethnic diversity to grow and change.
- This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our teacher population does not match our demographic. We are tremendously growing in numbers and diversity. Our teachers need to feel equipped deal with our students diverse needs.

Student Learning

Student Learning Summary

See Texas Score card 2022 and 2022 Summary are in addendum

Student Learning Strengths

Student Achievement ~ Based on results from the 2022 School Starr

- Texas School districts did not receive an Accountability rating in 2020 due to Covid
- Designations were not provided in 2020 due to Covid

See score card data

English 1 and 2 scores outperformed the district and state average. (49 percent of student campus wide Connected Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We need to develop at least a years growth in Alg1, Biology, English 1/2 and US History. We will also increase our EOC approaches score 10% and master score 5% in all tested areas by July 2023. We need to address skill gaps with HB4545.

School Processes & Programs

School Processes & Programs Summary

Departments of study led by department heads

Content teams led by Lead Teachers

Instructional Coaches in English, Math, Social Studies, Science, Special Education

Aspiring Teachers'/Administrators' Groups

Vertical alignment amongst Zone schools

Leadership teams/committees

Flexibility and adaptability of staff/faculty

Safety concerns discussed regularly with SRO and BERT School Processes & Programs

School Processes & Programs Strengths

Strengths Instructional Coaches in English, Math, Social Studies, Science, Special Education

Curriculum, Instruction and Assessment -

- Creation of a Master Schedule that allows all core teachers to have common planning time off to collaborate and have PLCs during the school day.
- Creation of HB4545 intervention plan
- Common assessment data along with IXL is analyzed during PLC's to guide instruction and assessment -English, Math
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our department
- PD provided for Creation of True PLC practices (Solution Tree)

- Effective use of technology within classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal
- Setting, and Effective Questioning)

Technology

- Teachers believe technology enhances learning and their daily life
- Teachers report high quality internet speed
- Students report that they use computers in their classroom at least weekly
- Teachers feel confident in their foundational technology skills
- Teachers get devices for their students when needed
- All staff trained in Canvas to allow student access to material
- An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizzes, etc.)
- An increased use of technology to facilitate 504 and SpEd accommodations
- Willingness of staff to improve technology skills and integrate technology in lessons
- Strong support from campus technology staff
- Denton is a 1:1 Chrome-book campus

School Context and Organization -

- Denton has a large number of Teacher Leaders on campus.
- Effective communication between staff and parents through TAC emails
- Organized duty stations
- Supervision inside and outside the campus is actively monitored by staff
- Core content teams are effective
- Organized and effective staff meetings, PLC, and collaboration in staff

Staff Quality, Recruitment and Retention -

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth
- Above district and state average in teacher experience

- FYTA and mentor supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities and classroom management training. We also need to increase AVID participation

Perceptions

Perceptions Summary

Purpose:We believe that we can change family trajectories by cultivating student learners to believe in themselves. We believe as the Braswell community we can work together as a family to support our students on their journey to achieve our high expectations.

Vision: To create, support, and live an Identity of Excellence

We will propel students to have a high self-worth, self-expectation and self-accountability. We will have a supportive campus culture that our Braswell community heart connects to.

Mission: To provide a safe, inclusive educational experience that develops socially responsible citizens.

Be the most influential leader in your students' lives and maximize their potential. Be the biggest cheerleader and support system for your colleagues, students, and community.

 Values: BE Committed to #**B**engal**E**xcellence (**BE**) Develop relationships that make a positive difference. Deliver the WOW factor (premium support and customer service)

Student clubs and organizations

Opportunities for feedback from stakeholders

Vertical alignment of the Braswell Zone

Perceptions Strengths

Family and Community Involvement -

- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more
- High levels of social media and email and phone blast are keeping parents in the loop

School Culture and Climate -

- Relationships built by staff with students

- Denton focuses on a family atmosphere
- Inclusive culture that welcomes stakeholders from the front office to the classroom
- Committed staff
- Staff is challenged but is happy to be at work
- High but achievable expectations that allows students to reach goals
- Staff is helpful
- Teachers are involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase student connectedness to their feeling of academic worth and the people that are trying to hold them accountable to their worth and goals.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 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: Braswell High School's students in Algebra I will increase their student pass rate in Algebra I by 5% by May 2023. We will also increase our EOC approaches score 10% and master score 5% in all tested areas by July 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use common assessment and EOC data to hand schedule students that are in need with our best teachers for intervention. We will also provided extra support for these classes as well.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: We want to close as many gaps as possible by providing the best support to our kids that need the most intervention. **Staff Responsible for Monitoring:** Felisha Jones, Ms. Tolliver, Ashley Delaney			

Strategy 2 Details	Formative Reviews		
Strategy 2: Model blended learning strategies in targeted classes.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Use blended learning strategies to promote students to be more reflective and responsive to their learning process. **Staff Responsible for Monitoring:** Ms. Napoli and Ms. Klipsch			

Strategy 3 Details	Formative Reviews		
Strategy 3: Allocated more math sections to Algebra I to ensure smaller class size to focus on intervention and enrichment.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers, Instructional Coaches, Administrative Team			

Strategy 4 Details	Formative Reviews

Strategy 4: Teachers will work with their team, coaches, and Solution Tree to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Focus on students individual needs and get them what they need based on the data presented **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrative Team, Solution Tree			

Strategy 5 Details	Formative Reviews

Strategy 5: Staff will continue to grow professionally in best practices and strategies by attending campus based professional development and training in addition to technology and ways to integrate this.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, DLS			

Strategy 6 Details	Formative Reviews

Strategy 6: Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrative Team			

Strategy 7 Details	Formative Reviews

Strategy 7: PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrative Team			

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

Guiding Outcome 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's to the Denton ISD community

Performance Objective 1: By maximizing instructional time and keeping students in class 95% of the time we will minimize distractions and discipline referrals by 5% by May 2023

    Evaluation Data Sources: Eschool, Tardy Tank attendance, Discipline referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: We will allot personnel to campus support units that will provided campus support through implementation of our Tardy Tank, 10/10 rule, and our Dress for Success program.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: We expect a positive impact on our Hallway Culture and for students to maximize the time they are in class. **Staff Responsible for Monitoring:** Cassandra Jones, Security team, Campus support team, Mr. Houff			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will develop stronger relationships with their students in their class..	**Formative**		
Strategy's Expected Result/Impact: Motivate students to connect in with teacher and classroom environment	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Assistant Principals			

Strategy 3 Details	Formative Reviews		
Strategy 3: Communicate resources and self-management tips and skills during monthly news letter.	**Formative**		
Strategy's Expected Result/Impact: Increased communication to parents on self-management skills for their students that can be used	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors, Associate Principal, Principal			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teacher education through the weekly Bengal Bulletin and faculty meetings.	Formative		
Strategy's Expected Result/Impact: Increased communication to teachers on self-management skills for their students that can be used	Dec	Mar	May
Staff Responsible for Monitoring: Counselors, Associate Principal			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide parent education through the monthly parent communication letter.	Formative		
Strategy's Expected Result/Impact: Increased communication to parents on self-management skills, and all things going in Bengal Nation.	Dec	Mar	May
Staff Responsible for Monitoring: Associate Principal, Principal			

Strategy 6 Details	Formative Reviews		
Strategy 6: Student education through collaboration with STUCO and BHS Now	Formative		
Strategy's Expected Result/Impact: Increased communication to students on self-management skills for their students that can be used	Dec	Mar	May
Staff Responsible for Monitoring: Counselors			

Strategy 7 Details	Formative Reviews		
Strategy 7: Assistant Principals and teachers will work together to track progress and motivate students that are not engaged in learning..	Formative		
Strategy's Expected Result/Impact: Motivate students to change behavior and become more engaged.	Dec	Mar	May
Staff Responsible for Monitoring: Administration, teachers			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Guiding Outcome 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: Braswell High School will continue to increase talented teacher retention rate 5% by July 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: The administration will be intentional about making themselves available and visible to teachers and staff for their need and support.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers. **Staff Responsible for Monitoring:** Administrative Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Each week a Staffer of the Week will be recognized for exceptional work.	**Formative**		
Strategy's Expected Result/Impact: Recognition of staff that is making a difference.	Dec	Mar	May
Staff Responsible for Monitoring: Administrative Team			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each week a Teacher of the Week will be recognized for exceptional work	**Formative**		
Strategy's Expected Result/Impact: Recognition of teacher that is making a difference.	Dec	Mar	May
Staff Responsible for Monitoring: Administrative Team			

Strategy 4 Details	Formative Reviews		
Strategy 4: Faculty/staff members' Strengths will be identified and used to build relationships with each other.	Formative		
Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and content team. **Staff Responsible for Monitoring:** A. Kowns (Strengths Champion) Scott Spaulding, Administrative Team, Teachers	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin)	Formative		
Strategy's Expected Result/Impact: To create a sense of family and connection. **Staff Responsible for Monitoring:** Associate Principal	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin)	Formative		
Strategy's Expected Result/Impact: To create a sense of family and connection. **Staff Responsible for Monitoring:** Associate Principal	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize PTSA to provide opportunities for staff to bond and fellowship in small groups.	Formative		
Strategy's Expected Result/Impact: Create a sense of Bengal Family **Staff Responsible for Monitoring:** PTSA, Administrative team	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Braswell High School will increase our digital footprint on social media by implementation of #BengalExcellence to affirm the great things our Bengal community are apart of.	Formative		
Strategy's Expected Result/Impact: Create a sense of family and enhance the soul of our campus. **Staff Responsible for Monitoring:** Administrative Team, Principal, Teachers, Students	Dec	Mar	May

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

Guiding Outcome 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: We will increase opportunities for students to become college, career, military and life ready and our CCMR percentage to 59% by July 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a sponsored opportunity for students to take the TSI	**Formative**		
Strategy's Expected Result/Impact: Provide as many experiences to our students to self assess if they are college ready by providing them a free opportunity to take the TSI.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Counselors, Testing Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will construct a plan as an CCMR team and reconnect our teachers to the importance all parties are in our students journey to being College/Career ready. We will develop an plan for those student who need their CCMR point. We want to increase our CCMR score by 5%.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: We expect students, parents, and teachers to understand the roadmap for our kids College/Career journey. We want to maximize our students that are College/Career ready. **Staff Responsible for Monitoring:** Amanda McCullough, Nicole Dampman, CCMR team, Hailey			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Guiding Outcome 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 2: During the 2022-2023 school year, our AVID cohort will grow 5% by July 2023

    Evaluation Data Sources: AVID enrollment, Master Schedule, AVID walkthrough documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 2022-2023 school year, teachers will utilize a minimum of 3 WICOR strategies in each class period to increase student engagement in instruction.	**Formative**		
Strategy's Expected Result/Impact: We will use WICOR strategies campus wide to increase engagement and deepen learning in content areas. **Staff Responsible for Monitoring:** Ms. Nash, Administration, Mrs. Evans, IC's	**Dec**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Texas Education Agency
2021-22 Preliminary School Report Card
RAY BRASWELL H S (061901008)

Accountability Rating

B

RAY BRASWELL H S 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.

School Information

District Name:	**DENTON ISD**
Campus Type:	**High School**
Total Students:	**2,696**
Grade Span:	**09 - 12**

For more information about this campus, see: https://TXSchools.gov

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

Domain	Score
Overall	82 / B
Student Achievement	83 / B
School Progress	78 / C
Closing the Gaps	79 / C
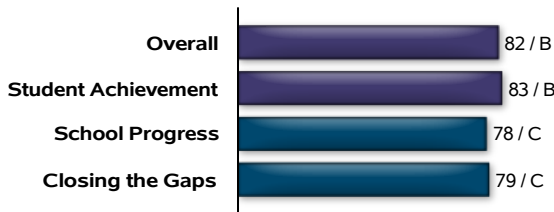
Distinction Designations

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

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

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Algebra I
All Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	749	95
Students Not Tested		
Absent	38	5
Other	0	0
Total Documents Submitted	787	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (11) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (12) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (14) #	%	4 Quadratic Functions and Equations (11) #	%	5 Exponential Functions and Equations (6) #	%
All Students	749	3674	324	43	425	57	187	25	78	10	4.0	37	5.7	47	6.7	48	5.5	50	2.9	48
Male	421	3637	195	46	226	54	91	22	36	9	3.9	35	5.5	45	6.6	47	5.2	48	2.8	46
Female	328	3722	129	39	199	61	96	29	42	13	4.3	39	5.9	49	6.9	49	5.9	54	3.0	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	164	3702	65	40	99	60	43	26	17	10	4.1	37	6.0	50	6.8	48	5.7	52	3.0	50
American Indian or Alaska Native	10	3734	2	20	8	80	2	20	0	0	4.0	36	6.4	53	7.9	56	5.8	53	2.4	40
Asian	10	3756	3	30	7	70	2	20	2	20	4.0	36	6.3	53	7.8	56	5.6	51	3.0	50
Black or African American	348	3569	186	53	162	47	56	16	17	5	3.7	34	5.0	41	6.1	43	4.9	45	2.6	43
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	217	3815	68	31	149	69	84	39	42	19	4.6	42	6.5	54	7.6	54	6.3	58	3.2	54
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	390	3587	202	52	188	48	66	17	24	6	3.8	34	5.1	43	6.2	44	4.9	45	2.6	43
No	359	3769	122	34	237	66	121	34	54	15	4.3	39	6.2	52	7.3	52	6.2	56	3.1	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	749	3674	324	43	425	57	187	25	78	10	4.0	37	5.7	47	6.7	48	5.5	50	2.9	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	7	3408	4	57	3	43	0	0	0	0	2.6	23	4.4	37	5.3	38	4.1	38	1.6	26
No Information Provided	742	3677	320	43	422	57	187	25	78	11	4.1	37	5.7	47	6.7	48	5.5	50	2.9	48
Identified as Emergent Bilingual/English Learner	50	3569	25	50	25	50	4	8	1	2	3.5	31	5.2	44	5.9	42	5.1	46	2.5	42
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	6	3764	1	17	5	83	1	17	1	17	3.7	33	6.8	57	7.0	50	6.2	56	3.0	50
Non-Emergent Bilingual/Non-English Learner	688	3680	296	43	392	57	179	26	76	11	4.1	37	5.7	47	6.8	48	5.5	50	2.9	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	749	3674	324	43	425	57	187	25	78	10	4.0	37	5.7	47	6.7	48	5.5	50	2.9	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	48	3568	25	52	23	48	4	8	1	2	3.5	31	5.3	44	5.9	42	5.1	46	2.5	42
Nonparticipants	701	3682	299	43	402	57	183	26	77	11	4.1	37	5.7	47	6.8	48	5.6	51	2.9	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	97	3331	78	80	19	20	4	4	1	1	2.8	25	4.1	34	4.4	31	3.3	30	1.8	29
No	6	3451	3	50	3	50	0	0	0	0	2.8	26	4.5	38	5.8	42	4.2	38	1.7	28
No Information Provided	646	3728	243	38	403	62	183	28	77	12	4.2	39	5.9	49	7.1	51	5.9	53	3.0	50
Gifted/Talented Participants	18	4044	3	17	15	83	12	67	6	33	5.1	46	7.9	66	8.8	63	7.7	70	4.0	67
Nonparticipants	6	3384	4	67	2	33	0	0	0	0	2.7	24	4.2	35	5.3	38	4.0	36	1.3	22
No Information Provided	725	3668	317	44	408	56	175	24	72	10	4.0	37	5.6	47	6.7	48	5.5	50	2.8	47
At-Risk Yes	248	3499	152	61	96	39	24	10	9	4	3.5	32	4.8	40	5.5	39	4.3	39	2.3	39
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	500	3762	171	34	329	66	163	33	69	14	4.3	39	6.1	51	7.3	52	6.2	56	3.1	52

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Algebra I
First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	579	96
Students Not Tested		
Absent	21	4
Other	0	0
Total Documents Submitted	600	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods #	1 %	2 Describing and Graphing Linear Functions, Equations, and Inequalities #	2 %	3 Writing and Solving Linear Functions, Equations, and Inequalities #	3 %	4 Quadratic Functions and Equations #	4 %	5 Exponential Functions and Equations #	5 %
Number of Items Tested											11		12		14		11		6	
All Students	579	3767	194	34	385	66	185	32	78	13	4.4	40	6.1	51	7.3	52	6.2	56	3.1	52
Male	324	3726	118	36	206	64	90	28	36	11	4.2	38	5.9	49	7.1	51	5.9	53	3.0	50
Female	255	3819	76	30	179	70	95	37	42	16	4.7	42	6.4	53	7.5	54	6.5	59	3.3	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	127	3803	38	30	89	70	43	34	17	13	4.4	40	6.5	54	7.4	53	6.4	58	3.3	54
American Indian or Alaska Native	7	3850	0	0	7	100	2	29	0	0	4.4	40	6.7	56	8.6	61	7.0	64	2.7	45
Asian	7	3883	1	14	6	86	2	29	2	29	5.1	47	6.3	52	8.6	61	7.0	64	3.0	50
Black or African American	261	3647	115	44	146	56	55	21	17	7	4.0	36	5.4	45	6.6	47	5.5	50	2.8	47
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	177	3910	40	23	137	77	83	47	42	24	4.9	45	7.0	58	8.2	59	7.0	63	3.5	58
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	281	3671	119	42	162	58	64	23	24	9	4.1	37	5.5	46	6.7	48	5.5	50	2.8	47
No	298	3857	75	25	223	75	121	41	54	18	4.7	42	6.7	56	7.9	56	6.7	61	3.4	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	579	3767	194	34	385	66	185	32	78	13	4.4	40	6.1	51	7.3	52	6.2	56	3.1	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	577	3768	193	33	384	67	185	32	78	14	4.4	40	6.1	51	7.3	52	6.2	56	3.1	52
Identified as Emergent Bilingual/English Learner	36	3628	14	39	22	61	4	11	1	3	3.6	33	5.7	47	6.3	45	5.7	52	2.5	42
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	536	3773	179	33	357	67	177	33	76	14	4.4	40	6.2	51	7.4	53	6.2	56	3.1	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	579	3767	194	34	385	66	185	32	78	13	4.4	40	6.1	51	7.3	52	6.2	56	3.1	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	35	3630	14	40	21	60	4	11	1	3	3.6	33	5.7	47	6.3	45	5.7	52	2.5	42
Nonparticipants	544	3776	180	33	364	67	181	33	77	14	4.4	40	6.2	51	7.4	53	6.2	56	3.1	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	66	3384	48	73	18	27	4	6	1	2	2.8	26	4.4	36	5.0	36	3.7	33	1.8	29
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	511	3817	145	28	366	72	181	35	77	15	4.6	42	6.4	53	7.6	55	6.5	59	3.3	55
Gifted/Talented Participants	16	4139	1	6	15	94	12	75	6	38	5.6	51	8.4	70	9.4	67	8.3	75	4.4	73
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	562	3757	192	34	370	66	173	31	72	13	4.3	40	6.1	51	7.3	52	6.1	56	3.1	51
At-Risk Yes	156	3568	86	55	70	45	22	14	9	6	3.8	35	5.2	43	6.0	43	4.7	43	2.4	41
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	423	3840	108	26	315	74	163	39	69	16	4.6	42	6.5	54	7.8	56	6.7	61	3.3	56

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STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Algebra I
Retested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	170	91
Students Not Tested		
Absent	17	9
Other	0	0
Total Documents Submitted	187	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (11) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (12) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (14) #	%	4 Quadratic Functions and Equations (11) #	%	5 Exponential Functions and Equations (6) #	%
All Students	170	3360	130	76	40	24	2	1	0	0	2.9	26	4.1	34	4.7	33	3.4	31	2.0	33
Male	97	3341	77	79	20	21	1	1	0	0	2.8	26	3.8	32	4.6	33	3.2	29	2.0	34
Female	73	3385	53	73	20	27	1	1	0	0	3.0	28	4.3	36	4.7	34	3.7	33	1.9	32
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	37	3357	27	73	10	27	0	0	0	0	2.9	26	4.1	34	4.5	32	3.4	31	2.0	33
American Indian or Alaska Native	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	87	3338	71	82	16	18	1	1	0	0	2.9	26	3.8	32	4.5	32	3.3	30	1.9	32
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	40	3394	28	70	12	30	1	3	0	0	3.2	29	4.2	35	4.9	35	3.7	33	2.0	34
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	109	3370	83	76	26	24	2	2	0	0	3.0	27	4.1	34	4.7	33	3.4	31	2.0	34
No	61	3341	47	77	14	23	0	0	0	0	2.8	25	4.0	33	4.6	33	3.4	31	1.9	31
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	170	3360	130	76	40	24	2	1	0	0	2.9	26	4.1	34	4.7	33	3.4	31	2.0	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	3386	3	60	2	40	0	0	0	0	2.4	22	3.6	30	5.6	40	4.6	42	1.4	23
No Information Provided	165	3359	127	77	38	23	2	1	0	0	2.9	27	4.1	34	4.6	33	3.4	31	2.0	33
Identified as Emergent Bilingual/English Learner	14	3415	11	79	3	21	0	0	0	0	3.1	29	4.1	34	5.0	36	3.5	32	2.6	43
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	152	3351	117	77	35	23	2	1	0	0	2.9	26	4.0	33	4.6	33	3.4	31	1.9	32
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	170	3360	130	76	40	24	2	1	0	0	2.9	26	4.1	34	4.7	33	3.4	31	2.0	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	13	3400	11	85	2	15	0	0	0	0	3.1	28	4.2	35	4.8	34	3.5	31	2.5	41
Nonparticipants	157	3356	119	76	38	24	2	1	0	0	2.9	26	4.1	34	4.6	33	3.4	31	1.9	32
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	31	3217	30	97	1	3	0	0	0	0	2.7	25	3.4	28	3.1	22	2.6	24	1.8	30
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	135	3390	98	73	37	27	2	1	0	0	3.0	27	4.2	35	5.0	35	3.5	32	2.0	34
Gifted/Talented Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3386	3	60	2	40	0	0	0	0	2.4	22	3.6	30	5.6	40	4.6	42	1.4	23
No Information Provided	163	3360	125	77	38	23	2	1	0	0	2.9	27	4.1	34	4.6	33	3.4	31	2.0	33
At-Risk Yes	92	3381	66	72	26	28	2	2	0	0	3.1	28	4.1	34	4.8	34	3.5	32	2.1	35
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	77	3334	63	82	14	18	0	0	0	0	2.8	25	4.1	34	4.5	32	3.2	29	1.8	31

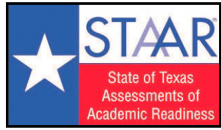# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Biology
All Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	843	96
Students Not Tested		
Absent	35	4
Other	1	0
Total Documents Submitted	879	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Cell Structure and Function #	%	2 Mechanisms of Genetics #	%	3 Biological Evolution and Classification #	%	4 Biological Processes and Systems #	%	5 Interdependence within Environmental Systems #	%
											Number of Items Tested: 10		10		10		10		10	
All Students	843	3900	219	26	624	74	337	40	81	10	5.1	51	5.2	52	5.6	56	4.6	46	6.3	63
Male	465	3872	131	28	334	72	175	38	38	8	5.1	51	5.0	50	5.5	55	4.6	46	6.2	62
Female	378	3935	88	23	290	77	162	43	43	11	5.2	52	5.4	54	5.7	57	4.7	47	6.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	189	3890	48	25	141	75	74	39	13	7	5.1	51	5.1	51	5.7	57	4.7	47	6.2	62
American Indian or Alaska Native	13	3948	1	8	12	92	6	46	1	8	5.2	52	5.5	55	6.0	60	5.4	54	6.3	63
Asian	19	4132	4	21	15	79	13	68	5	26	5.7	57	6.5	65	6.6	66	5.4	54	7.6	76
Black or African American	370	3739	135	36	235	64	102	28	18	5	4.5	45	4.5	45	5.0	50	3.9	39	5.7	57
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	251	4124	31	12	220	88	141	56	44	18	6.1	61	6.1	61	6.3	63	5.5	55	7.2	72
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	394	3753	133	34	261	66	105	27	18	5	4.6	46	4.5	45	5.1	51	4.0	40	5.6	56
No	449	4029	86	19	363	81	232	52	63	14	5.6	56	5.7	57	6.1	61	5.1	51	7.0	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	843	3900	219	26	624	74	337	40	81	10	5.1	51	5.2	52	5.6	56	4.6	46	6.3	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	7	3461	5	71	2	29	0	0	0	0	2.9	29	3.6	36	4.0	40	3.0	30	4.1	41
No Information Provided	836	3904	214	26	622	74	337	40	81	10	5.2	52	5.2	52	5.6	56	4.6	46	6.4	64
Identified as Emergent Bilingual/English Learner	49	3682	19	39	30	61	11	22	1	2	4.2	42	4.2	42	5.1	51	3.8	38	5.3	53
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	5	4188	0	0	5	100	3	60	1	20	5.6	56	7.6	76	7.2	72	5.8	58	6.8	68
Former EB/EL (Post Monitoring)	10	4218	3	30	7	70	6	60	3	30	6.0	60	6.4	64	6.6	66	5.7	57	7.4	74
Non-Emergent Bilingual/Non-English Learner	775	3907	196	25	579	75	314	41	75	10	5.2	52	5.2	52	5.6	56	4.7	47	6.4	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	843	3900	219	26	624	74	337	40	81	10	5.1	51	5.2	52	5.6	56	4.6	46	6.3	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	48	3698	18	38	30	63	11	23	1	2	4.3	43	4.3	43	5.2	52	3.8	38	5.4	54
Nonparticipants	795	3912	201	25	594	75	326	41	80	10	5.2	52	5.2	52	5.6	56	4.7	47	6.4	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	88	3550	47	53	41	47	11	13	0	0	3.9	39	3.5	35	4.3	43	3.4	34	4.6	46
No	6	3472	4	67	2	33	0	0	0	0	2.8	28	3.5	35	4.5	45	3.0	30	4.0	40
No Information Provided	749	3945	168	22	581	78	326	44	81	11	5.3	53	5.4	54	5.8	58	4.8	48	6.6	66
Gifted/Talented Participants	64	4548	1	2	63	98	55	86	32	50	7.5	75	8.0	80	7.7	77	6.7	67	8.8	88
Nonparticipants	6	3401	5	83	1	17	0	0	0	0	2.3	23	3.7	37	3.3	33	3.0	30	3.8	38
No Information Provided	773	3851	213	28	560	72	282	36	49	6	5.0	50	5.0	50	5.4	54	4.5	45	6.2	62
At-Risk Yes	226	3637	106	47	120	53	45	20	4	2	4.1	41	4.0	40	4.6	46	3.8	38	5.1	51
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	616	3998	112	18	504	82	292	47	77	13	5.5	55	5.6	56	6.0	60	5.0	50	6.8	68

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Biology
First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	761	97
Students Not Tested		
Absent	23	3
Other	0	0
Total Documents Submitted	784	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Cell Structure and Function #	1 %	2 Mechanisms of Genetics #	2 %	3 Biological Evolution and Classification #	3 %	4 Biological Processes and Systems #	4 %	5 Interdependence within Environmental Systems #	5 %
Number of Items Tested											10		10		10		10		10	
All Students	761	3957	158	21	603	79	337	44	81	11	5.4	54	5.4	54	5.8	58	4.9	49	6.6	66
Male	417	3929	96	23	321	77	175	42	38	9	5.4	54	5.2	52	5.7	57	4.8	48	6.4	64
Female	344	3990	62	18	282	82	162	47	43	13	5.4	54	5.7	57	6.0	60	4.9	49	6.8	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	172	3938	35	20	137	80	74	43	13	8	5.4	54	5.3	53	5.9	59	4.8	48	6.5	65
American Indian or Alaska Native	11	4013	0	0	11	100	6	55	1	9	5.6	56	5.8	58	6.1	61	5.5	55	6.8	68
Asian	18	4181	3	17	15	83	13	72	5	28	6.0	60	6.7	67	6.7	67	5.6	56	7.9	79
Black or African American	318	3801	95	30	223	70	102	32	18	6	4.7	47	4.8	48	5.2	52	4.2	42	6.0	60
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	241	4155	25	10	216	90	141	59	44	18	6.2	62	6.2	62	6.4	64	5.6	56	7.4	74
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	338	3810	94	28	244	72	105	31	18	5	4.8	48	4.8	48	5.3	53	4.3	43	5.9	59
No	423	4074	64	15	359	85	232	55	63	15	5.8	58	5.9	59	6.2	62	5.3	53	7.2	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	761	3957	158	21	603	79	337	44	81	11	5.4	54	5.4	54	5.8	58	4.9	49	6.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	759	3957	157	21	602	79	337	44	81	11	5.4	54	5.4	54	5.8	58	4.9	49	6.6	66
Identified as Emergent Bilingual/English Learner	44	3718	15	34	29	66	11	25	1	2	4.3	43	4.3	43	5.2	52	3.9	39	5.6	56
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	8	4442	1	13	7	88	6	75	3	38	7.1	71	7.4	74	7.5	75	6.3	63	8.3	83
Non-Emergent Bilingual/Non-English Learner	701	3963	141	20	560	80	314	45	75	11	5.4	54	5.5	55	5.8	58	4.9	49	6.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	761	3957	158	21	603	79	337	44	81	11	5.4	54	5.4	54	5.8	58	4.9	49	6.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	43	3735	14	33	29	67	11	26	1	2	4.4	44	4.4	44	5.3	53	4.0	40	5.7	57
Nonparticipants	718	3970	144	20	574	80	326	45	80	11	5.4	54	5.5	55	5.8	58	4.9	49	6.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	68	3610	32	47	36	53	11	16	0	0	4.1	41	3.9	39	4.4	44	3.7	37	4.8	48
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	691	3992	125	18	566	82	326	47	81	12	5.5	55	5.6	56	5.9	59	5.0	50	6.8	68
Gifted/Talented Participants	63	4572	0	0	63	100	55	87	32	51	7.6	76	8.1	81	7.8	78	6.8	68	8.9	89
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	697	3902	157	23	540	77	282	40	49	7	5.2	52	5.2	52	5.6	56	4.7	47	6.4	64
At-Risk Yes	181	3704	71	39	110	61	45	25	4	2	4.4	44	4.3	43	4.8	48	4.0	40	5.4	54
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	580	4036	87	15	493	85	292	50	77	13	5.7	57	5.8	58	6.1	61	5.1	51	7.0	70

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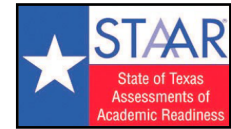# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Biology
Retested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	82	86
Students Not Tested		
Absent	12	13
Other	1	1
Total Documents Submitted	95	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Cell Structure and Function (10) #	%	2 Mechanisms of Genetics (10) #	%	3 Biological Evolution and Classification (10) #	%	4 Biological Processes and Systems (10) #	%	5 Interdependence within Environmental Systems (10) #	%
All Students	82	3377	61	74	21	26	0	0	0	0	3.0	30	2.8	28	3.7	37	2.5	25	3.9	39
Male	48	3374	35	73	13	27	0	0	0	0	3.0	30	2.7	27	3.8	38	2.4	24	3.9	39
Female	34	3380	26	76	8	24	0	0	0	0	2.9	29	2.9	29	3.5	35	2.6	26	3.9	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	17	3401	13	76	4	24	0	0	0	0	2.9	29	2.9	29	3.9	39	2.8	28	3.8	38
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	52	3363	40	77	12	23	0	0	0	0	2.9	29	2.7	27	3.6	36	2.2	22	4.2	42
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	10	3378	6	60	4	40	0	0	0	0	3.3	33	2.9	29	3.6	36	2.9	29	3.1	31
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	56	3407	39	70	17	30	0	0	0	0	3.0	30	2.8	28	4.0	40	2.6	26	4.0	40
Economically Disadvantaged — No	26	3311	22	85	4	15	0	0	0	0	2.9	29	2.6	26	3.0	30	2.2	22	3.7	37
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	82	3377	61	74	21	26	0	0	0	0	3.0	30	2.8	28	3.7	37	2.5	25	3.9	39
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	5	3381	4	80	1	20	0	0	0	0	2.6	26	3.6	36	2.8	28	3.0	30	3.8	38
Migrant — No Information Provided	77	3376	57	74	20	26	0	0	0	0	3.0	30	2.7	27	3.8	38	2.5	25	3.9	39
Identified as Emergent Bilingual/English Learner	5	3373	4	80	1	20	0	0	0	0	2.8	28	3.4	34	4.2	42	2.2	22	3.2	32
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	74	3375	55	74	19	26	0	0	0	0	3.0	30	2.7	27	3.6	36	2.5	25	4.0	40
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	82	3377	61	74	21	26	0	0	0	0	3.0	30	2.8	28	3.7	37	2.5	25	3.9	39
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	5	3373	4	80	1	20	0	0	0	0	2.8	28	3.4	34	4.2	42	2.2	22	3.2	32
ESL — Nonparticipants	77	3377	57	74	20	26	0	0	0	0	3.0	30	2.7	27	3.7	37	2.5	25	3.9	39
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	20	3348	15	75	5	25	0	0	0	0	3.0	30	2.3	23	3.6	36	2.5	25	3.8	38
Special Education — No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No Information Provided	58	3387	43	74	15	26	0	0	0	0	3.0	30	2.9	29	3.8	38	2.5	25	4.0	40
Gifted/Talented — Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	5	3381	4	80	1	20	0	0	0	0	2.6	26	3.6	36	2.8	28	3.0	30	3.8	38
Gifted/Talented — No Information Provided	76	3381	56	74	20	26	0	0	0	0	3.0	30	2.7	27	3.8	38	2.5	25	3.9	39
At-Risk — Yes	45	3369	35	78	10	22	0	0	0	0	3.0	30	2.8	28	3.8	38	2.6	26	3.6	36
At-Risk — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	36	3393	25	69	11	31	0	0	0	0	2.9	29	2.8	28	3.7	37	2.4	24	4.3	43

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STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English I
All Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	898	96
Students Not Tested		
Absent	31	3
Other	2	0
Total Documents Submitted	931	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/Analysis Across Genres (8) #	%	2 Understanding/Analysis of Literary Texts (13) #	%	3 Understanding/Analysis of Informational Texts (13) #	%	4 Composition (16) #	%	5 Revision (9) #	%	6 Editing (9) #	%
All Students	898	3985	311	35	587	65	429	48	86	10	5.9	73	7.5	57	6.9	53	8.8	55	6.6	74	6.5	72
Male	499	3885	206	41	293	59	197	39	32	6	5.6	70	7.0	54	6.5	50	8.2	51	6.4	71	6.2	68
Female	399	4111	105	26	294	74	232	58	54	14	6.1	77	8.1	62	7.5	58	9.6	60	6.9	77	6.9	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	207	3962	67	32	140	68	91	44	17	8	5.9	74	7.3	56	6.9	53	8.5	53	6.7	75	6.4	71
American Indian or Alaska Native	13	4067	3	23	10	77	8	62	0	0	6.2	78	7.8	60	6.7	51	10.5	65	6.7	74	7.6	85
Asian	23	4196	5	22	18	78	15	65	4	17	6.3	79	8.3	64	8.4	65	10.0	63	7.0	78	7.3	81
Black or African American	390	3833	185	47	205	53	136	35	17	4	5.3	66	6.7	51	6.1	47	8.3	52	6.1	68	6.0	67
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	264	4204	51	19	213	81	178	67	47	18	6.6	83	8.7	67	8.0	62	9.7	61	7.3	81	7.1	79
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	428	3827	200	47	228	53	143	33	23	5	5.3	66	6.7	51	6.1	47	7.9	50	6.1	68	6.0	66
No	470	4130	111	24	359	76	286	61	63	13	6.4	80	8.2	63	7.7	59	9.7	60	7.1	79	6.9	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	898	3985	311	35	587	65	429	48	86	10	5.9	73	7.5	57	6.9	53	8.8	55	6.6	74	6.5	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3488	4	67	2	33	0	0	0	0	4.0	50	6.0	46	4.7	36	4.7	29	4.8	54	4.7	52
No Information Provided	892	3989	307	34	585	66	429	48	86	10	5.9	73	7.5	57	7.0	53	8.9	55	6.6	74	6.5	72
Identified as Emergent Bilingual/English Learner	62	3629	37	60	25	40	11	18	2	3	4.7	58	5.3	41	5.4	41	6.4	40	5.5	61	5.4	60
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	8	4487	0	0	8	100	7	88	3	38	6.9	86	10.3	79	9.6	74	10.8	67	8.5	94	8.6	96
Non-Emergent Bilingual/Non-English Learner	820	4004	273	33	547	67	405	49	80	10	5.9	74	7.6	58	7.0	54	9.0	56	6.7	74	6.5	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	898	3985	311	35	587	65	429	48	86	10	5.9	73	7.5	57	6.9	53	8.8	55	6.6	74	6.5	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	60	3625	36	60	24	40	11	18	2	3	4.7	58	5.2	40	5.4	42	6.3	39	5.6	62	5.3	59
Nonparticipants	838	4011	275	33	563	67	418	50	84	10	5.9	74	7.6	59	7.0	54	9.0	56	6.7	74	6.6	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	96	3537	68	71	28	29	10	10	1	1	4.3	53	5.1	39	4.8	37	6.0	37	5.1	57	4.6	51
No	5	3494	3	60	2	40	0	0	0	0	4.0	50	6.8	52	5.2	40	4.0	25	4.8	53	4.2	47
No Information Provided	797	4043	240	30	557	70	419	53	85	11	6.1	76	7.7	60	7.2	55	9.2	58	6.8	76	6.7	75
Gifted/Talented Participants	66	4631	1	2	65	98	61	92	29	44	7.5	94	10.5	81	10.0	77	11.9	75	8.2	91	8.3	92
Nonparticipants	5	3413	4	80	1	20	0	0	0	0	3.4	43	5.8	45	4.0	31	4.4	28	4.8	53	4.0	44
No Information Provided	827	3937	306	37	521	63	368	44	57	7	5.7	72	7.2	56	6.7	52	8.6	54	6.5	72	6.3	71
At-Risk Yes	256	3686	153	60	103	40	55	21	6	2	4.7	59	5.9	45	5.4	42	6.9	43	5.7	63	5.5	61
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	641	4106	157	24	484	76	374	58	80	12	6.3	79	8.1	62	7.6	58	9.6	60	7.0	78	6.9	76

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English I
First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	749	98
Students Not Tested		
Absent	13	2
Other	0	0
Total Documents Submitted	762	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding / Analysis Across Genres (8) #	%	2 Understanding / Analysis of Literary Texts (13) #	%	3 Understanding / Analysis of Informational Texts (13) #	%	4 Composition (16) #	%	5 Revision (9) #	%	6 Editing (9) #	%
All Students	749	4071	201	27	548	73	420	56	86	11	6.2	77	7.9	61	7.4	57	9.3	58	6.9	77	6.8	75
Male	408	3970	133	33	275	67	194	48	32	8	5.9	74	7.4	57	6.9	53	8.7	54	6.7	75	6.5	72
Female	341	4191	68	20	273	80	226	66	54	16	6.5	81	8.5	65	7.9	61	10.0	62	7.2	80	7.1	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	171	4053	42	25	129	75	89	52	17	10	6.2	77	7.7	60	7.3	56	9.0	56	7.1	79	6.7	75
American Indian or Alaska Native	11	4173	1	9	10	91	8	73	0	0	6.5	82	8.6	66	7.5	58	10.9	68	6.9	77	7.9	88
Asian	20	4285	3	15	17	85	15	75	4	20	6.7	84	8.9	68	8.7	67	10.5	66	7.4	82	7.5	83
Black or African American	303	3913	119	39	184	61	132	44	17	6	5.6	70	7.0	54	6.6	51	8.7	54	6.4	71	6.3	70
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	243	4255	36	15	207	85	175	72	47	19	6.8	85	9.0	69	8.3	64	10.0	62	7.4	83	7.3	81
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	329	3910	127	39	202	61	139	42	23	7	5.6	70	7.1	55	6.6	51	8.3	52	6.4	71	6.3	70
No	420	4197	74	18	346	82	281	67	63	15	6.6	83	8.5	66	8.0	62	10.0	62	7.4	82	7.2	80
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	749	4071	201	27	548	73	420	56	86	11	6.2	77	7.9	61	7.4	57	9.3	58	6.9	77	6.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	748	4071	201	27	547	73	420	56	86	11	6.2	77	7.9	61	7.4	57	9.3	58	6.9	77	6.8	75
Identified as Emergent Bilingual/English Learner	46	3693	23	50	23	50	10	22	2	4	5.0	62	5.7	44	5.7	44	6.6	41	5.9	66	5.7	64
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	8	4487	0	0	8	100	7	88	3	38	6.9	86	10.3	79	9.6	74	10.8	67	8.5	94	8.6	96
Non-Emergent Bilingual/Non-English Learner	687	4088	177	26	510	74	397	58	80	12	6.2	78	8.0	62	7.5	57	9.4	59	7.0	77	6.8	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	749	4071	201	27	548	73	420	56	86	11	6.2	77	7.9	61	7.4	57	9.3	58	6.9	77	6.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	45	3691	23	51	22	49	10	22	2	4	5.0	62	5.7	44	5.7	44	6.6	41	5.9	66	5.7	63
Nonparticipants	704	4095	178	25	526	75	410	58	84	12	6.3	78	8.1	62	7.5	58	9.4	59	7.0	78	6.9	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	65	3562	43	66	22	34	9	14	1	2	4.3	54	5.2	40	4.8	37	6.0	38	5.3	59	4.7	52
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	683	4120	158	23	525	77	411	60	85	12	6.3	79	8.2	63	7.6	59	9.6	60	7.1	79	7.0	78
Gifted/Talented Participants	64	4636	1	2	63	98	59	92	29	45	7.5	94	10.5	81	10.0	77	12.0	75	8.2	91	8.3	92
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	685	4018	200	29	485	71	361	53	57	8	6.1	76	7.7	59	7.2	55	9.0	56	6.8	76	6.6	74
At-Risk Yes	176	3774	85	48	91	52	53	30	6	3	5.1	64	6.5	50	5.9	45	7.3	45	6.1	67	5.9	65
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	573	4162	116	20	457	80	367	64	80	14	6.5	81	8.4	64	7.9	60	9.9	62	7.2	80	7.1	79

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English I
Retested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Administration Summary

	Number	Percent
Students Tested	149	88
Students Not Tested		
Absent	18	11
Other	2	1
Total Documents Submitted	169	100

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

Results for Each Reporting Category

Administration Summary	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/Analysis Across Genres (8) #	%	2 Understanding/Analysis of Literary Texts (13) #	%	3 Understanding/Analysis of Informational Texts (13) #	%	4 Composition (16) #	%	5 Revision (9) #	%	6 Editing (9) #	%
All Students	149	3556	110	74	39	26	9	6	0	0	4.3	53	5.1	40	4.6	36	6.7	42	5.1	56	4.9	55
Male	91	3501	73	80	18	20	3	3	0	0	4.2	53	4.8	37	4.3	33	6.0	38	4.9	55	4.7	52
Female	58	3641	37	64	21	36	6	10	0	0	4.3	54	5.6	43	5.2	40	7.7	48	5.3	59	5.3	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	36	3528	25	69	11	31	2	6	0	0	4.5	57	4.9	38	4.8	37	6.1	38	4.9	55	4.6	51
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	87	3553	66	76	21	24	4	5	0	0	4.1	52	5.3	41	4.4	34	6.9	43	5.0	56	5.0	55
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	21	3613	15	71	6	29	3	14	0	0	4.4	55	5.3	41	5.0	39	7.0	43	5.5	61	4.9	54
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	99	3552	73	74	26	26	4	4	0	0	4.2	53	5.2	40	4.6	36	6.6	41	5.1	57	4.8	54
Economically Disadvantaged — No	50	3563	37	74	13	26	5	10	0	0	4.3	54	5.0	39	4.6	36	6.8	43	5.0	55	5.1	57
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	149	3556	110	74	39	26	9	6	0	0	4.3	53	5.1	40	4.6	36	6.7	42	5.1	56	4.9	55
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	5	3413	4	80	1	20	0	0	0	0	3.4	43	5.8	45	4.0	31	4.4	28	4.8	53	4.0	44
Migrant — No Information Provided	144	3561	106	74	38	26	9	6	0	0	4.3	54	5.1	39	4.7	36	6.8	42	5.1	57	5.0	55
Identified as Emergent Bilingual/English Learner	16	3445	14	88	2	13	1	6	0	0	3.8	47	4.1	32	4.6	35	5.8	36	4.4	49	4.4	49
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	133	3569	96	72	37	28	8	6	0	0	4.3	54	5.3	41	4.6	36	6.8	42	5.2	57	5.0	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	149	3556	110	74	39	26	9	6	0	0	4.3	53	5.1	40	4.6	36	6.7	42	5.1	56	4.9	55
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	15	3426	13	87	2	13	1	7	0	0	3.7	47	3.9	30	4.5	34	5.5	34	4.5	50	4.3	47
ESL — Nonparticipants	134	3570	97	72	37	28	8	6	0	0	4.3	54	5.3	41	4.6	36	6.8	43	5.1	57	5.0	55
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	31	3483	25	81	6	19	1	3	0	0	4.2	52	4.6	36	4.9	38	5.8	36	4.6	52	4.3	48
Special Education — No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No Information Provided	114	3581	82	72	32	28	8	7	0	0	4.3	54	5.2	40	4.6	35	7.0	44	5.2	58	5.1	57
Gifted/Talented — Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	5	3413	4	80	1	20	0	0	0	0	3.4	43	5.8	45	4.0	31	4.4	28	4.8	53	4.0	44
Gifted/Talented — No Information Provided	142	3548	106	75	36	25	7	5	0	0	4.2	53	5.1	39	4.6	35	6.7	42	5.1	56	4.9	54
At-Risk — Yes	80	3492	68	85	12	15	2	3	0	0	3.8	48	4.7	36	4.3	33	6.2	39	4.9	55	4.8	53
At-Risk — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	68	3637	41	60	27	40	7	10	0	0	4.8	60	5.8	44	5.0	38	7.3	45	5.3	59	5.1	57

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English II
All Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	754	94
Students Not Tested		
Absent	43	5
Other	1	0
Total Documents Submitted	798	100

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

Results for Each Reporting Category

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/Analysis Across Genres (8) #	%	2 Understanding/Analysis of Literary Texts (13) #	%	3 Understanding/Analysis of Informational Texts (13) #	%	4 Composition (16) #	%	5 Revision (9) #	%	6 Editing (9) #	%
All Students	754	4087	215	29	539	71	430	57	66	9	5.4	68	8.4	65	7.5	58	9.5	60	6.7	75	6.9	77
Male	397	4008	135	34	262	66	195	49	24	6	5.1	64	8.0	61	7.2	56	8.9	56	6.6	74	6.7	74
Female	357	4175	80	22	277	78	235	66	42	12	5.8	72	8.9	68	7.9	60	10.2	64	6.8	76	7.1	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	173	4054	46	27	127	73	99	57	8	5	5.4	67	8.3	64	7.6	58	9.4	59	6.6	73	6.9	77
American Indian or Alaska Native	7	3629	5	71	2	29	1	14	0	0	3.7	46	4.7	36	5.7	44	7.1	45	5.4	60	5.6	62
Asian	25	4374	4	16	21	84	19	76	5	20	6.2	78	9.5	73	8.4	65	11.5	72	7.5	84	7.6	84
Black or African American	327	3934	129	39	198	61	144	44	15	5	4.9	61	7.7	59	6.7	51	8.6	54	6.4	72	6.6	73
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	220	4319	31	14	189	86	166	75	38	17	6.1	77	9.5	73	8.7	67	10.9	68	7.2	80	7.4	82
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	363	3945	139	38	224	62	162	45	19	5	5.0	62	7.8	60	6.7	52	8.6	54	6.4	71	6.5	72
Economically Disadvantaged — No	391	4219	76	19	315	81	268	69	47	12	5.8	73	8.9	69	8.3	64	10.4	65	7.0	78	7.3	81
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	754	4087	215	29	539	71	430	57	66	9	5.4	68	8.4	65	7.5	58	9.5	60	6.7	75	6.9	77
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	8	3669	4	50	4	50	2	25	0	0	4.3	53	6.0	46	4.5	35	7.5	47	5.4	60	6.3	69
Migrant — No Information Provided	746	4091	211	28	535	72	428	57	66	9	5.4	68	8.4	65	7.6	58	9.6	60	6.7	75	6.9	77
Identified as Emergent Bilingual/English Learner	50	3900	19	38	31	62	20	40	3	6	5.0	63	7.6	58	6.3	48	8.0	50	6.5	72	6.5	72
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	5	4459	0	0	5	100	5	100	0	0	6.6	83	11.6	89	9.6	74	11.6	73	7.2	80	8.0	89
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	13	4306	2	15	11	85	10	77	2	15	6.1	76	9.8	75	7.9	61	10.9	68	7.2	80	7.5	83
Non-Emergent Bilingual/Non-English Learner	685	4093	194	28	491	72	394	58	61	9	5.4	68	8.4	65	7.6	58	9.6	60	6.7	75	6.9	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	754	4087	215	29	539	71	430	57	66	9	5.4	68	8.4	65	7.5	58	9.5	60	6.7	75	6.9	77
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	47	3908	17	36	30	64	19	40	3	6	5.1	63	7.7	59	6.4	50	7.8	49	6.5	73	6.5	72
ESL — Nonparticipants	707	4099	198	28	509	72	411	58	63	9	5.4	68	8.5	65	7.6	58	9.7	60	6.7	75	6.9	77
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	91	3573	61	67	30	33	12	13	0	0	3.6	45	5.8	45	5.2	40	5.7	36	5.2	58	5.3	59
Special Education — No	8	3669	4	50	4	50	2	25	0	0	4.3	53	6.0	46	4.5	35	7.5	47	5.4	60	6.3	69
Special Education — No Information Provided	655	4164	150	23	505	77	416	64	66	10	5.7	71	8.8	68	7.9	60	10.1	63	6.9	77	7.1	79
Gifted/Talented — Participants	60	4730	0	0	60	100	55	92	26	43	7.1	89	10.8	83	10.7	83	13.1	82	7.9	88	8.3	92
Gifted/Talented — Nonparticipants	8	3669	4	50	4	50	2	25	0	0	4.3	53	6.0	46	4.5	35	7.5	47	5.4	60	6.3	69
Gifted/Talented — No Information Provided	686	4036	211	31	475	69	373	54	40	6	5.3	66	8.2	63	7.3	56	9.3	58	6.6	74	6.8	75
At-Risk — Yes	225	3875	101	45	124	55	87	39	8	4	4.8	60	7.3	56	6.2	48	8.2	51	6.4	71	6.4	71
At-Risk — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	528	4179	113	21	415	79	343	65	58	11	5.7	71	8.9	68	8.1	62	10.1	63	6.9	76	7.1	79

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English II
First-Time Tested Students

STAAR — State of Texas Assessments of Academic Readiness

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	659	96
Students Not Tested		
Absent	28	4
Other	0	0
Total Documents Submitted	687	100

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

Results for Each Reporting Category

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/Analysis Across Genres (8) #	%	2 Understanding/Analysis of Literary Texts (13) #	%	3 Understanding/Analysis of Informational Texts (13) #	%	4 Composition (16) #	%	5 Revision (9) #	%	6 Editing (9) #	%
All Students	659	4161	141	21	518	79	423	64	66	10	5.6	71	8.8	68	7.9	61	10.1	63	6.9	77	7.1	79
Male	332	4088	87	26	245	74	190	57	24	7	5.3	67	8.4	65	7.7	59	9.4	59	6.8	76	6.9	77
Female	327	4236	54	17	273	83	233	71	42	13	6.0	75	9.2	71	8.1	63	10.7	67	7.0	78	7.3	81
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	153	4119	31	20	122	80	99	65	8	5	5.6	70	8.7	67	7.9	61	9.8	61	6.8	75	7.1	79
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	22	4462	2	9	20	91	18	82	5	23	6.5	82	9.8	76	9.0	69	12.2	76	7.6	85	7.8	87
Black or African American	273	4009	85	31	188	69	139	51	15	5	5.1	64	8.1	63	7.1	54	9.1	57	6.6	74	6.8	76
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	205	4371	21	10	184	90	165	80	38	19	6.3	79	9.7	75	9.0	69	11.2	70	7.3	81	7.5	84
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	303	4019	93	31	210	69	156	51	19	6	5.2	65	8.2	63	7.1	55	9.1	57	6.6	73	6.7	75
Economically Disadvantaged — No	356	4282	48	13	308	87	267	75	47	13	6.1	76	9.3	71	8.6	66	10.8	68	7.2	79	7.4	83
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	659	4161	141	21	518	79	423	64	66	10	5.6	71	8.8	68	7.9	61	10.1	63	6.9	77	7.1	79
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	6	3724	2	33	4	67	2	33	0	0	4.5	56	6.7	51	5.3	41	7.7	48	5.3	59	6.0	67
Migrant — No Information Provided	653	4165	139	21	514	79	421	64	66	10	5.7	71	8.8	68	7.9	61	10.1	63	6.9	77	7.1	79
Identified as Emergent Bilingual/English Learner	40	3981	12	30	28	70	19	48	3	8	5.4	68	8.0	61	6.7	52	8.4	52	6.8	75	6.9	77
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	5	4459	0	0	5	100	5	100	0	0	6.6	83	11.6	89	9.6	74	11.6	73	7.2	80	8.0	89
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	11	4460	0	0	11	100	10	91	2	18	6.5	81	10.4	80	8.9	69	12.4	77	7.5	83	7.8	87
Non-Emergent Bilingual/Non-English Learner	602	4165	129	21	473	79	388	64	61	10	5.6	70	8.8	68	8.0	61	10.1	63	6.9	77	7.1	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	659	4161	141	21	518	79	423	64	66	10	5.6	71	8.8	68	7.9	61	10.1	63	6.9	77	7.1	79
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	38	3985	11	29	27	71	18	47	3	8	5.4	68	8.0	61	6.8	52	8.3	52	6.8	75	6.9	77
ESL — Nonparticipants	621	4172	130	21	491	79	405	65	63	10	5.7	71	8.8	68	8.0	61	10.2	64	6.9	77	7.1	79
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	66	3633	39	59	27	41	11	17	0	0	3.7	47	6.3	48	5.6	43	6.2	39	5.4	60	5.5	62
Special Education — No	6	3724	2	33	4	67	2	33	0	0	4.5	56	6.7	51	5.3	41	7.7	48	5.3	59	6.0	67
Special Education — No Information Provided	587	4225	100	17	487	83	410	70	66	11	5.9	73	9.1	70	8.2	63	10.5	66	7.1	79	7.3	82
Gifted/Talented — Participants	59	4743	0	0	59	100	55	93	26	44	7.2	90	10.7	83	10.8	83	13.1	82	7.9	88	8.4	93
Gifted/Talented — Nonparticipants	6	3724	2	33	4	67	2	33	0	0	4.5	56	6.7	51	5.3	41	7.7	48	5.3	59	6.0	67
Gifted/Talented — No Information Provided	594	4108	139	23	455	77	366	62	40	7	5.5	69	8.6	66	7.7	59	9.8	61	6.8	76	7.0	78
At-Risk — Yes	179	3955	64	36	115	64	85	47	8	4	5.1	64	7.8	60	6.7	51	8.6	54	6.6	73	6.7	74
At-Risk — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	479	4240	76	16	403	84	338	71	58	12	5.9	73	9.2	71	8.4	65	10.6	66	7.0	78	7.3	81

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
English II
Retested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Administration Summary

	Number	Percent
Students Tested	95	86
Students Not Tested		
Absent	15	14
Other	1	1
Total Documents Submitted	111	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding / Analysis Across Genres (8) #	%	2 Understanding / Analysis of Literary Texts (13) #	%	3 Understanding / Analysis of Informational Texts (13) #	%	4 Composition (16) #	%	5 Revision (9) #	%	6 Editing (9) #	%
All Students	95	3571	74	78	21	22	7	7	0	0	3.8	47	5.7	44	4.8	37	6.1	38	5.4	60	5.4	60
Male	65	3600	48	74	17	26	5	8	0	0	3.9	48	5.7	44	4.9	38	6.3	40	5.7	63	5.4	61
Female	30	3510	26	87	4	13	2	7	0	0	3.5	44	5.6	43	4.6	35	5.5	34	4.9	54	5.2	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	20	3565	15	75	5	25	0	0	0	0	3.8	47	5.8	45	4.9	38	6.1	38	5.1	56	5.3	58
American Indian or Alaska Native	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	54	3557	44	81	10	19	5	9	0	0	3.8	47	5.4	42	4.6	36	5.9	37	5.5	62	5.4	60
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	15	3622	10	67	5	33	1	7	0	0	3.9	49	6.1	47	5.0	38	6.8	43	5.5	61	5.4	60
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	60	3571	46	77	14	23	6	10	0	0	3.9	49	5.8	44	4.6	36	6.0	38	5.4	60	5.3	59
No	35	3573	28	80	7	20	1	3	0	0	3.5	44	5.5	42	5.1	39	6.1	38	5.5	61	5.5	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	95	3571	74	78	21	22	7	7	0	0	3.8	47	5.7	44	4.8	37	6.1	38	5.4	60	5.4	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	93	3573	72	77	21	23	7	8	0	0	3.8	47	5.7	44	4.8	37	6.0	38	5.4	60	5.3	59
Identified as Emergent Bilingual/English Learner	10	3574	7	70	3	30	1	10	0	0	3.4	43	5.9	45	4.7	36	6.4	40	5.5	61	5.0	56
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	83	3574	65	78	18	22	6	7	0	0	3.8	47	5.6	43	4.9	37	6.1	38	5.4	60	5.4	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	95	3571	74	78	21	22	7	7	0	0	3.8	47	5.7	44	4.8	37	6.1	38	5.4	60	5.4	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	9	3582	6	67	3	33	1	11	0	0	3.4	43	6.3	49	4.9	38	6.0	38	5.6	62	4.9	54
Nonparticipants	86	3570	68	79	18	21	6	7	0	0	3.8	47	5.6	43	4.8	37	6.1	38	5.4	60	5.4	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	25	3412	22	88	3	12	1	4	0	0	3.4	42	4.8	37	4.2	32	4.4	28	4.6	52	4.7	52
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	68	3632	50	74	18	26	6	9	0	0	3.9	49	6.0	46	5.1	39	6.6	42	5.7	64	5.6	62
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	92	3569	72	78	20	22	7	8	0	0	3.8	47	5.6	43	4.8	37	6.0	37	5.4	61	5.4	60
At-Risk Yes	46	3564	37	80	9	20	2	4	0	0	3.7	46	5.5	42	4.5	34	6.3	39	5.6	62	5.3	59
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	49	3578	37	76	12	24	5	10	0	0	3.8	48	5.8	45	5.1	39	5.9	37	5.3	59	5.4	60

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
U.S. History
All Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	663	98
Students Not Tested		
Absent	16	2
Other	0	0
Total Documents Submitted	679	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History (30) #	1 History %	2 Geography and Culture (12) #	2 Geography and Culture %	3 Government and Citizenship (10) #	3 Government and Citizenship %	4 Economics, Science, Technology, and Society (16) #	4 Economics, Science, Technology, and Society %
All Students	663	4159	92	14	571	86	409	62	223	34	19.4	65	8.0	66	6.3	63	10.8	68
Male	337	4150	44	13	293	87	202	60	109	32	19.3	64	7.9	66	6.2	62	10.8	68
Female	326	4169	48	15	278	85	207	63	114	35	19.5	65	8.0	67	6.4	64	10.8	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	153	4134	20	13	133	87	92	60	48	31	19.4	65	7.7	64	6.3	63	10.7	67
American Indian or Alaska Native	12	3907	3	25	9	75	6	50	1	8	15.8	53	7.3	60	5.8	58	9.8	61
Asian	24	4301	3	13	21	88	19	79	11	46	20.6	69	8.7	72	6.8	68	12.0	75
Black or African American	251	4016	50	20	201	80	121	48	56	22	17.8	59	7.5	62	5.7	57	9.8	61
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	223	4336	16	7	207	93	171	77	107	48	21.3	71	8.6	72	6.9	69	12.0	75
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	314	3986	60	19	254	81	154	49	63	20	17.6	59	7.3	61	5.6	56	9.9	62
No	349	4315	32	9	317	91	255	73	160	46	21.0	70	8.6	71	6.9	69	11.7	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	663	4159	92	14	571	86	409	62	223	34	19.4	65	8.0	66	6.3	63	10.8	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	8	3778	2	25	6	75	3	38	1	13	15.6	52	5.6	47	5.5	55	8.0	50
No Information Provided	655	4164	90	14	565	86	406	62	222	34	19.4	65	8.0	67	6.3	63	10.9	68
Identified as Emergent Bilingual/English Learner	43	3790	14	33	29	67	12	28	3	7	15.3	51	6.4	53	4.9	49	8.7	54
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	6	4392	0	0	6	100	5	83	4	67	22.5	75	8.2	68	6.3	63	12.8	80
Non-Emergent Bilingual/Non-English Learner	613	4184	78	13	535	87	392	64	216	35	19.7	66	8.1	67	6.4	64	11.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	663	4159	92	14	571	86	409	62	223	34	19.4	65	8.0	66	6.3	63	10.8	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	39	3760	14	36	25	64	10	26	3	8	14.9	50	6.2	51	4.7	47	8.5	53
Nonparticipants	624	4184	78	13	546	88	399	64	220	35	19.7	66	8.1	67	6.4	64	11.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	76	3644	35	46	41	54	18	24	4	5	13.7	46	5.6	47	4.4	44	7.9	49
No	7	3797	2	29	5	71	3	43	1	14	16.0	53	5.4	45	5.7	57	8.1	51
No Information Provided	580	4231	55	9	525	91	388	67	218	38	20.2	67	8.3	69	6.5	65	11.3	70
Gifted/Talented Participants	45	4826	0	0	45	100	45	100	38	84	25.3	84	10.4	87	8.3	83	14.1	88
Nonparticipants	8	3778	2	25	6	75	3	38	1	13	15.6	52	5.6	47	5.5	55	8.0	50
No Information Provided	610	4115	90	15	520	85	361	59	184	30	19.0	63	7.8	65	6.2	62	10.6	66
At-Risk Yes	181	3878	48	27	133	73	72	40	22	12	16.1	54	6.8	57	5.2	52	9.4	59
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	481	4264	44	9	437	91	336	70	200	42	20.6	69	8.4	70	6.7	67	11.4	71

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
U.S. History
First-Time Tested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Report Date: SPRING 2022
Date of Testing: SPRING 2022

Administration Summary

	Number	Percent
Students Tested	641	98
Students Not Tested		
Absent	15	2
Other	0	0
Total Documents Submitted	656	100

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

Administration Summary	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History (30) #	1 History %	2 Geography and Culture (12) #	2 Geography and Culture %	3 Government and Citizenship (10) #	3 Government and Citizenship %	4 Economics, Science, Technology, and Society (16) #	4 %
All Students	641	4184	79	12	562	88	409	64	223	35	19.7	66	8.1	67	6.4	64	11.0	69
Male	322	4183	36	11	286	89	202	63	109	34	19.7	66	8.1	67	6.3	63	11.1	69
Female	319	4186	43	13	276	87	207	65	114	36	19.7	66	8.0	67	6.5	65	10.9	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	143	4180	15	10	128	90	92	64	48	34	19.9	66	7.9	66	6.4	64	11.0	68
American Indian or Alaska Native	11	3940	3	27	8	73	6	55	1	9	16.5	55	7.3	61	6.2	62	9.7	61
Asian	23	4355	2	9	21	91	19	83	11	48	21.2	71	8.8	74	7.0	70	12.4	77
Black or African American	243	4036	44	18	199	82	121	50	56	23	18.0	60	7.6	63	5.8	58	10.0	62
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	221	4345	15	7	206	93	171	77	107	48	21.4	71	8.7	72	7.0	70	12.1	75
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	297	4019	50	17	247	83	154	52	63	21	18.0	60	7.4	62	5.8	58	10.1	63
No	344	4327	29	8	315	92	255	74	160	47	21.2	71	8.6	72	6.9	69	11.8	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	641	4184	79	12	562	88	409	64	223	35	19.7	66	8.1	67	6.4	64	11.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	8	3778	2	25	6	75	3	38	1	13	15.6	52	5.6	47	5.5	55	8.0	50
No Information Provided	633	4189	77	12	556	88	406	64	222	35	19.7	66	8.1	67	6.4	64	11.0	69
Identified as Emergent Bilingual/English Learner	38	3859	10	26	28	74	12	32	3	8	16.2	54	6.7	55	5.2	52	9.2	58
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	6	4392	0	0	6	100	5	83	4	67	22.5	75	8.2	68	6.3	63	12.8	80
Non-Emergent Bilingual/Non-English Learner	596	4204	69	12	527	88	392	66	216	36	19.9	66	8.2	68	6.5	65	11.1	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	641	4184	79	12	562	88	409	64	223	35	19.7	66	8.1	67	6.4	64	11.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	34	3833	10	29	24	71	10	29	3	9	15.9	53	6.5	54	5.0	50	9.1	57
Nonparticipants	607	4204	69	11	538	89	399	66	220	36	19.9	66	8.2	68	6.5	65	11.1	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	70	3666	30	43	40	57	18	26	4	6	14.0	47	5.7	48	4.5	45	8.1	51
No	7	3797	2	29	5	71	3	43	1	14	16.0	53	5.4	45	5.7	57	8.1	51
No Information Provided	564	4253	47	8	517	92	388	69	218	39	20.5	68	8.4	70	6.6	66	11.4	71
Gifted/Talented Participants	45	4826	0	0	45	100	45	100	38	84	25.3	84	10.4	87	8.3	83	14.1	88
Nonparticipants	8	3778	2	25	6	75	3	38	1	13	15.6	52	5.6	47	5.5	55	8.0	50
No Information Provided	588	4141	77	13	511	87	361	61	184	31	19.3	64	7.9	66	6.3	63	10.8	68
At-Risk Yes	166	3916	40	24	126	76	72	43	22	13	16.6	55	7.0	58	5.3	53	9.7	60
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	474	4277	39	8	435	92	336	71	200	42	20.8	69	8.4	70	6.7	67	11.5	72

22050201ALHS00

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
U.S. History
Retested Students

District: 061-901 DENTON ISD
Campus: 008 RAY BRASWELL H

Administration Summary

	Number	Percent
Students Tested	22	96
Students Not Tested		
Absent	1	4
Other	0	0
Total Documents Submitted	23	100

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

Administration Summary	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History (30) #	%	2 Geography and Culture (12) #	%	3 Government and Citizenship (10) #	%	4 Economics, Science, Technology, and Society (16) #	%
All Students	22	3427	13	59	9	41	0	0	0	0	10.6	35	5.0	41	3.5	35	5.9	37
Male	15	3436	8	53	7	47	0	0	0	0	10.8	36	4.7	39	3.7	37	6.1	38
Female	7	3407	5	71	2	29	0	0	0	0	10.1	34	5.6	46	3.0	30	5.4	34
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	10	3471	5	50	5	50	0	0	0	0	11.0	37	4.8	40	3.8	38	6.5	41
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	8	3408	6	75	2	25	0	0	0	0	11.1	37	4.8	40	3.9	39	4.6	29
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	17	3420	10	59	7	41	0	0	0	0	10.3	34	4.6	39	3.2	32	6.5	40
No	5	3452	3	60	2	40	0	0	0	0	11.6	39	6.0	50	4.2	42	3.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	22	3427	13	59	9	41	0	0	0	0	10.6	35	5.0	41	3.5	35	5.9	37
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	22	3427	13	59	9	41	0	0	0	0	10.6	35	5.0	41	3.5	35	5.9	37
Identified as Emergent Bilingual/English Learner	5	3264	4	80	1	20	0	0	0	0	8.4	28	4.2	35	2.8	28	4.8	30
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	17	3475	9	53	8	47	0	0	0	0	11.2	37	5.2	43	3.6	36	6.2	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	22	3427	13	59	9	41	0	0	0	0	10.6	35	5.0	41	3.5	35	5.9	37
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	5	3264	4	80	1	20	0	0	0	0	8.4	28	4.2	35	2.8	28	4.8	30
Nonparticipants	17	3475	9	53	8	47	0	0	0	0	11.2	37	5.2	43	3.6	36	6.2	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	6	3385	5	83	1	17	0	0	0	0	10.2	34	5.0	42	3.3	33	5.2	32
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	16	3443	8	50	8	50	0	0	0	0	10.8	36	4.9	41	3.5	35	6.1	38
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	22	3427	13	59	9	41	0	0	0	0	10.6	35	5.0	41	3.5	35	5.9	37
At-Risk Yes	15	3458	8	53	7	47	0	0	0	0	10.3	34	5.2	43	3.4	34	6.8	43
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	7	3361	5	71	2	29	0	0	0	0	11.1	37	4.4	37	3.6	36	3.9	24

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Denton Independent School District

Navo Middle School

2022-2023 Campus Improvement Plan

Mission Statement

Navo Middle School strives to promote a diverse, safe, and equitable learning environment in which students are motivated and nurtured to become lifelong learners.

Vision

Navo Middle School's vision is to foster relationships that inspire our students to become engaged learners who embody our core values.

Core Values: Respect, Kindness, Excellence, Teamwork, and Perserverance

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a close knit staff that works together in formalized PLCs to develop common assessments, share instructional strategies and collaborate on how to best meet the needs of all of our students. We serve an increasingly more diverse community of learners. Some of our students have been in Denton ISD their entire academic career. However, the trend continues to reveal we have families moving into our community who are coming from all over the nation. We are in an area of Denton county that continues to grow exponentially. This growth necessitates the opening of another middle school in this area to keep pace with the number of students enrolling at Navo and our sister school, Rodriguez Middle School.

Our enrollment by Race/Ethnicity is as follows:

African American	40.9%
Hispanic	24.7%
White	23.5%
American Indian	.2%
Asian	3.0%
Pacific Islander	0.0%
Two or More Races	6%

Our enrollment by Student Group is as follows:

Economically Disadvantaged	43%
English Language Learners	4.2%
Special Education	11.9%

Demographics Strengths

Our daily attendance rate remains at 95.38%

28.8% of our teachers hold a graduate degree

41% of our teachers have 6 years or more experience teaching

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to hire diverse staff

Problem Statement 2: Increase student enrollment in extra-curricular opportunities

Problem Statement 3: Develop ways to increase opportunities for parent and community engagement

Student Learning

Student Learning Summary

- Navo utilizes MAP data to monitor student learning/progress this academic year.
- Navo implemented a SUCCESS schedule that allows for accelerated learning time each week as well as social and emotional lessons developed by our counselors.
- Navo hosts Saturday SUCCESS time each month for accelerated learning opportunities.
- Navo hosts afterschool accelerated learning throughout each week in science, math, and ELAR.
- Navo will continue to utilize our Professional Learning Communities with an emphasis this year on creating lessons and engaging experiences in Canvas.
- Navo will continue to utilize the Workshop model for Assessment and Learning strategies. We will build on what we've learned as a campus regarding learning targets and continue to assist students with goal setting.
- Navo will continue to provide additional instructional support for our students who need reading and math interventions. We now utilize IXL for reading support and IXL for math support. IXL can be utilized for students at every grade and achievement level.
- Navo will continue to focus on the increase of "Student Progress" measure as determined by the State Accountability Report Card.

Student Learning Strengths

This is our third year as an AVID campus. We will continue to build our program. We will continue to foster a strong AVID community working in partnership with Rodriguez Middle School and Braswell High School. Our AVID coordinator is leading the campus in teaching teachers how to implement the use of Cornell Notes. Through the AVID elective, students are working collaboratively, developing study and note taking skills, engaging in tutoring sessions offered by AVID tutors and envisioning themselves in college. We are working with our teachers to employ WICOR strategies (writing, inquiry, collaboration, organization and reading) in every class. We will monitor the data to determine the impact of utilization of these strategies on student engagement and learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase student attendance for structured instructional interventions outside of school hours

Problem Statement 2: Train staff to analyze multiple data sources such as IXL, MAP, and common assessments

School Processes & Programs

School Processes & Programs Summary

Priorities:

- Navo Middle School will continue to build on celebrating the accomplishments and contributions of our students and staff. Each week we celebrate our "Spotlight of the Week" staff member who has gone above and beyond in contributing to the welfare of our campus. We are intentional in recognizing paraprofessionals, teachers, and support staff. Navo Middle School will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff. Each nine weeks, students are recognized as "Star Students" for academic achievement and character. Each month, we solicit nominations for our staff "Panther of the Month." We open up nominations and voting to staff, students, and Navo families.
- Maintain a positive and prolific presence on social media.
- Utilize our positive office referrals submitted by staff members.
- Committees for interviewing candidates for open positions.
- New to Navo mentoring program to offer high levels of support and trust in order to increase staff retention.
- Encourage staff leadership through our PLCs and voluntary learning opportunities such as book studies.
- Survey staff needs to determine how to best provide support.

School Processes & Programs Strengths

- We have and continue to provide professional learning opportunities specific to PLC (professional learning communities), AVID, literacy training, curriculum writing, and accessment development. This summer multiple teams of teachers engaged in learning on their own time. This committment on their part exemplifies our collective committment to become a more engaged learning community.
- We are working towards 100 % of our staff becoming PTA members. Additionally, we saw increased PTA membership at every level this last year, earning multiple PTA awards.
- There is strong collaboration between our Digital Learning Specialist and staff which results in teacher willingess to take risks in the use of instructional technology.
- Teacher representation for TCC, EIC, Team, and Department leader meetings.
- Staff participation in learning opportunities within their departments and across the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Involve everyone in the DTMSS process

Problem Statement 2: Identify professional development needs and opportunities

Problem Statement 3: Increase retention of experienced teachers

Perceptions

Perceptions Summary

Navo Middle School values the feedback provided by students, staff, and our families. Our leadership teams are instrumental in developing our needs assessment for the campus. The level of accountability and support from our department meetings, our BERT team meetings, PTA meetings and our Campus Leadership team meetings provide a wealth of information that helps us stay true to our goals. In the recruitment of staff members, we are intentional in selecting candidates who are student centered and embrace collaboration with colleagues, students, and parents. Our core values include: Respect, Kindness, Excellence, Perserverance, Teamwork.

Perceptions Strengths

Navo Middle School maintains a high level of communication through weekly emails, phone blasts, social media presence, teacher calls, and positive postcards staff members send to students and their families. Family Literacy Night is a collaborative event that brings departments, parents and students, and our community together. Our families support their students who compete in athletic events, fine arts performance, and strive academically. The training and experience we have gained in the use of Restorative Practices has enabled our staff to learn strategies to better build relationships with students. Students are assuming leadership within their classes as they develop social contracts within their learning environments. That collaboration, coupled with accountability, fosters positivity and inclusivity. Our staff supports each other daily. They work as teams within their departments, teams, and PLCS.

Staff, students, and parents share common goals of student safety, inclusivity, and high academic expectations and support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase communication between administration and staff

Problem Statement 2: Increase instructional walk-throughs and feedback

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 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: Navo Middle School students will achieve at least one year of growth or maintain "Meets" in math as shown on STAAR assessment data.

> **Evaluation Data Sources:** STAAR Assessment Data
> MAP
> IXL
> Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Use MAP and IXL data to gauge student growth in math.	**Formative**		
Strategy's Expected Result/Impact: Analysis of student data and interventions planned yield student growth.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Math teachers **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: PLCs will meet weekly to examine student data from various assessments, including common, summative, MAP, IXL and STAAR.	**Formative**		
Strategy's Expected Result/Impact: Analysis of student data and interventions yield student growth.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will develop common assessments.	**Formative**		
Strategy's Expected Result/Impact: Common assessments developed in all units of study.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: The Campus Leadership Team will meet consistently throughout the year to evaluate the needs of the campus, monitor the progress of our goals and make adjustments as needed.	**Formative**		
Strategy's Expected Result/Impact: Analysis of student data and teacher interventions yield student growth.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership Team and Administrators **Targeted Support Strategy**			

Strategy 5 Details	Formative Reviews		
Strategy 5: Incorporate PLC and Team time into the master schedule.	**Formative**		
Strategy's Expected Result/Impact: Master schedule will reflect this strategy and the result will be collaboration between teachers.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will assist students in academic goal setting specific to growth and achievement.	**Formative**		
Strategy's Expected Result/Impact: Students will have individual goals they monitor which will result in student academic growth.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers **Targeted Support Strategy**			

Strategy 7 Details	Formative Reviews		
Strategy 7: Create SUCCESS bell schedule that allows for accelerated learning opportunities weekly for students in need.	**Formative**		
Strategy's Expected Result/Impact: Students will receive more individualized support that will yield academic growth in targeted subjects.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, counselors, and teachers **Targeted Support Strategy**			

Strategy 8 Details	Formative Reviews		
Strategy 8: Math teachers will utilize Math IXL with their students and set goals for participation and growth.	Formative		
Strategy's Expected Result/Impact: Student growth in math **Staff Responsible for Monitoring:** Math teachers **Targeted Support Strategy**	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Teachers will offer intervention opportunities on designated Saturdays, before or after school hours for specific math learning standards.	Formative		
Strategy's Expected Result/Impact: Students will receive more individualized support that will yield academic growth in targeted subjects. **Staff Responsible for Monitoring:** Math teachers **Targeted Support Strategy**	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Campus and district leadership will monitor utilization of process standards in math for grades 6-8	Formative		
Strategy's Expected Result/Impact: Level of rigor and relevance will increase student achievement and engagement. **Staff Responsible for Monitoring:** Campus Administrators Math Dept Chair Math Dept District Math Coordinator **Targeted Support Strategy**	Dec	Mar	May

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

Guiding Outcome 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: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders.

Evaluation Data Sources: Attendance, CANVAS access, surveys, PTA membership, report cards, enrollment in courses and extra-curricular

Strategy 1 Details	Formative Reviews		
Strategy 1: Navo Middle School will recognize STAR students of the month for academic achievement and character.	**Formative**		
Strategy's Expected Result/Impact: Positive reinforcement and acknowledgement of outstanding performance and character.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, counselors, and administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will recognize staff members for "Spotlight of the Week" for contributions they make to the positive culture and climate of Navo Middle School.	**Formative**		
Strategy's Expected Result/Impact: Positive reinforcement and acknowledgement of outstanding performance or contributions.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Shoutout Wednesdays for staff members, students, and community members to recognize Navo staff will be solicited and posted via social media each week.	**Formative**		
Strategy's Expected Result/Impact: Positive reinforcement and acknowledgement of contributions and outstanding performance.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Frequent use of social media platforms to highlight positive things at Navo.	**Formative**		
Strategy's Expected Result/Impact: Consistent and frequent form of communication. **Staff Responsible for Monitoring:** Administrators	**Dec**	**Mar**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Counseling team will establish goals that address the social, emotional, and academic needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Academic growth and student involvement **Staff Responsible for Monitoring:** Counseling team and administrators	**Dec**	**Mar**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Implementation of AVID and promotion of strategies utilized in the AVID program for all students.	**Formative**		
Strategy's Expected Result/Impact: Enrollment in AVID **Staff Responsible for Monitoring:** AVID coordinator, counselors and administrators	**Dec**	**Mar**	**May**

Strategy 7 Details	Formative Reviews		
Strategy 7: Focus group will address behavioral challenges on campus and develop plans to increase student engagement.	**Formative**		
Strategy's Expected Result/Impact: This leadership group will provide professional learning opportunities based on campus and individual staff need. **Staff Responsible for Monitoring:** Leadership group and administrator team.	**Dec**	**Mar**	**May**

Strategy 8 Details	Formative Reviews		
Strategy 8: All teachers will embed time in their classes to establish positive relationships with their students and communicate classroom expectations, norms and procedures consistently throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Fewer instances of behavioral issues and increased student engagement. **Staff Responsible for Monitoring:** All staff	**Dec**	**Mar**	**May**

Strategy 9 Details	Formative Reviews		
Strategy 9: We will closely monitor student attendance and provide resources and interventions as necessary to increase student attendance.	**Formative**		
Strategy's Expected Result/Impact: Higher attendance rate, coupled with a decline of truancy referrals for parents/students. **Staff Responsible for Monitoring:** Attendance Liaison Admin Teachers	**Dec**	**Mar**	**May**

Strategy 10 Details	Formative Reviews

Strategy 10: Provide staff with professional learning opportunities specific to their needs and interests.	Formative		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will participate in professional learning and experience a greater sense of belonging and feeling valued. **Staff Responsible for Monitoring:** Staff Admin			

Strategy 11 Details	Formative Reviews

Strategy 11: Campus Leadership will provide timely and specific feedback to staff throughout the year through TTESS walk-throughs, TTESS observations, and review of goals for all staff.	Formative		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will experience a greater sense of knowing what is expected of them as well as feeling valued. **Staff Responsible for Monitoring:** Admin Team Leads Dept Chairs			

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

State Compensatory

Budget for Navo Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Navo Middle School

Name	Position	FTE
Nitia Harris	Reading Interventionist	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Beth Kelly	Principal
Non-classroom Professional	Crystal Campbell	Student Assistance Counselor
Paraprofessional	Jodalys Rolon	Attendance Clerk
Classroom Teacher	Megan Fuller	Teacher
Classroom Teacher	Diana Duck	Teacher
Classroom Teacher	Darlene Petit	Teacher
Classroom Teacher	Kenneth Telschow	Teacher
Classroom Teacher	Dee Fields	Teacher
Classroom Teacher	Brandt Brooks	Teacher
District-level Professional	Amy Lawrence	Director of Counseling and Social Work
Business Representative	Juan Robinson	Business Representative
Non-classroom Professional	Jade McClure	Librarian
Classroom Teacher	Samm McAlister	Teacher
Administrator	Toni Goodman	Administrator
Parent	Tanya Wright	Parent
Parent	Kelly Beard	Parent

2020-21 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: NAVO MIDDLE

Campus Number: 061901047

2021 Accountability Rating: Not Rated: Declared State of Disaster

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	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	EB/EL (Current & Monitored)
					STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	68%	**69%**	56%	74%	76%	*	100%	-	69%	30%	89%	75%	62%	56%	71%
	2019	68%	74%	**72%**	64%	74%	75%	-	90%	-	82%	23%	83%	76%	68%	58%	62%
At Meets Grade Level or Above	2021	32%	36%	**37%**	28%	40%	42%	*	50%	-	46%	23%	44%	43%	29%	27%	43%
	2019	37%	43%	**40%**	35%	36%	46%	-	20%	-	45%	17%	42%	47%	33%	31%	15%
At Masters Grade Level	2021	15%	16%	**18%**	12%	22%	20%	*	0%	-	31%	15%	0%	21%	13%	14%	24%
	2019	18%	20%	**20%**	11%	15%	28%	-	10%	-	18%	6%	17%	26%	13%	10%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	**69%**	53%	75%	80%	*	86%	-	69%	43%	89%	76%	60%	54%	70%
	2019	81%	83%	**80%**	78%	72%	84%	-	100%	-	82%	34%	67%	81%	79%	68%	62%
At Meets Grade Level or Above	2021	36%	34%	**30%**	15%	35%	40%	*	57%	-	38%	20%	33%	37%	21%	19%	40%
	2019	47%	46%	**45%**	36%	30%	57%	-	60%	-	55%	20%	50%	51%	39%	29%	31%
At Masters Grade Level	2021	15%	12%	**9%**	5%	12%	11%	*	0%	-	15%	8%	0%	11%	6%	6%	15%
	2019	21%	19%	**17%**	11%	13%	22%	-	40%	-	9%	9%	17%	23%	11%	10%	15%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	73%	**72%**	60%	73%	82%	-	92%	*	80%	30%	80%	78%	64%	51%	63%
	2019	76%	81%	**80%**	72%	76%	86%	-	100%	-	100%	36%	92%	86%	75%	74%	62%
At Meets Grade Level or Above	2021	45%	49%	**48%**	30%	50%	62%	-	62%	*	80%	15%	60%	57%	35%	28%	50%
	2019	49%	56%	**50%**	40%	42%	57%	-	90%	-	88%	19%	50%	57%	43%	34%	23%
At Masters Grade Level	2021	25%	27%	**25%**	17%	22%	33%	-	31%	*	40%	6%	20%	31%	16%	10%	25%
	2019	29%	34%	**29%**	19%	25%	36%	-	50%	-	38%	8%	33%	35%	22%	15%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	64%	**60%**	41%	62%	75%	-	91%	*	60%	27%	80%	67%	49%	43%	50%
	2019	75%	80%	**78%**	64%	76%	89%	-	100%	-	100%	36%	83%	86%	71%	68%	58%
At Meets Grade Level or Above	2021	27%	33%	**27%**	17%	26%	34%	-	64%	*	40%	12%	40%	36%	15%	14%	33%
	2019	43%	48%	**38%**	24%	29%	48%	-	100%	-	88%	17%	42%	44%	33%	24%	17%
At Masters Grade Level	2021	12%	13%	**11%**	5%	7%	15%	-	45%	*	20%	6%	0%	16%	3%	4%	8%
	2019	17%	19%	**13%**	7%	10%	14%	-	63%	-	50%	11%	8%	15%	11%	5%	0%
Grade 7 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	69%	**67%**	52%	75%	76%	-	77%	*	*	20%	80%	74%	57%	47%	56%
	2019	70%	76%	**75%**	63%	72%	82%	-	100%	-	100%	25%	83%	80%	69%	63%	64%
At Meets Grade Level or Above	2021	33%	38%	**36%**	23%	28%	48%	-	54%	*	*	11%	60%	44%	24%	16%	25%
	2019	42%	49%	**47%**	29%	47%	56%	-	80%	-	88%	17%	50%	56%	38%	31%	21%
At Masters Grade Level	2021	10%	11%	**10%**	6%	13%	9%	-	23%	*	*	11%	0%	12%	7%	4%	13%
	2019	18%	21%	**16%**	9%	13%	21%	-	40%	-	38%	6%	25%	19%	14%	13%	21%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	76%	**71%**	63%	64%	84%	-	82%	-	67%	29%	70%	75%	66%	56%	71%
	2019	86%	90%	**89%**	83%	83%	95%	*	89%	-	100%	48%	75%	91%	86%	83%	89%
At Meets Grade Level or Above	2021	46%	48%	**42%**	32%	31%	58%	-	55%	-	33%	18%	20%	46%	36%	26%	36%
	2019	55%	60%	**56%**	45%	53%	64%	*	72%	-	50%	23%	38%	59%	53%	37%	42%
At Masters Grade Level	2021	21%	22%	**18%**	13%	13%	28%	-	18%	-	0%	4%	0%	20%	17%	12%	21%
	2019	28%	33%	**27%**	17%	25%	33%	*	50%	-	33%	10%	25%	28%	26%	15%	11%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	56%	**49%**	39%	40%	68%	-	40%	-	50%	21%	57%	53%	44%	31%	33%
	2019	88%	89%	**90%**	84%	85%	96%	*	100%	-	83%	47%	86%	91%	88%	85%	100%
At Meets Grade Level or Above	2021	36%	30%	**21%**	12%	11%	36%	-	40%	-	33%	21%	14%	25%	16%	10%	11%
	2019	57%	56%	**58%**	50%	56%	67%	*	62%	-	67%	20%	43%	57%	60%	49%	71%
At Masters Grade Level	2021	11%	9%	**4%**	4%	2%	6%	-	0%	-	17%	10%	0%	2%	6%	3%	11%
	2019	17%	16%	**13%**	7%	15%	14%	*	38%	-	33%	10%	0%	14%	12%	9%	14%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	**63%**	54%	54%	79%	-	73%	-	50%	24%	60%	68%	55%	44%	50%
	2019	81%	84%	**83%**	76%	81%	90%	*	89%	-	67%	45%	75%	86%	81%	75%	89%
At Meets Grade Level or Above	2021	43%	41%	**36%**	22%	25%	56%	-	45%	-	33%	21%	40%	41%	28%	18%	36%
	2019	51%	56%	**55%**	43%	54%	63%	*	67%	-	67%	19%	38%	54%	56%	43%	53%
At Masters Grade Level	2021	24%	20%	**18%**	10%	10%	30%	-	27%	-	33%	7%	10%	22%	13%	11%	21%
	2019	25%	29%	**26%**	17%	25%	31%	*	39%	-	33%	6%	13%	26%	26%	17%	21%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	59%	**58%**	46%	52%	73%	-	55%	-	50%	37%	56%	61%	53%	40%	36%
	2019	69%	71%	**72%**	60%	76%	77%	*	89%	-	67%	23%	38%	72%	72%	62%	89%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	27%	**24%**	16%	20%	36%	-	27%	-	17%	19%	11%	25%	23%	10%	29%
	2019	37%	38%	**30%**	23%	25%	35%	*	50%	-	33%	23%	38%	29%	31%	21%	32%
At Masters Grade Level	2021	14%	12%	**9%**	6%	3%	17%	-	0%	-	0%	7%	0%	10%	7%	3%	7%
	2019	21%	23%	**15%**	11%	14%	17%	*	22%	-	17%	6%	13%	13%	17%	8%	16%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	73%	**93%**	88%	92%	96%	-	100%	-	-	-	*	93%	95%	85%	100%
	2019	85%	86%	**100%**	100%	100%	100%	-	100%	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	40%	**62%**	53%	75%	64%	-	50%	-	-	-	*	58%	70%	69%	71%
	2019	61%	64%	**91%**	86%	100%	87%	-	100%	-	-	*	*	92%	90%	92%	83%
At Masters Grade Level	2021	23%	21%	**38%**	47%	33%	32%	-	50%	-	-	-	*	33%	50%	38%	57%
	2019	37%	42%	**73%**	86%	83%	63%	-	86%	-	-	*	*	80%	68%	85%	83%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**65%**	52%	64%	78%	*	80%	50%	66%	29%	74%	71%	58%	48%	60%
	2019	78%	81%	**80%**	72%	78%	86%	*	94%	-	87%	35%	77%	83%	77%	72%	78%
At Meets Grade Level or Above	2021	41%	42%	**34%**	22%	31%	47%	*	51%	33%	42%	18%	35%	40%	26%	19%	37%
	2019	50%	54%	**47%**	36%	42%	55%	*	67%	-	64%	19%	45%	51%	44%	34%	37%
At Masters Grade Level	2021	18%	18%	**14%**	10%	12%	20%	*	21%	33%	20%	9%	3%	17%	10%	8%	19%
	2019	24%	26%	**21%**	13%	19%	25%	*	41%	-	29%	8%	18%	23%	18%	12%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	**71%**	60%	70%	81%	*	91%	*	71%	30%	79%	76%	64%	54%	69%
	2019	75%	78%	**80%**	73%	78%	85%	*	92%	-	92%	35%	84%	84%	76%	73%	73%
At Meets Grade Level or Above	2021	45%	46%	**43%**	30%	40%	55%	*	56%	*	50%	19%	38%	49%	33%	27%	43%
	2019	48%	52%	**49%**	40%	44%	56%	*	63%	-	60%	20%	44%	55%	43%	34%	29%
At Masters Grade Level	2021	18%	19%	**20%**	14%	19%	28%	*	19%	*	25%	9%	4%	24%	15%	12%	24%
	2019	21%	24%	**25%**	16%	22%	32%	*	39%	-	28%	8%	25%	29%	21%	14%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	67%	**62%**	47%	62%	77%	*	83%	*	63%	31%	79%	68%	54%	45%	63%
	2019	82%	85%	**83%**	76%	79%	90%	*	100%	-	88%	39%	78%	87%	80%	75%	78%
At Meets Grade Level or Above	2021	37%	37%	**29%**	17%	27%	39%	*	55%	*	38%	18%	33%	35%	20%	16%	38%
	2019	52%	55%	**50%**	37%	41%	59%	*	76%	-	68%	19%	47%	53%	47%	37%	47%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	16%	**10%**	7%	9%	13%	*	28%	*	17%	8%	0%	13%	7%	6%	19%
	2019	26%	29%	**18%**	10%	17%	20%	*	53%	-	28%	10%	13%	21%	15%	11%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	61%	**67%**	52%	75%	76%	-	77%	*	*	20%	80%	74%	57%	47%	56%
	2019	68%	74%	**75%**	63%	72%	82%	-	100%	-	100%	25%	83%	80%	69%	63%	64%
At Meets Grade Level or Above	2021	30%	32%	**36%**	23%	28%	48%	-	54%	*	*	11%	60%	44%	24%	16%	25%
	2019	38%	44%	**47%**	29%	47%	56%	-	80%	-	88%	17%	50%	56%	38%	31%	21%
At Masters Grade Level	2021	9%	9%	**10%**	6%	13%	9%	-	23%	*	*	11%	0%	12%	7%	4%	13%
	2019	14%	17%	**16%**	9%	13%	21%	-	40%	-	38%	6%	25%	19%	14%	13%	21%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	**63%**	54%	54%	79%	-	73%	-	50%	24%	60%	68%	55%	44%	50%
	2019	81%	84%	**83%**	76%	81%	90%	*	89%	-	67%	45%	75%	86%	81%	75%	89%
At Meets Grade Level or Above	2021	44%	43%	**36%**	22%	25%	56%	-	45%	-	33%	21%	40%	41%	28%	18%	36%
	2019	54%	58%	**55%**	43%	54%	63%	*	67%	-	67%	19%	38%	54%	56%	43%	53%
At Masters Grade Level	2021	20%	17%	**18%**	10%	10%	30%	-	27%	-	33%	7%	10%	22%	13%	11%	21%
	2019	25%	27%	**26%**	17%	25%	31%	*	39%	-	33%	6%	13%	26%	26%	17%	21%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	**58%**	46%	52%	73%	-	55%	-	50%	37%	56%	61%	53%	40%	36%
	2019	81%	82%	**72%**	60%	76%	77%	*	89%	-	67%	23%	38%	72%	72%	62%	89%
At Meets Grade Level or Above	2021	49%	49%	**24%**	16%	20%	36%	-	27%	-	17%	19%	11%	25%	23%	10%	29%
	2019	55%	56%	**30%**	23%	25%	35%	*	50%	-	33%	23%	38%	29%	31%	21%	32%
At Masters Grade Level	2021	29%	28%	**9%**	6%	3%	17%	-	0%	-	0%	7%	0%	10%	7%	3%	7%
	2019	33%	34%	**15%**	11%	14%	17%	*	22%	-	17%	6%	13%	13%	17%	8%	16%

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\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	49	44	47	52	-	60	-	45	23	63	50	47	41	31
	2018	47	50	46	35	46	52	-	56	-	45	33	36	48	43	48	43
Grade 6 Mathematics	2019	54	47	53	49	45	56	-	75	-	68	38	46	53	53	45	54
	2018	56	48	51	49	58	47	-	88	-	50	44	46	51	52	51	50
Grade 7 ELA/Reading	2019	77	79	76	74	73	77	-	90	-	88	65	88	77	75	73	81
	2018	76	79	76	70	82	77	*	77	-	75	56	40	74	78	72	87
Grade 7 Mathematics	2019	62	66	60	56	52	66	-	81	-	75	42	71	62	59	55	46
	2018	67	70	67	62	67	70	*	77	-	50	46	80	66	67	63	78
Grade 8 ELA/Reading	2019	77	76	77	77	75	76	*	86	-	83	83	69	75	79	78	63
	2018	79	80	82	77	81	83	-	79	-	100	75	100	82	82	85	86
Grade 8 Mathematics	2019	82	82	86	87	81	86	*	92	-	83	72	100	86	85	84	89
	2018	81	81	85	87	82	87	-	80	-	60	76	100	84	86	88	77
End of Course Algebra I	2019	75	77	84	86	100	77	-	86	-	-	*	*	92	76	92	92
	2018	72	73	96	*	92	100	-	*	-	-	-	*	94	100	75	*
All Grades Both Subjects	2019	69	70	67	65	62	68	*	82	-	71	53	71	67	66	65	63
	2018	69	70	68	63	71	70	*	77	-	59	55	62	69	67	67	73
All Grades ELA/Reading	2019	68	69	67	66	64	68	*	80	-	68	56	73	67	67	66	59
	2018	69	70	68	61	71	71	*	71	-	66	55	56	69	67	68	75
All Grades Mathematics	2019	70	72	66	65	60	69	*	84	-	74	49	69	67	65	63	68
	2018	70	70	68	65	71	69	*	82	-	52	55	69	69	68	66	71

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\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NAVO MIDDLE (061901047) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
								STAAR Performance Rate by Subject and Performance Level										
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	**65%**	-	-	-	-	-	-	53%	54%	50%	-	40%	65%	52%	97%
	2019	78%	81%	**80%**	-	-	-	-	-		70%	46%	74%		82%		72%	
At Meets Grade Level or Above	2021	41%	42%	**34%**	-	-	-	-	-	-	26%	27%	21%	-	20%	34%	26%	88%
	2019	50%	54%	**47%**	-	-	-	-	-		28%	15%	30%		47%		31%	
At Masters Grade Level	2021	18%	18%	**14%**	-	-	-	-	-	-	11%	11%	11%	-	0%	14%	10%	59%
	2019	24%	26%	**21%**	-	-	-	-	-		11%	15%	10%		6%		10%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	**71%**	-	-	-	-	-	-	63%	65%	60%	-	*	71%	63%	100%
	2019	75%	78%	**80%**	-	-	-	-	-		63%	40%	68%		80%		66%	
At Meets Grade Level or Above	2021	45%	46%	**43%**	-	-	-	-	-	-	32%	32%	30%	-	*	42%	33%	100%
	2019	48%	52%	**49%**	-	-	-	-	-		20%	20%	20%		40%		23%	
At Masters Grade Level	2021	18%	19%	**20%**	-	-	-	-	-	-	15%	13%	20%	-	*	20%	14%	80%
	2019	21%	24%	**25%**	-	-	-	-	-		7%	20%	4%		0%		6%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	67%	**62%**	-	-	-	-	-	-	58%	59%	56%	-	*	62%	55%	100%
	2019	82%	85%	**83%**	-	-	-	-	-		70%	40%	76%		80%		71%	
At Meets Grade Level or Above	2021	37%	37%	**29%**	-	-	-	-	-	-	32%	31%	33%	-	*	28%	30%	70%
	2019	52%	55%	**50%**	-	-	-	-	-		37%	0%	44%		60%		40%	
At Masters Grade Level	2021	18%	16%	**10%**	-	-	-	-	-	-	11%	10%	11%	-	*	10%	10%	50%
	2019	26%	29%	**18%**	-	-	-	-	-		13%	0%	16%		20%		14%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	61%	**67%**	-	-	-	-	-	-	36%	38%	*	-	*	68%	42%	*
	2019	68%	74%	**75%**	-	-	-	-	-		64%	*	63%		*		58%	
At Meets Grade Level or Above	2021	30%	32%	**36%**	-	-	-	-	-	-	0%	0%	*	-	*	36%	0%	*
	2019	38%	44%	**47%**	-	-	-	-	-		9%	*	0%		*		8%	
At Masters Grade Level	2021	9%	9%	**10%**	-	-	-	-	-	-	0%	0%	*	-	*	10%	0%	*
	2019	14%	17%	**16%**	-	-	-	-	-		9%	*	0%		*		8%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	**63%**	-	-	-	-	-	-	36%	25%	*	-	-	63%	36%	100%
	2019	81%	84%	**83%**	-	-	-	-	-		82%	-	82%		*		86%	
At Meets Grade Level or Above	2021	44%	43%	**36%**	-	-	-	-	-	-	18%	25%	*	-	-	35%	18%	100%
	2019	54%	58%	**55%**	-	-	-	-	-		45%	-	45%		*		50%	
At Masters Grade Level	2021	20%	17%	**18%**	-	-	-	-	-	-	9%	13%	*	-	-	17%	9%	80%
	2019	25%	27%	**26%**	-	-	-	-	-		18%	-	18%		*		14%	
All Grades Social Studies																		

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NAVO MIDDLE (061901047) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	**58%**	-	-	-	-	-	-	27%	38%	*	-	-	58%	27%	80%
	2019	81%	82%	**72%**	-	-	-	-	-		82%	-	82%		*		86%	
At Meets Grade Level or Above	2021	49%	49%	**24%**	-	-	-	-	-	-	18%	25%	*	-	-	24%	18%	80%
	2019	55%	56%	**30%**	-	-	-	-	-		27%	-	27%		*		29%	
At Masters Grade Level	2021	29%	28%	**9%**	-	-	-	-	-	-	9%	13%	*	-	-	9%	9%	20%
	2019	33%	34%	**15%**	-	-	-	-	-		9%	-	9%		*		7%	

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\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**87%**	86%	91%	85%	33%	92%	100%	85%	87%	87%	90%	84%	85%	97%
Included in Accountability	83%	89%	**82%**	80%	85%	82%	33%	91%	100%	78%	81%	83%	88%	76%	81%	90%
Not Included in Accountability: Mobile	3%	4%	**5%**	7%	5%	3%	0%	0%	0%	7%	5%	5%	2%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	4%
Not Tested	12%	6%	**13%**	14%	9%	15%	67%	8%	0%	15%	13%	13%	10%	16%	15%	3%
Absent	2%	1%	**1%**	1%	1%	0%	0%	1%	0%	1%	2%	0%	0%	1%	2%	1%
Other	10%	5%	**12%**	12%	8%	14%	67%	7%	0%	13%	11%	13%	10%	15%	13%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**93%**	89%	93%	96%	*	94%	*	100%	94%	84%	99%	88%	90%	92%
Not Included in Accountability: Mobile	4%	4%	**7%**	11%	7%	4%	*	2%	*	0%	6%	16%	1%	12%	10%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	4%	*	0%	0%	0%	0%	0%	0%	5%
Not Tested	1%	0%	**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%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%

    * Indicates results are masked due to small numbers to protect student confidentiality.

    - Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.0%	**98.8%**	98.8%	98.9%	98.8%	*	98.7%	*	99.2%	98.6%	98.4%	98.9%
2018-19	95.4%	96.2%	**96.0%**	96.2%	95.8%	95.7%	*	97.6%	*	95.8%	95.4%	95.5%	96.3%
Chronic Absenteeism													
2019-20	6.7%	3.5%	**4.8%**	6.5%	3.9%	4.1%	*	2.6%	*	4.8%	5.6%	8.2%	5.9%
2018-19	11.4%	6.9%	**9.0%**	10.5%	9.2%	8.0%	*	2.4%	*	12.5%	12.7%	11.0%	6.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	**0.1%**	0.4%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
2018-19	0.4%	0.0%	**0.1%**	0.4%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	2,096	360,220
By Ethnicity:				
African American	-	-	378	44,729
Hispanic	-	-	631	184,060
White	-	-	950	105,215
American Indian	-	-	11	1,226
Asian	-	-	91	17,126
Pacific Islander	-	-	4	557
Two or More Races	-	-	31	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	952
Foundation H.S. Program (No Endorsement)	-	-	212	49,535
Foundation H.S. Program (Endorsement)	-	-	50	15,689
Foundation H.S. Program (DLA)	-	-	1,831	292,532
Special Education Graduates	-	-	178	29,018
Economically Disadvantaged Graduates	-	-	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	152	29,639
At-Risk Graduates	-	-	484	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

| | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,025	100.0%	30,189	5,359,040	1,025	100.0%	30,267	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.2%	3.7%	0	0.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	2.4%	3.2%				
Kindergarten	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	331	32.3%	7.5%	7.7%	331	32.3%	7.5%	7.7%
Grade 7	348	34.0%	7.7%	7.9%	348	34.0%	7.7%	7.8%
Grade 8	346	33.8%	8.0%	7.9%	346	33.8%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	375	36.6%	18.5%	12.7%	375	36.6%	18.5%	12.7%
Hispanic	218	21.3%	33.7%	52.9%	218	21.3%	33.7%	52.9%
White	362	35.3%	41.2%	26.5%	362	35.3%	41.2%	26.5%
American Indian	2	0.2%	0.5%	0.3%	2	0.2%	0.5%	0.3%
Asian	35	3.4%	3.3%	4.7%	35	3.4%	3.3%	4.7%
Pacific Islander	2	0.2%	0.2%	0.2%	2	0.2%	0.2%	0.2%
Two or More Races	31	3.0%	2.7%	2.7%	31	3.0%	2.7%	2.7%
Sex:								
Female	485	47.3%	48.9%	48.9%	485	47.3%	48.9%	48.9%
Male	540	52.7%	51.1%	51.1%	540	52.7%	51.1%	51.1%
Economically Disadvantaged	421	41.1%	47.8%	60.3%	421	41.1%	47.8%	60.2%
Non-Educationally Disadvantaged	604	58.9%	52.2%	39.7%	604	58.9%	52.2%	39.8%
Section 504 Students	137	13.4%	10.8%	7.2%	137	13.4%	10.8%	7.2%
EB Students/EL	46	4.5%	16.0%	20.7%	46	4.5%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	17	1.6%	1.1%	1.2%				

		Membership				**Enrollment**		
		Campus				**Campus**		
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	92	9.0%	6.4%	4.5%	92	9.0%	6.4%	4.5%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Homeless	13	1.3%	1.6%	1.1%	13	1.3%	1.6%	1.1%
Immigrant	1	0.1%	1.4%	2.0%	1	0.1%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	11	1.1%	30.4%	64.5%	11	1.1%	30.5%	64.5%
Military Connected	12	1.2%	0.9%	2.7%	12	1.2%	0.9%	2.7%
At-Risk	126	12.3%	30.2%	49.2%	126	12.3%	30.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	44	4.3%	17.0%	21.0%	44	4.3%	16.9%	20.9%
Gifted and Talented Education	114	11.1%	10.3%	8.3%	114	11.1%	10.2%	8.3%
Special Education	135	13.2%	12.4%	11.1%	135	13.2%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	135							
By Type of Primary Disability								
Students with Intellectual Disabilities	62	45.9%	34.8%	42.5%				
Students with Physical Disabilities	9	6.7%	24.6%	21.3%				
Students with Autism	18	13.3%	11.3%	14.1%				
Students with Behavioral Disabilities	46	34.1%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	144	13.3%	13.5%	13.8%				
By Ethnicity:								
African American	66	6.1%	4.1%	2.8%				
Hispanic	28	2.6%	4.1%	7.1%				
White	43	4.0%	4.5%	3.1%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	3	0.3%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	13.7%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	7	20.6%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	91	21.3%	18.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	93	14.0%	17.5%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.4%	-	5.3%	4.8%
Grade 1	-	0.8%	1.9%	-	0.7%	3.2%
Grade 2	-	0.1%	1.0%	-	1.1%	1.4%
Grade 3	-	0.1%	0.5%	-	0.0%	0.6%
Grade 4	-	0.3%	0.3%	-	0.0%	0.4%
Grade 5	-	0.2%	0.2%	-	0.3%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.7%	0.4%
Grade 9	-	0.9%	4.7%	-	0.7%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	17.7
Grade 1	-	16.2	18.0
Grade 2	-	17.4	18.0
Grade 3	-	16.8	18.2
Grade 4	-	17.5	18.3
Grade 5	-	17.6	19.8
Grade 6	21.4	20.0	19.4
Secondary:			
English/Language Arts	16.7	18.7	15.7
Foreign Languages	21.9	19.0	17.8
Mathematics	18.9	20.6	16.9
Science	22.0	20.9	17.9
Social Studies	19.4	21.6	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent		
Total Staff	90.6	100.0%	100.0%	100.0%
Professional Staff:	85.0	93.8%	73.5%	64.3%
Teachers	72.5	80.0%	57.6%	49.6%
Professional Support	9.0	10.0%	12.3%	10.6%
Campus Administration (School Leadership)	3.5	3.9%	2.9%	3.0%
Educational Aides:	5.6	6.2%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	32.0	4,290.0
Part-time Librarians	1.0	n/a	6.0	582.0
Full-time Counselors	3.0	n/a	89.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	25.9	28.5%	30.3%	51.5%
Teachers by Ethnicity:				
African American	10.7	14.8%	8.3%	11.1%
Hispanic	7.0	9.7%	14.4%	28.4%
White	52.7	72.8%	74.0%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.0	2.8%	1.6%	1.2%
Teachers by Sex:				
Males	23.7	32.7%	25.2%	23.8%
Females	48.8	67.3%	74.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.2%
Bachelors	51.6	71.2%	68.2%	73.0%
Masters	20.8	28.8%	29.9%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	9.7%	9.0%	6.7%
1-5 Years Experience	24.8	34.3%	30.4%	27.8%
6-10 Years Experience	13.9	19.2%	19.4%	20.3%
11-20 Years Experience	23.0	31.8%	30.2%	29.1%
21-30 Years Experience	3.7	5.1%	9.5%	13.0%
Over 30 Years Experience	0.0	0.0%	1.6%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	12.7	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.1	6.4
Average Years Experience of Principals with District	8.0	7.3	5.5
Average Years Experience of Assistant Principals	5.7	6.0	5.5
Average Years Experience of Assistant Principals with District	4.3	5.3	4.8
Average Years Experience of Teachers:	8.5	9.8	11.2
Average Years Experience of Teachers with District:	5.1	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,929	$55,806	$50,849
1-5 Years Experience	$57,406	$57,159	$53,288
6-10 Years Experience	$57,921	$59,581	$56,282
11-20 Years Experience	$61,922	$62,201	$59,900
21-30 Years Experience	$59,354	$65,442	$64,637
Over 30 Years Experience	-	$74,857	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$58,897	$60,097	$57,641
Professional Support	$65,690	$69,580	$68,030
Campus Administration (School Leadership)	$88,416	$87,688	$83,424
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.4%	2.4%	6.2%
Career and Technical Education	4.0	5.5%	5.0%	5.1%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted and Talented Education	0.0	0.0%	1.0%	1.8%
Regular Education	47.4	65.4%	77.2%	71.0%
Special Education	10.1	13.9%	6.4%	9.4%
Other	10.0	13.8%	6.6%	3.6%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Denton Independent School District

Rodriguez Middle School

2022-2023 Campus Improvement Plan

Mission Statement

Vision

Core Beliefs

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Description of Rodriguez

Rudy and Rosemary Rodriguez Middle school is the eighth middle school for Denton ISD and is located in the Braswell Zone within the 380 Corridor. Alongside Navo Middle, Rodriguez serves 6th through 8th grade students for the Braswell Zone. Named for Dr. Rudy and Rosemary Rodriguez, prominent figures in the Denton community, we acquired our colors, mascot and core values in cooperation with our founding staff and future 6th grade students from our local elementaries.

Founding enrollment was 600 students in the fall of 2017. The enrollment for the 2021-2022 school year was 864. Over the last several years RMS has seen steady growth of 100 - 200 additional students respectively. For the 2022 - 2023 school year projected enrollment for the first day of school is 1100+ students. The COVID-19 pandemic has impacted enrollment for both the 20-21 and 21-22 school year. Current enrollment at RMS is 1153 students, with an average daily attendance at 93%.

Rodriguez serves a very diverse population of students with specific supports in place for English as a Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students.

School Environment Data

Average class size in core content area ranges from 24 students to 32 students per class. (All grades combined)
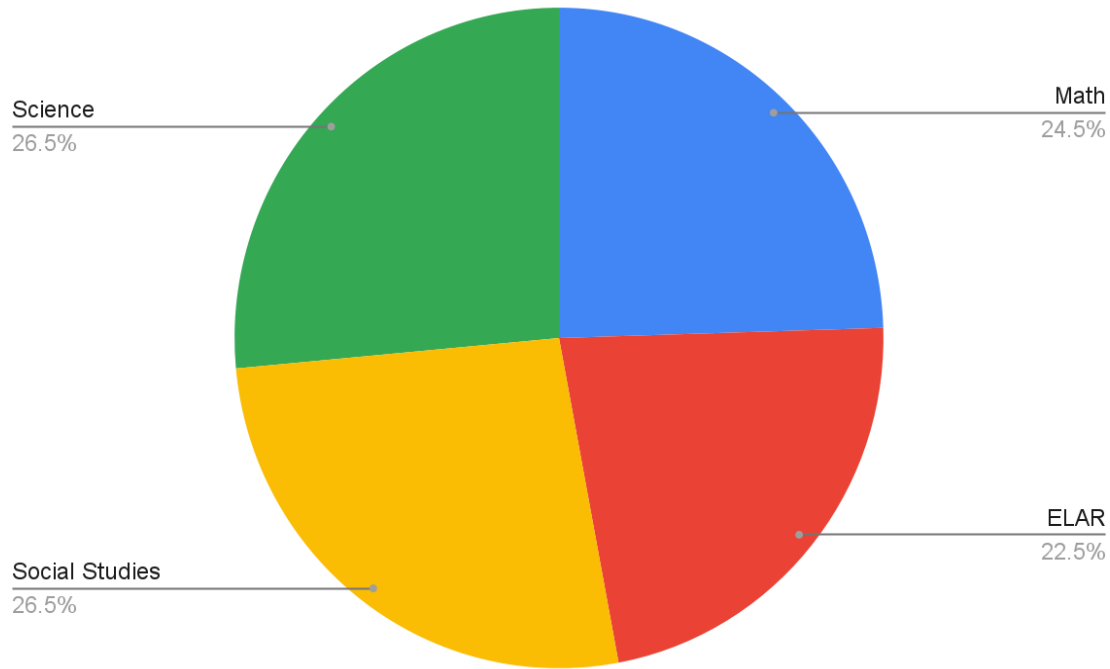
Attendance

Rodriguez steadily has 908 students on campus each day with our 93.29% daily attendance rate.

- Of our 6th grade population, the average daily attendance is 93.61%

- Of our 7th grade population, the average daily attendance is 93.56%

- Of our 8th grade population, the average daily attendance is 92.78%

Students Race/Ethnicity

Females 47.6%

Males 52.4%

Hispanic/Latino 23.5%

Black or Afric… 39.0%

White 30.4%

Student Groups

Special Groups Data by Percentage

Special Group	Percentage
At-Risk	41
504	14
ECD	44
SpEd	12
GT	8
LEP	7
Homeless	0.8

Special Group Data by Total Numbers

Special Group	Total Number
At-Risk	402
504	135
ECD	432
SpEd	116
GT	80
LEP	65
Homeless	8
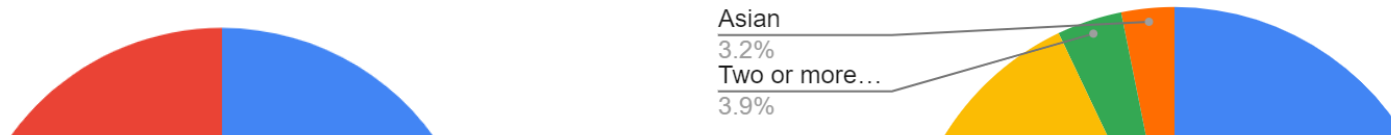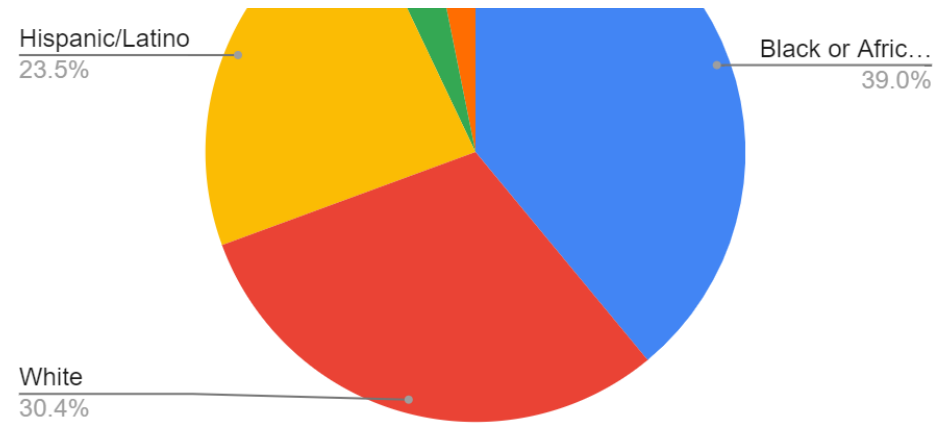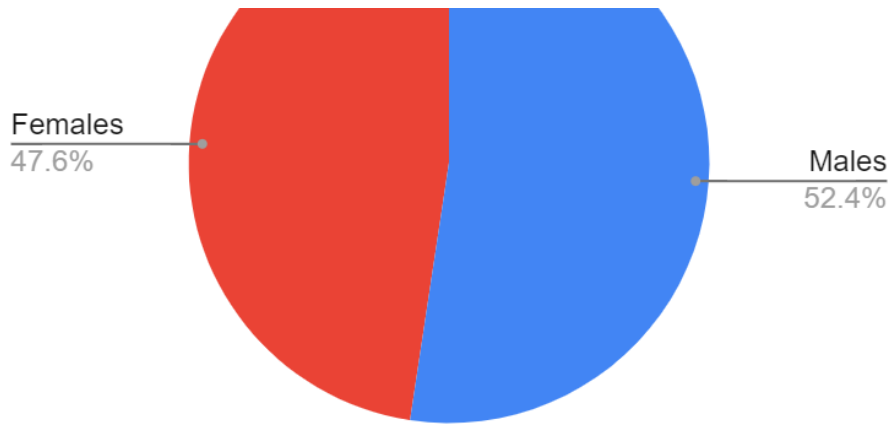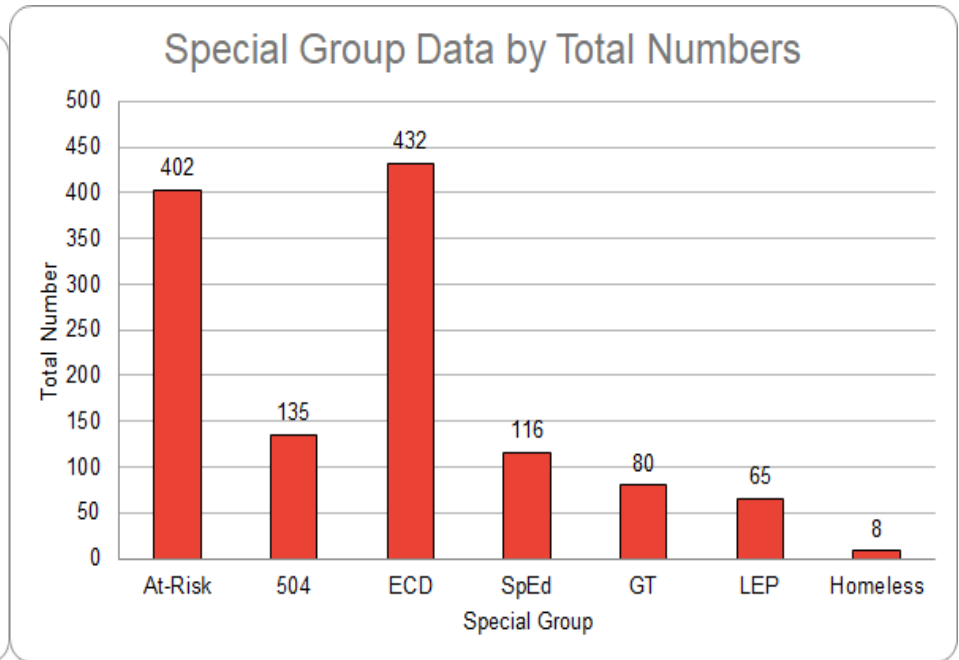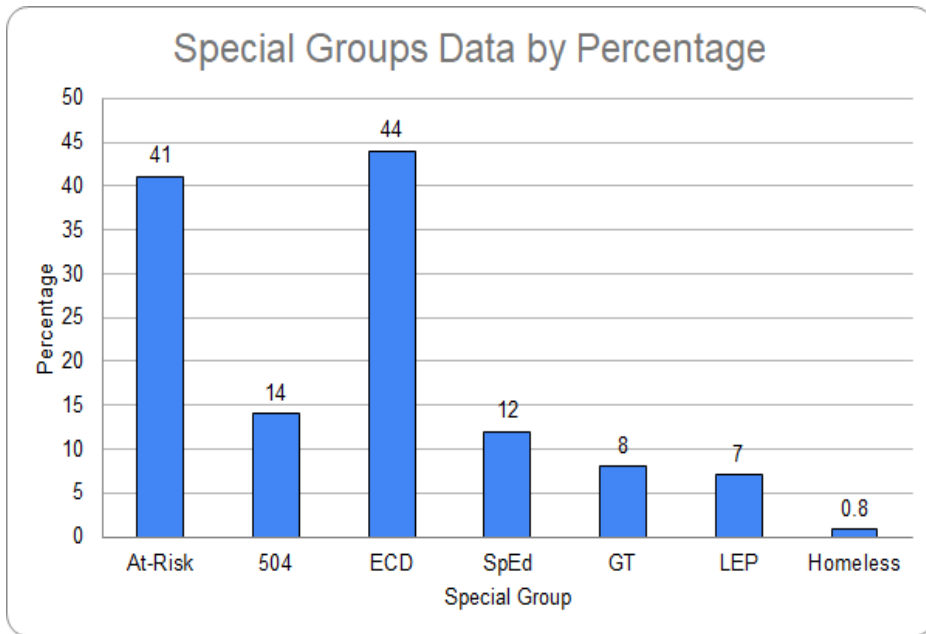
Economically Disadvantaged Students

 47.45 %

of RMS students are defined as Economically Disadvantaged.

Staff Demographics

Gender

71 responses

- Male
- Female
- I prefer not to say

74.6%

23.9%
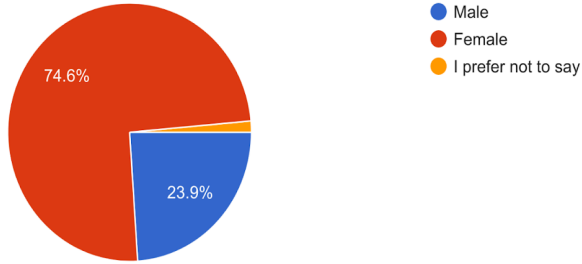
What is your age?

71 responses

- 20-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 55-60

△ 1/2 ▼

15.5%

14.1%

12.7%

7%

19.7%

23.9%
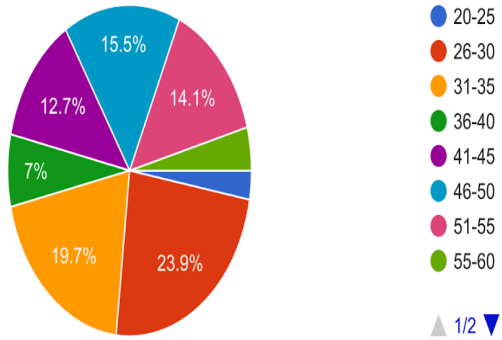
What is your ethnicity?

71 responses

- American Indian or Alaska Native
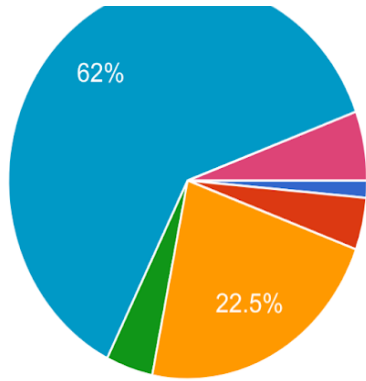
Asian
Black or African American
Hispanic
Pacific Islander
White
Two or More Races

62%

22.5%

How many years of experience do you have?

71 responses
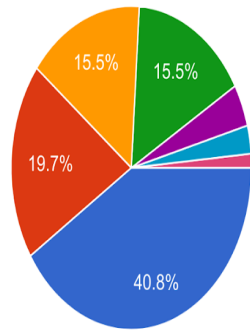
- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 25-30
- 31-35
- 36+

15.5%   15.5%

19.7%

40.8%

How did you obtain your certification?

71 responses
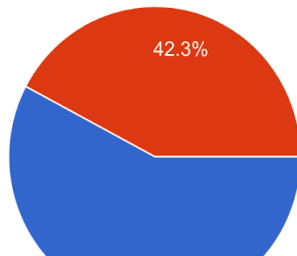
- Traditional degree in education
- Alternatively Certified

42.3%

57.7%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identify and incorporate a community sponsored program that provides mentorship opportunities for our At Risk students.

Problem Statement 2: Incorporate external stakeholders into decision making processes regarding student programs.

Problem Statement 3: Address the discrepancy of male to female employees.

Problem Statement 4: Address the discrepancy between teacher ethnicities and student ethnicities and how it affects students and parents.

Problem Statement 5: Increase an emphasis on ESL certification and bilingual supports.

Student Learning

Student Learning Summary

Algebra Approaching Grade Level

Legend: State (blue), District (red), Campus (yellow)

- 2018: 83.00% (State), 85.00% (District), 100.00% (Campus)
- 2019: 85.00% (State), 86.00% (District), 100.00% (Campus)
- 2020: (no data)
- 2021: 72.0% (State), 72.26% (District), 94.17% (Campus)
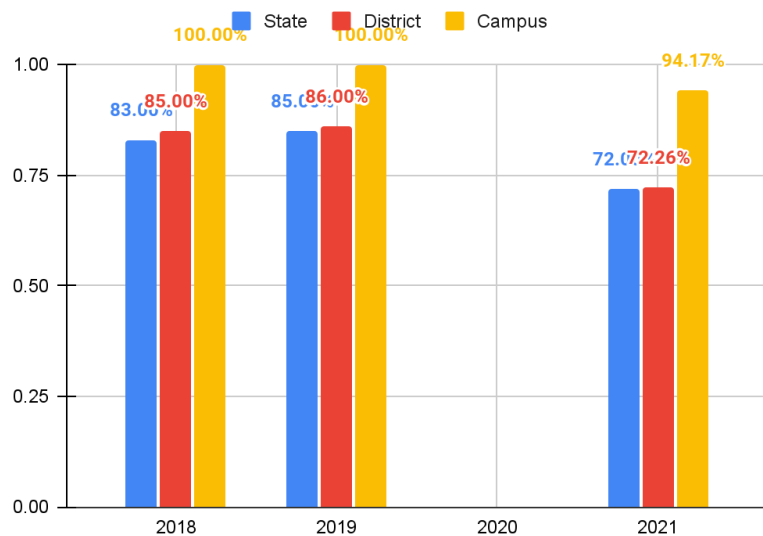
Algebra Meeting Grade Level

Legend: State (blue), District (red), Campus (yellow)

- 2018: 59.00% (District), 97.00% (Campus)
- 2019: 64.00% (District), 91.00% (Campus)
- 2020: (no data)
- 2021: 40.51% (District), 60.47% (Campus)
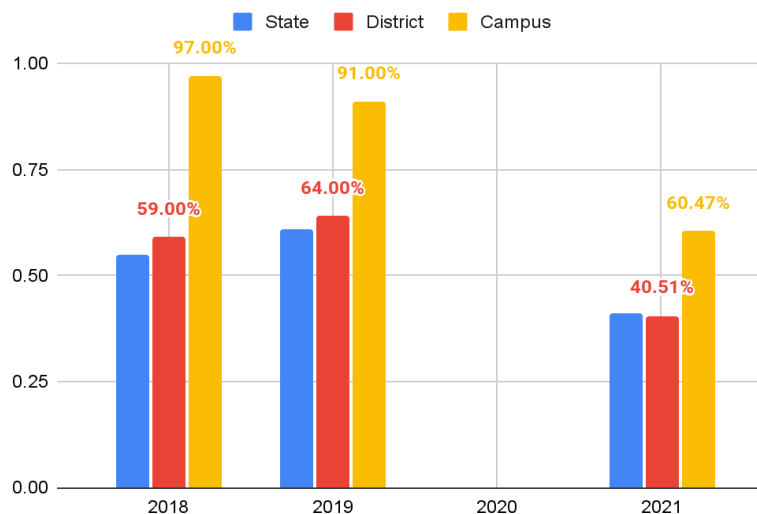
Algebra Mastering Grade Level

Legend: State (blue), District (red), Campus (yellow)

- 2018: 32% (State), 35.00% (District), 76.00% (Campus)
- 2019: 37% (State), 42.00% (District), 67.00% (Campus)
- 2020: (no data)
- 2021: 23% (State), 21.03% (District), 24.42% (Campus)

8th Grade Math Approaching Grade Level

Legend: ■ State ■ District ■ RMS

Year	State	District	RMS
2021	60%	54.53%	49.38%
2019	88%	89.00%	79.00%
2018	86%	90.00%	86.00%

8th Grade Math Meeting Grade Level

Legend: ■ State ■ District ■ RMS

Year	State	District	RMS
2021	36%	27.95%	18.67%
2019	57%	56.00%	39.00%
2018	51%	54.00%	50.00%

8th Grade Math Mastering Grade Level

Legend: ■ State ■ District ■ RMS

Year	State	District	RMS
2021	10%	7.80%	3%
2019	17%	16.00%	4%
2018	15%	17.00%	18%
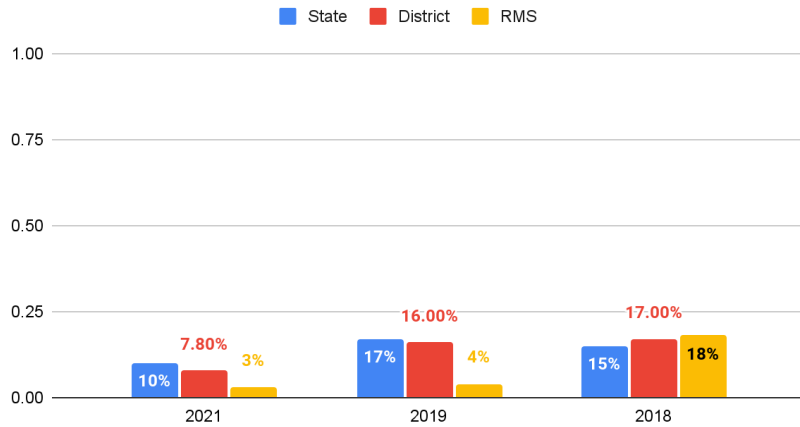
7th Grade Math Approaching Grade Level

Legend: ■ State ■ District ■ RMS

80.00%   79.00%

7th Grade Math Meeting Grade Level

7th Grade Math Mastering Grade Level
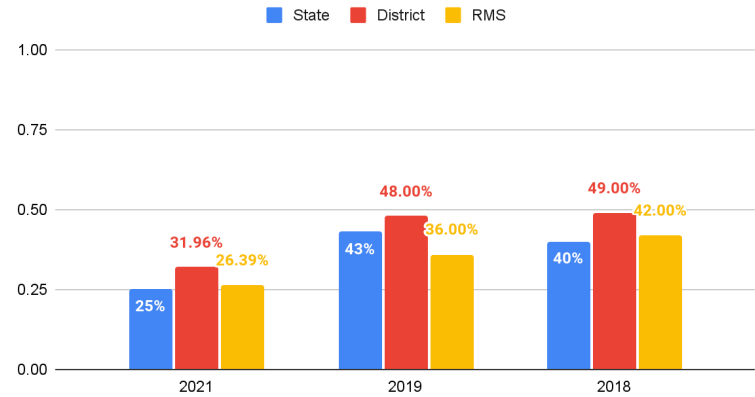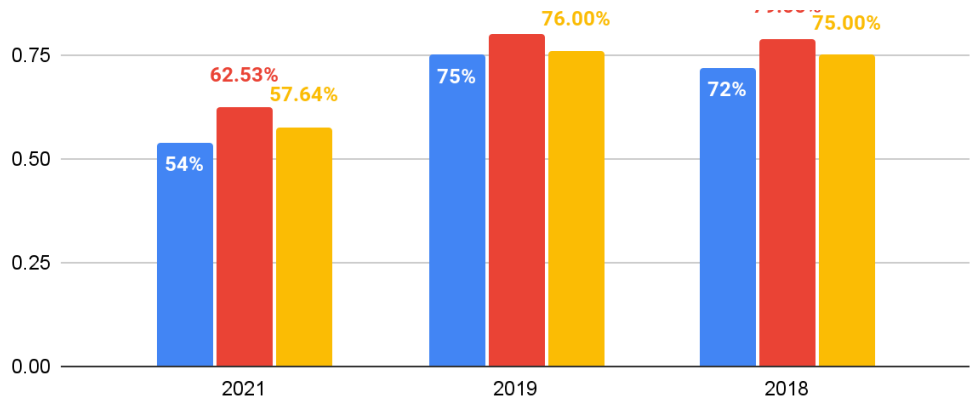
Legend: State, District, RMS

	2021	2019	2018
State	11%	17%	18%
District	12.56%	19.00%	23.00%
RMS	11.81%	9.00%	19.00%

6th Grade Math Approaching Grade Level
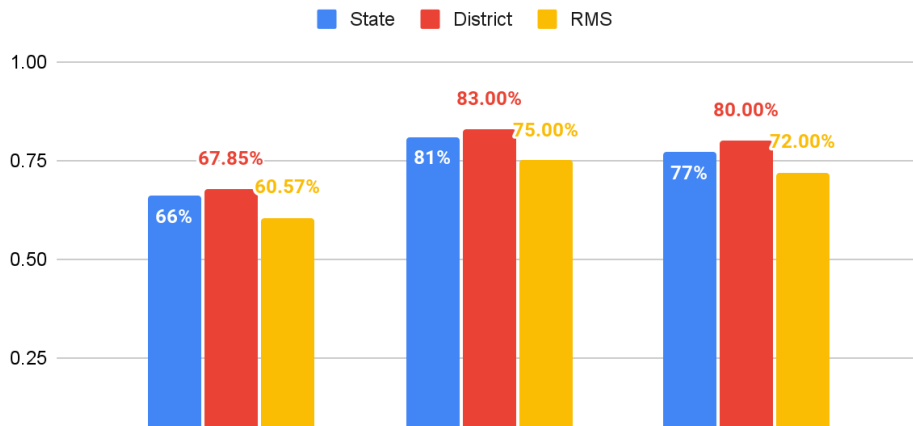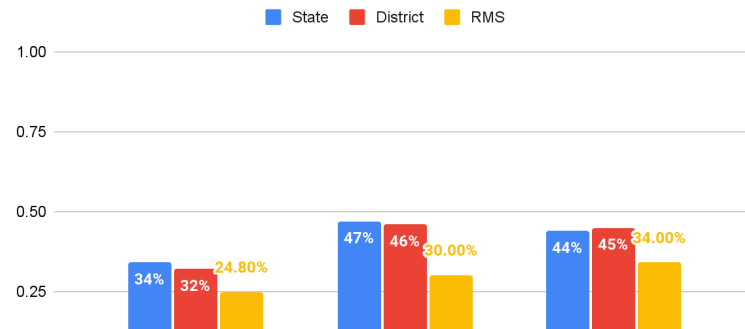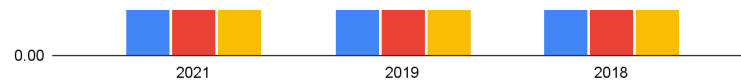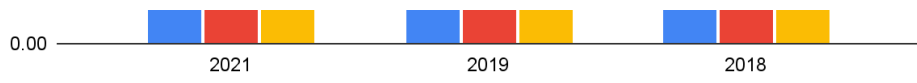
Legend: State, District, RMS

6th Grade Math Meeting Grade Level

Legend: State, District, RMS

6th Grade Math Mastering Grade Level

Legend: State (blue), District (red), RMS (yellow)

Year	State	District	RMS
2021	14%	10.53%	8.54%
2019	21%	19.00%	8.00%
2018	18%	17.00%	11.00%

RMS Academic Growth Score (All Grades Tested)

	State	District	RMS
2019 ELAR	68	69	65
2019 Math	70	72	55
2018 ELAR	69	70	66
2018 Math	70	70	59
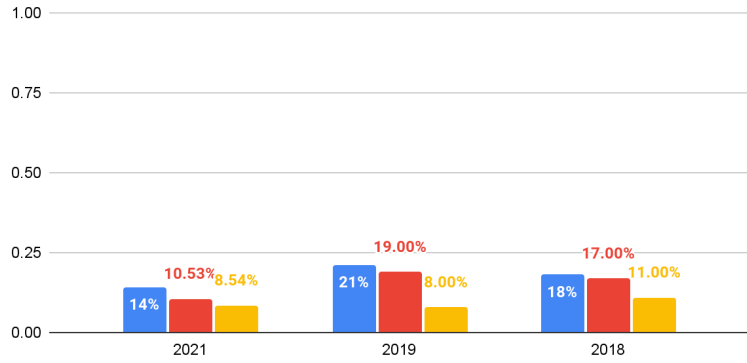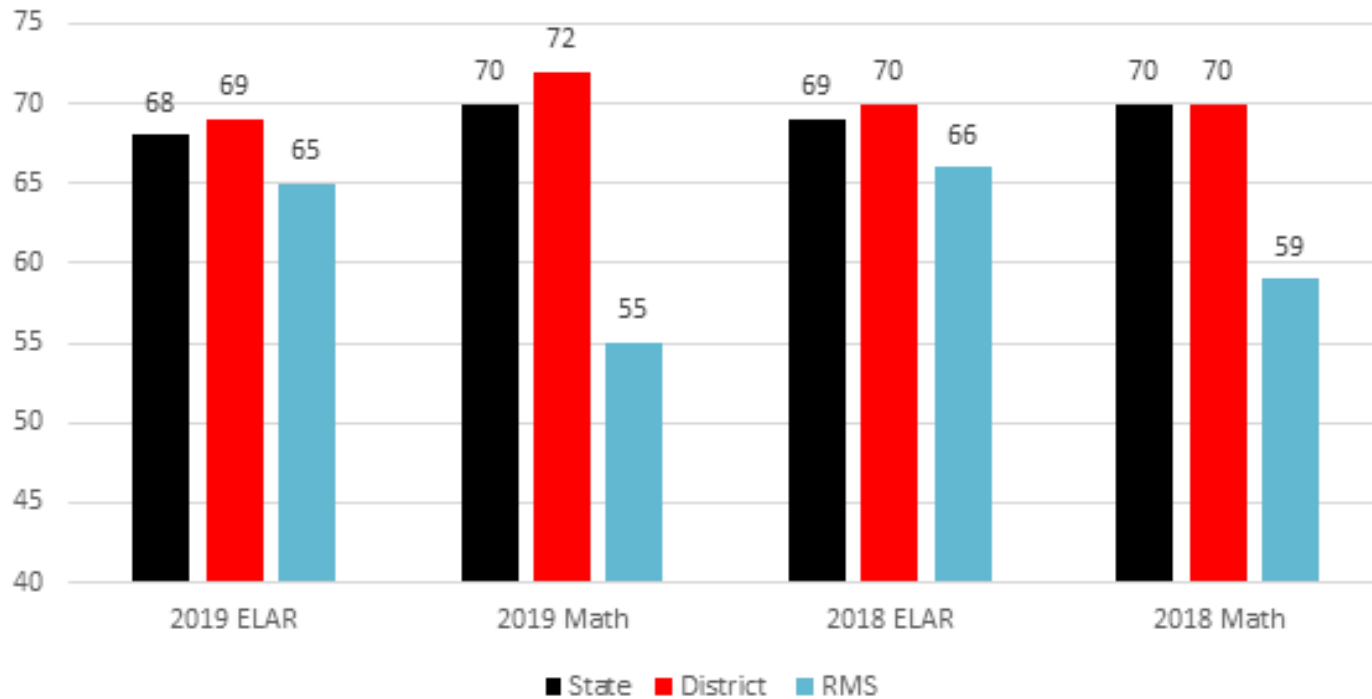
2021 Closing the Gaps

RODRIGUEZ MIDDLE (061901050) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	Yes	No					Yes	No	Yes		No	No		
% at Meets GL Standard or Above	39%	28%	40%	49%	57%	48%	*	26%	33%	27%	22%	30%	43%	35%		
# at Meets GL Standard or Above	335	78	73	161	**	11	*	6	124	18	23	6	204	131		
Total Tests	850	279	184	331	**	23	*	23	375	67	106	20	475	375		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No	No	No		No	No		
% at Meets GL Standard or Above	29%	16%	26%	42%	29%	57%	*	8%	20%	29%	21%	40%	34%	24%		
# at Meets GL Standard or Above	251	45	48	140	**	12	*	2	76	19	23	8	160	91		
Total Tests	852	281	184	332	**	21	*	24	376	66	109	20	476	376		
Total Indicators															3	18

How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

The tables below show the MAP student achievement norms. These norms provide a context for comparing grade level achievement and growth in a single school relative to

other schools across the nation.

2020 Reading Student Achievement Norms

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

Math RIT Scores for 2021/2022

Fall RIT, Winter RIT

208.5, 218.4, 220.1, 225, 227

	6th Grade	7th Grade	8th Grade
206			

Two-Years MATH RIT Chart

● 7th Grade   ▬ Trendline for 7th Grade   ● 8th Grade   ▬ Trendline for 8th Grade

● 8th + Algebra

	Fall 2020 RIT	Winter 2020 RIT	Fall RIT	Winter RIT
8th + Algebra			225	227
8th Grade	220	223.1	218.7	220.2
7th Grade	212	216.7		
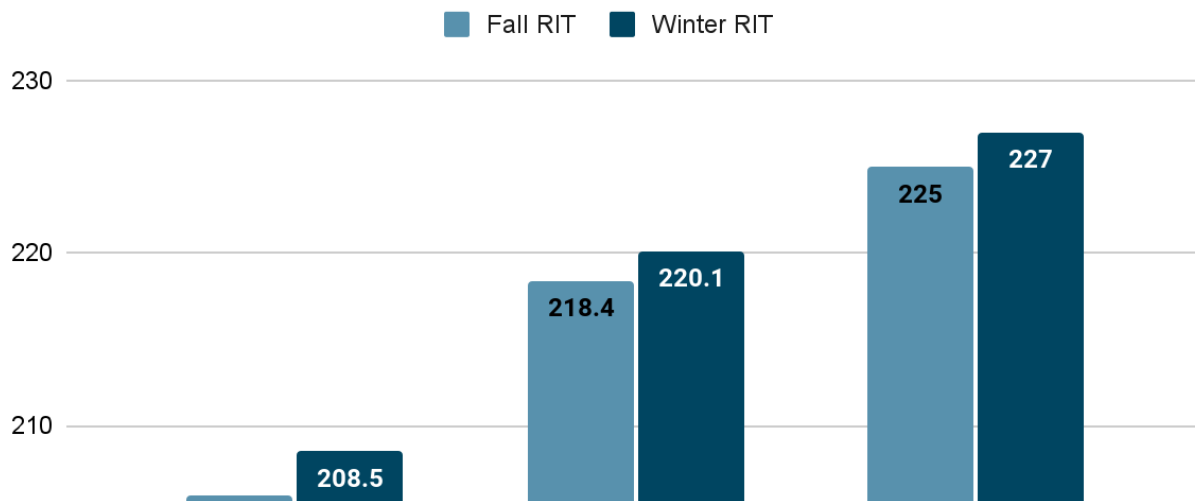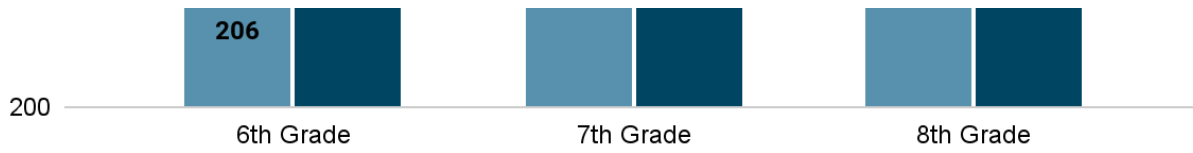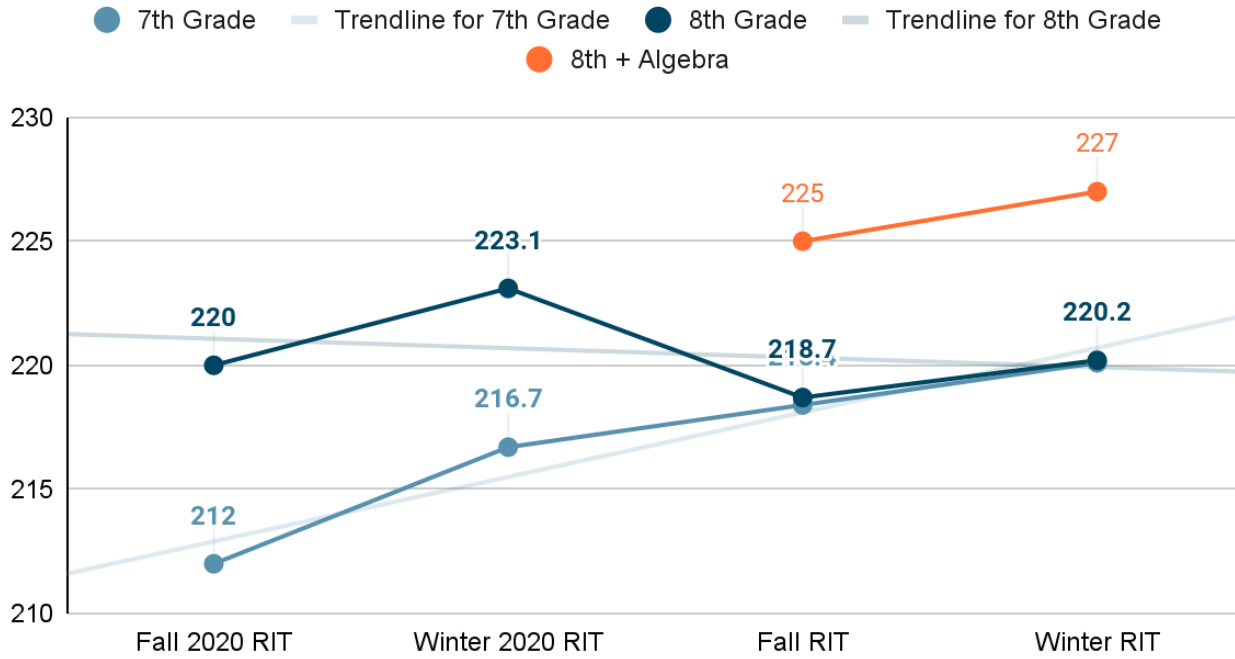
RMS Reading MAP RIT

■ Fall RIT   ■ Winter RIT

230
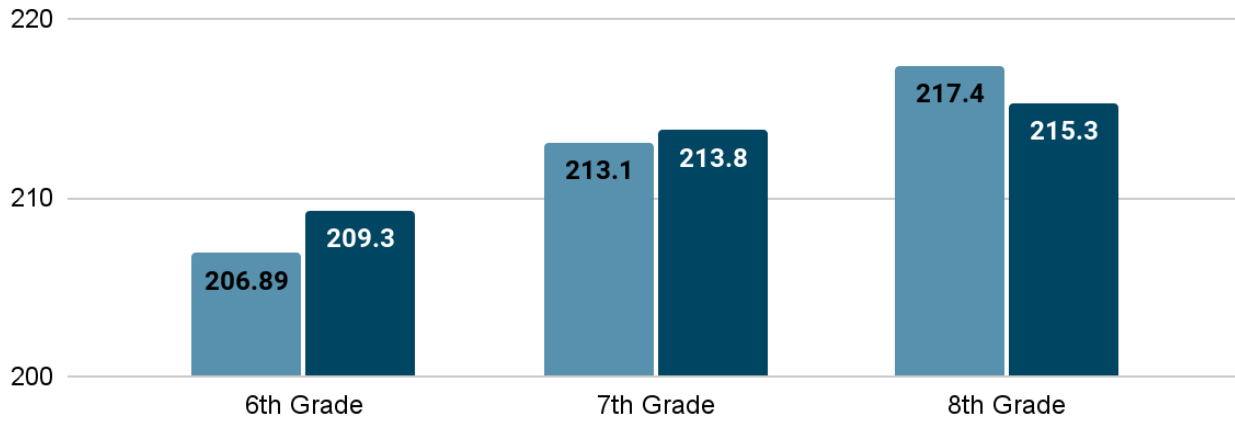
Two-Years READING RIT Chart

6th Grade: 206.89, 209.3
7th Grade: 213.1, 213.8
8th Grade: 217.4, 215.3

Legend: 7th Grade — Trendline for 7th Grade — 8th Grade — Trendline for 8th Grade

	Fall 2020 RIT	Winter 2020 RIT	Fall RIT	Winter RIT
8th Grade	218.2	217.6	217.4	215.3
7th Grade	212.5	214.3	213.1	213.8
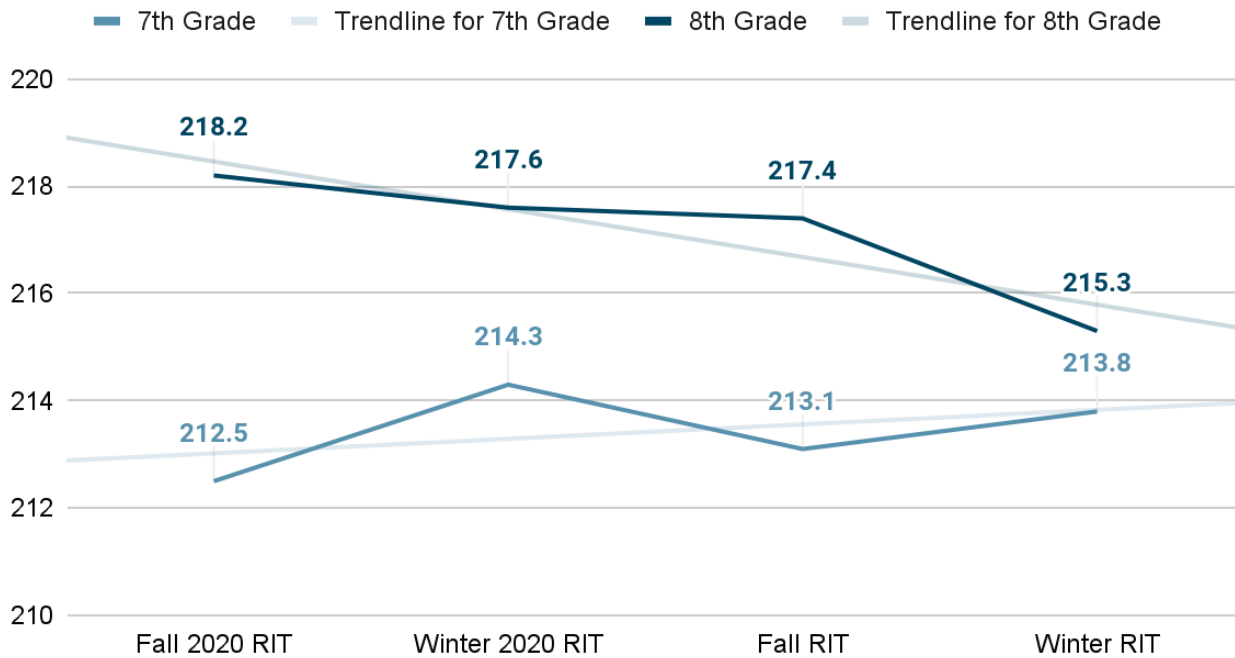
2021 Campus Comparison Group
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
RODRIGUEZ MIDDLE (061901050)	**DENTON ISD**	**06-08**	**961**	**44.0**	**6.0**	**15.6**	**0.0**	**12.4**
1 ANDREWS MIDDLE (002901041)	ANDREWS ISD	06-08	991	45.2	8.7	9.5	0.0	12.0
2 ANNA MIDDLE (043902041)	ANNA ISD	06-08	940	49.5	13.1	14.2	0.0	14.5
3 HUGHES MIDDLE (126902041)	BURLESON ISD	06-08	1,059	38.2	6.4	11.0	0.0	11.7
4 CALALLEN MIDDLE (178903041)	CALALLEN ISD	06-08	957	51.9	2.1	11.4	0.0	10.4
5 CANYON MIDDLE (046902042)	COMAL ISD	06-08	981	47.3	3.8	12.4	0.0	15.8
6 DANVILLE MIDDLE (046902048)	COMAL ISD	06-08	902	38.1	9.1	9.1	0.0	16.1
7 MT VALLEY MIDDLE (046902046)	COMAL ISD	06-08	805	44.7	3.9	10.4	0.0	15.9
8 ADKINS MIDDLE (178904057)	CORPUS CHRISTI ISD	06-08	955	46.4	4.0	14.0	0.0	9.5
9 NAVO MIDDLE (061901047)	DENTON ISD	06-08	1,025	41.1	4.5	13.3	0.0	13.2
10 PRAIRIE VISTA (220918044)	EAGLE MT-SAGINAW ISD	06-08	844	46.2	14.8	14.0	0.0	14.3

What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?

Honors and Advanced Math

ELAR Honors and EXPO

50.00%

40.00%

30.00%

20.00%   14.41%

                                        10.51%
                 5.11%   8.11%   8.65%
10.00%

0.00%
        ELAR 7 Honors   ELAR 8 Honors   EXPO 6   EXPO 7   EXPO 8

Spanish

50.00%

40.00%

30.00%
                                    19.60%

20.00%   14.11%

10.00%

0.00%
              Spanish 7   Spanish 8
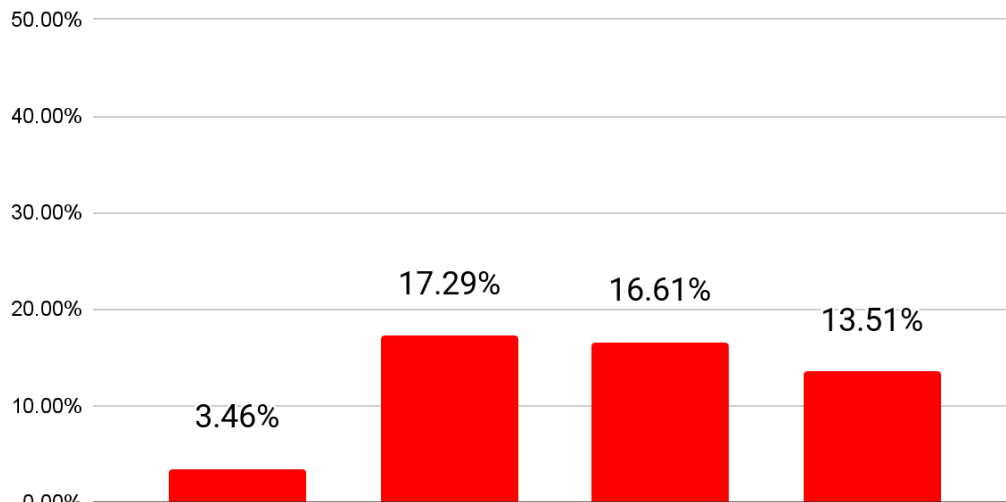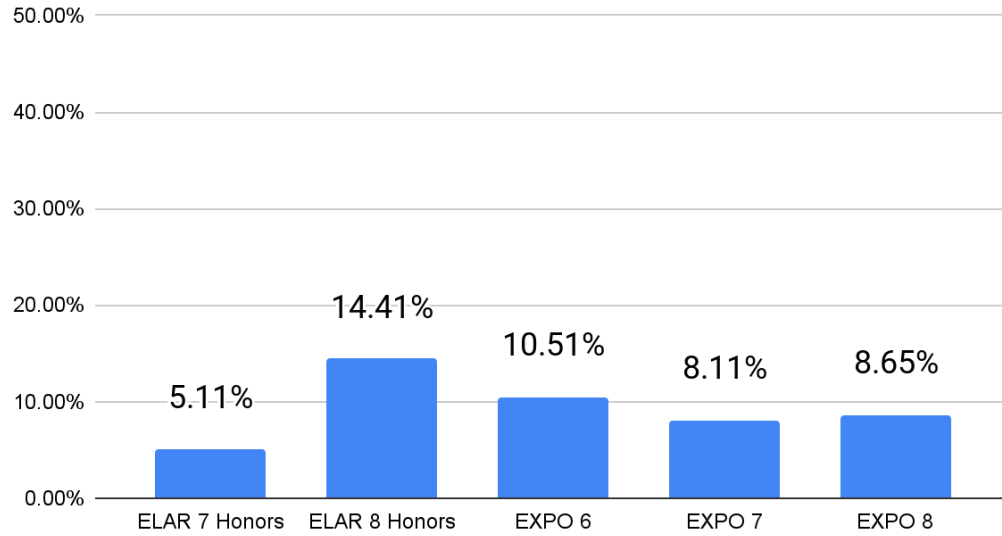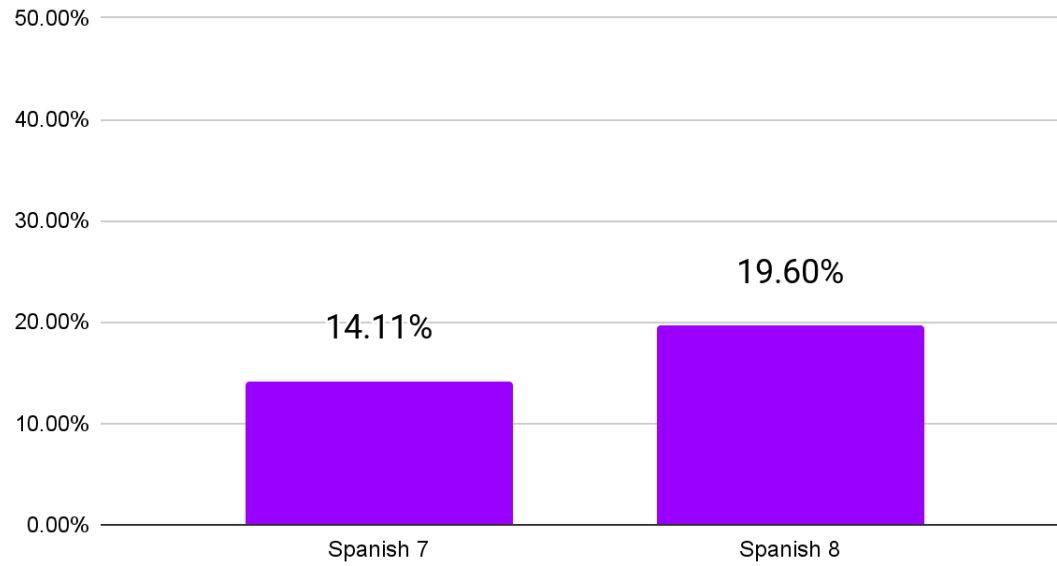
Honors Science and Social Studies

	Science 7 Honors	Science 8 Honors	Texas History 7 Honors	US History 8 Honors
	26.13%	43.52%	18.02%	45.53%
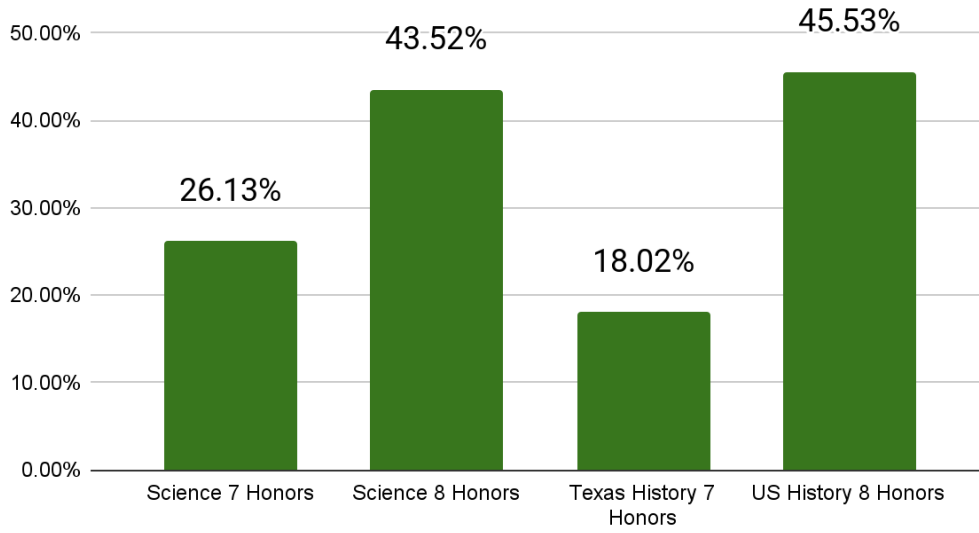
8th Grade PSAT Score

RMS / **District**

	RMS	District
	21.02	21.51
	19.47	20.36
	23	21.5
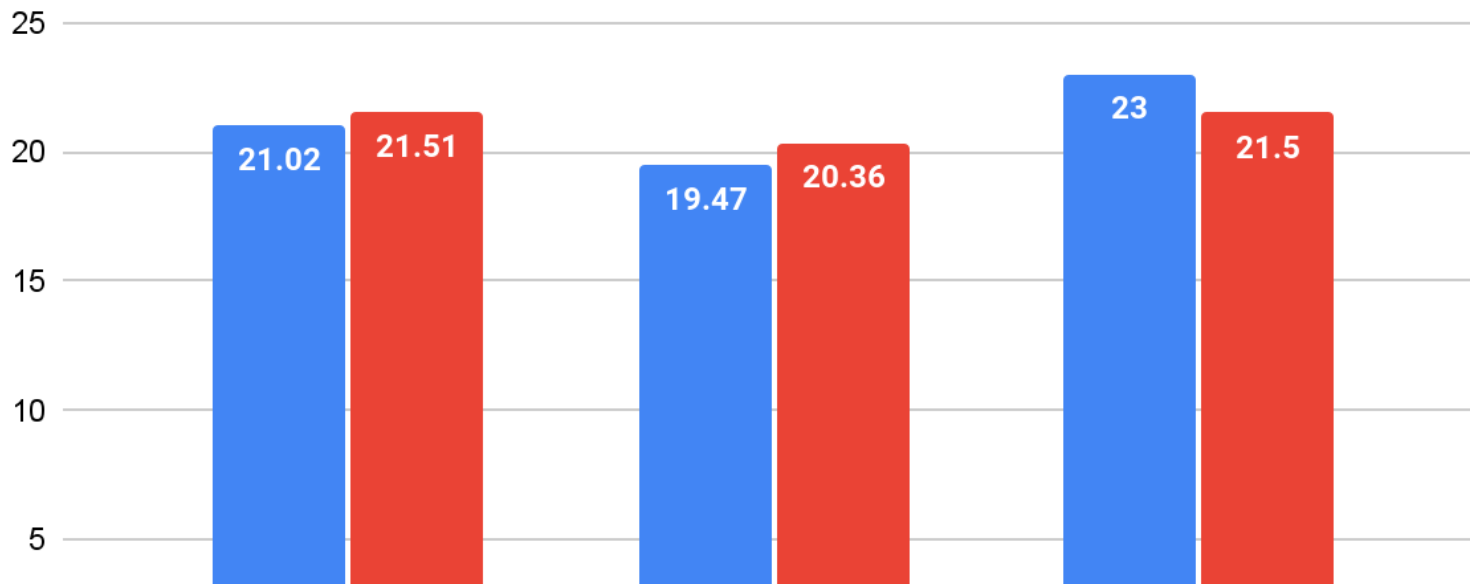
What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

College and Career Readiness Courses

	PHS	PBMF	GTT 1/2	GTT 3/4	PIT	GTT CP
		8.31%	3.38%	1.44%	11.59%	
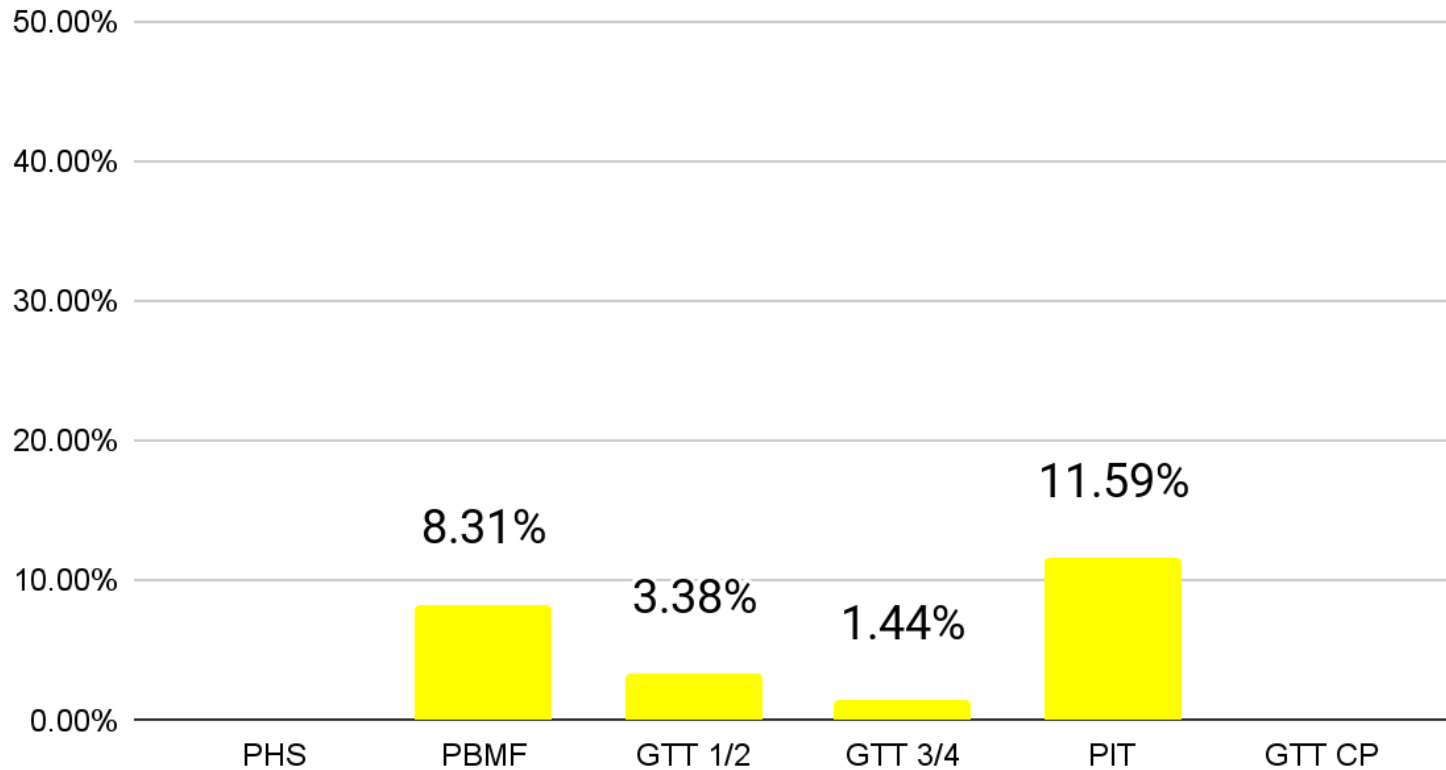
What is the academic performance for each student group?

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
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Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No	No	No		No	No		
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# at Meets GL Standard or Above	251	45	48	140	**	12	*	2	76	19	23	8	160	91		
Total Tests	852	281	184	332	**	21	*	24	376	66	109	20	476	376		
Total Indicators															3	18

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Establish math intervention into the master schedule to address the low performance of students in math.

Problem Statement 2: Create and establish a tutorial system for students to continue to close academic gaps, ex: Flex tutoring.

Problem Statement 3: Need more instructional support for teachers.

Problem Statement 4: Look at master schedule for class size and number of advanced classes offered for each subject.

Problem Statement 5: Inquire and develop an after school program for students, ex: ACE with CIS.

Problem Statement 6: High need for Tutor/Mentor process for students.

Problem Statement 7: Develop School wide incentives to give students a purpose .

Problem Statement 8: Continue to develop a system for students, parents, and community buy-in to the school.

School Processes & Programs Summary

Personnel

What is the process for recruiting, selecting, assigning, inducting, and retaining high-quality educators?

A Total of 93

	White	**70%**

Who are our current staff?

We have a higher percentage of Hispanic and African American staff members compared to last year. Still have room for improvement in this area.

African American   19% -up from 14.3 Hispanic 8% - up from 4.5%

We have fewer male staff members compared to last year.

Small percentage who identify as Asian and/or two or more races

Goal: Hire more diverse staff members when possible.

Male   23.9% - down from 26.9%

Female   74.6%

57.7	Traditional certification program
42.3	Alternative certification program

Over 40% of our certified teachers went through an alternative certification program.

What qualifications do our current staff have?

Over 40% of our teachers have taught 0-5 years.

Goal: Professional development to support teachers where they are (Workshop training sessions on campus led by staff leaders).

Years taught:

40.8% 0-5 Years

19.7% 6-10 Years

31%   11-20 Years

over 20 UNKNOWN

What induction/retaining processes are currently in place?

Teacher Interns (student teachers), recruitment through local universities, district job fairs, posted positions through Region XI and on the DISD website, intercampus transfers

District new hire orientation and New Teacher Academy, Mentor Teacher Program, team leads and department heads, instructional coach, LEAD Denton, I Teach Denton, small district raises

Administration Team assigns based on certification, master schedule needs, space needed/space available

How do we assign teachers to classrooms/ subjects?

Teachers submit "dream job" form

Hiring

Hiring is done through a hiring committees:

- Department member and/or department head

- Team lead

- admin

For support staff, district personnel is on the committee or support staff assigned to campus

A rubric with a set of questions is used to evaluate/rank candidates

Professional and Paraprofessional Evaluations

Teachers

Goal Setting/Tracking

Walk-throughs

TTESS

Performance Appraisals

Paraprofessionals

Performance Appraisals

Professional Practices

Instructional Leaders

- Team and Department Meetings

- Team Leads

- Department Heads-campus

- Department Curriculum- district

- Teacher led PD/Training

- PLCs

- Opportunities for trainings at district level and for campus programs/initiatives

- Open opportunities for teacher leaders to serve the campus

Planning For Improvement

- We complete a needs assessment/survey (Engagement Climate and Culture Survey)

- analyze the data

- determine the needs

- then set campus wide goals

Stakeholders

Community is involved in our school - CIS, honor roll celebrations, Viper of the Month, AVID, UNT High School Career Connect, CCMR Fair,

PTSA, staff appreciation days/weeks, District Parent Education Nights, campus open house, SEL Assemblies, Hoops for Hearts, Mentors, Multicultural Fair, Transition Night, Fine Arts Nights, wanting Watch Dogs , School Sponsorship, Guest Speakers through CLT and AVID.

Outcomes and Performance Objectives

How do we track progress towards intended outcomes or performance objectives?

- Pre, mid, and post surveys

- STAAR data

- DMTSS

- Benchmarks

- Common Assessments

- Grade reports

- counseling goals/surveys/ reports/meetings

- MAP testing

- EOY Testing/CBE

- Objective Mastery

- PLCs

- Team Meetings

- Department Meetings

- Administration Meetings

- CLT

- Teacher Appraisals

- Engagement Survey

- Individual Plans for students- 504, IEPs, Behavior Plans, academic goals

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Use data to determine student needs.

Problem Statement 2: Provide opportunities for struggling students to take accountability for their own learning and growth.

Problem Statement 3: Offer intervention to more students on campus.

Problem Statement 4: Utilize the library and maker space, campus wide.

Problem Statement 5: Create a protected time for students and teachers to connect with one another throughout the instructional day.

Problem Statement 6: Empower our StuCo, PALS, Clubs Create Student Mentorship Programs (like WEB).

Problem Statement 7: Allow students to determine their academic and social needs.

Problem Statement 8: Peer mentoring/tutoring with elementary and BHS.

Problem Statement 9: CHAMPS needs to be incorporated on campus to assist in classroom/main common area behaviors.

Problem Statement 10: Team/department goals need to be aligned with CIP and transparent.

Problem Statement 11: New teacher mentor system to help with retention and a foundation for best practices.

Perceptions

How well do we conduct business at RMS?
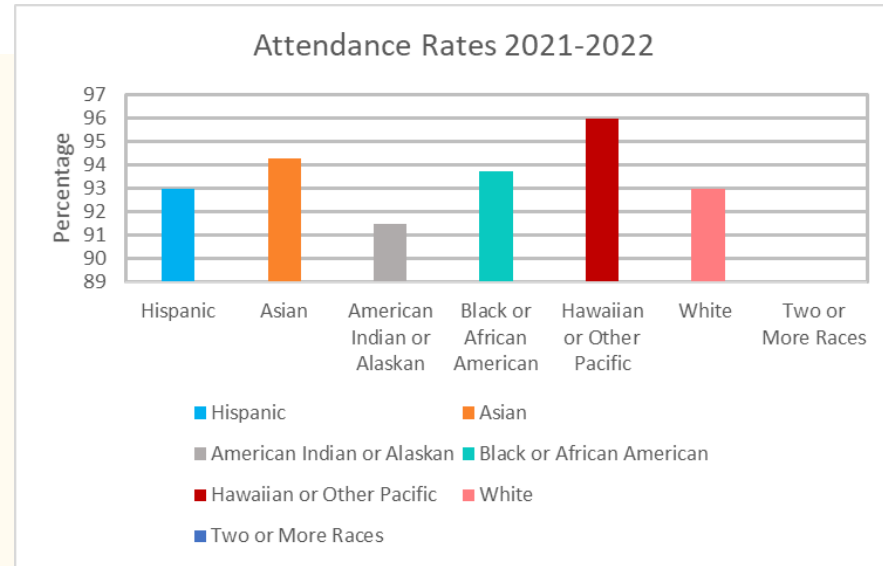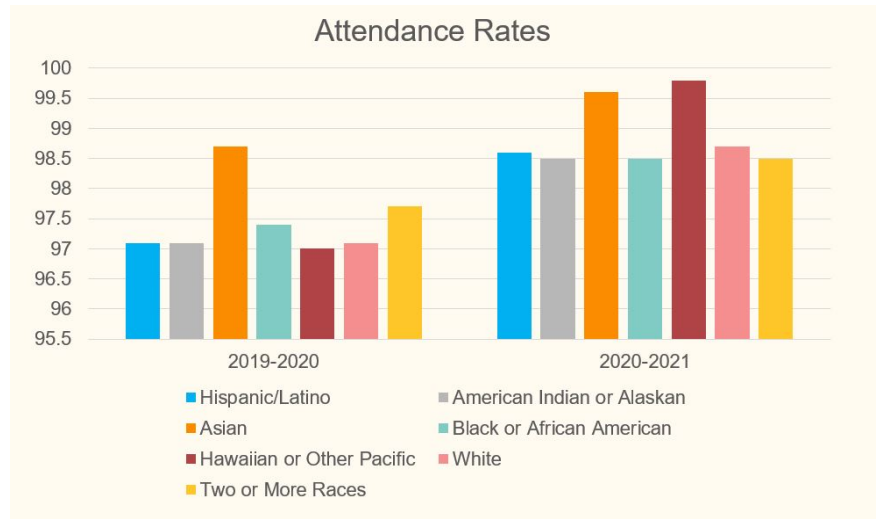
What support do we provide students that are struggling with behavior?

Counselors provide the following services:

- Individual counseling

- Small groups

- Conflict resolution

- Stay away agreements

- House Bills for bullying, etc

Students at this school respect one another.

493 responses

Other students' negative behavior in class affects my ability to learn.

493 responses
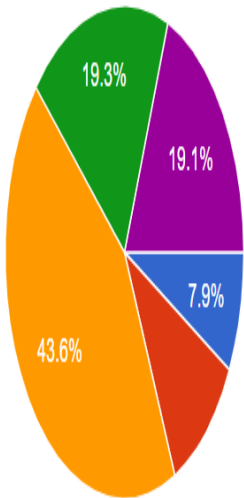
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Adults working at this school treat all students respectfully

496 responses
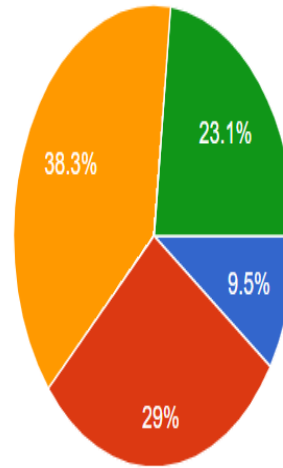
Strongly disagree
Disagree
Agree
Strongly Agree

I have at least one adult I can go to when I need help.

496 responses
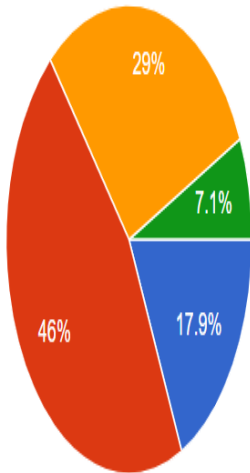
Strongly Agree
Agree
Disagree
Strongly Disagree

Adults working at this school treat other adults with respect.

500 responses
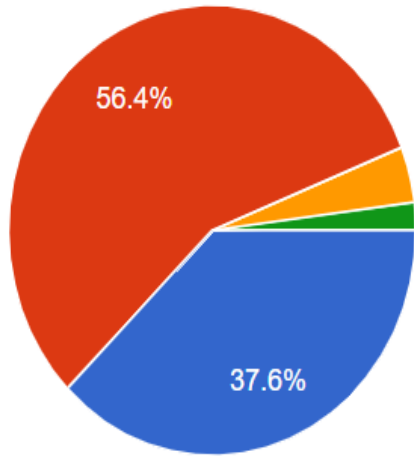
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

All students are treated the same, regardless of whether their parents are rich or poor

501 responses

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

56.4%
37.6%

I feel like I am valued at school.

501 responses
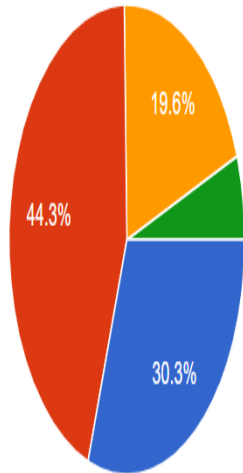
I have a best friend at school.

501 responses
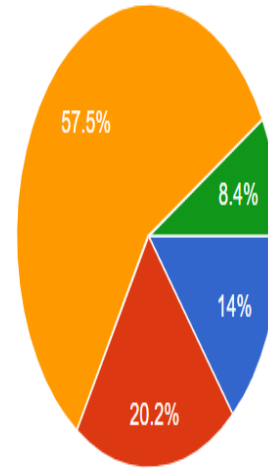
Legend:
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

19.6%
44.3%
30.3%

I would benefit from having a peer (student) mentor help me make friends and become more involved in school.

501 responses

Legend:
- Strongly Agree
- Disagree
- Agree
- Strongly Disagree

57.5%
8.4%
14%
20.2%
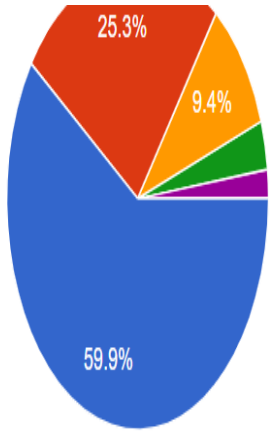
Strongly Agree

I feel like I am involved with this school.

501 responses

- Agree
- Neutral
- Disagree
- Strongly Disagree

25.3%
9.4%
59.9%
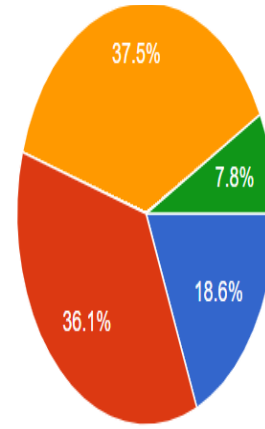
If I am absent, there is a teacher or some other adult at school that will notice my absence

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

37.5%
7.8%
18.6%
36.1%
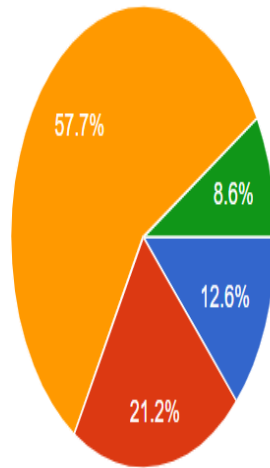
I feel safe at this school.

501 responses

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree

57.7%
8.6%
12.6%
21.2%
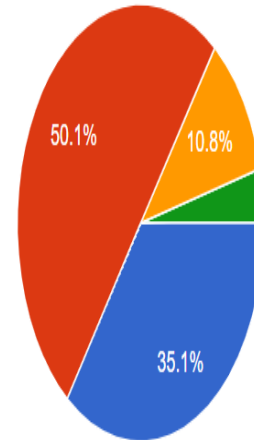
My school is welcoming.

501 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

50.1%
10.8%
35.1%

- Strongly disagree
- Disagree
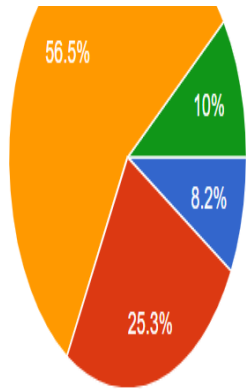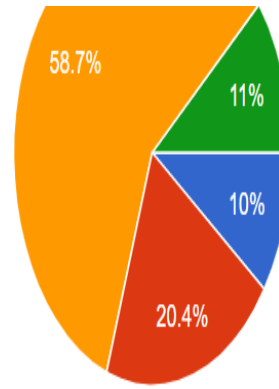
- Strongly disagree
- Disagree

My school is kept clean.

501 responses

- Agree
- Strongly agree

56.5%
10%
8.2%
25.3%

58.7%
11%
10%
20.4%
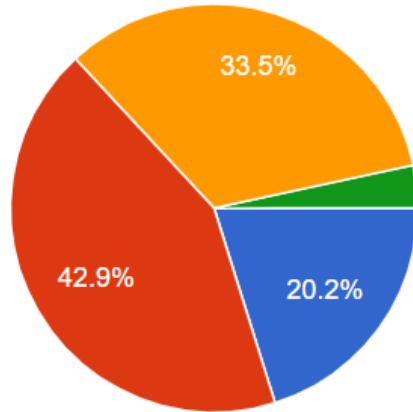
My teachers make me feel like my schoolwork is important.

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

33.5%
42.9%
20.2%

In the last seven days, someone has told me I have done good work at school.

501 responses
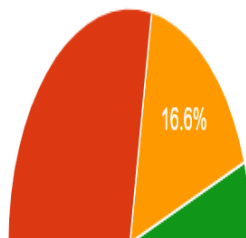
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16.6%

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26.5%
14.4%
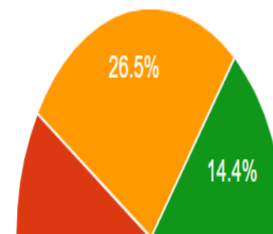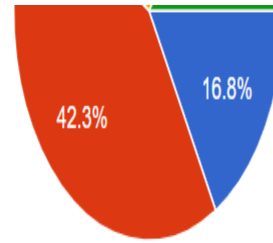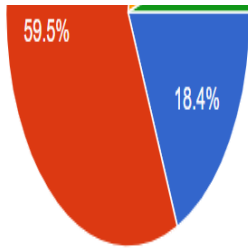
At this school, students have lots of chances to help decide things like class activities and rules.

501 responses

I feel like my teachers have academically prepared me for the next grade.

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree
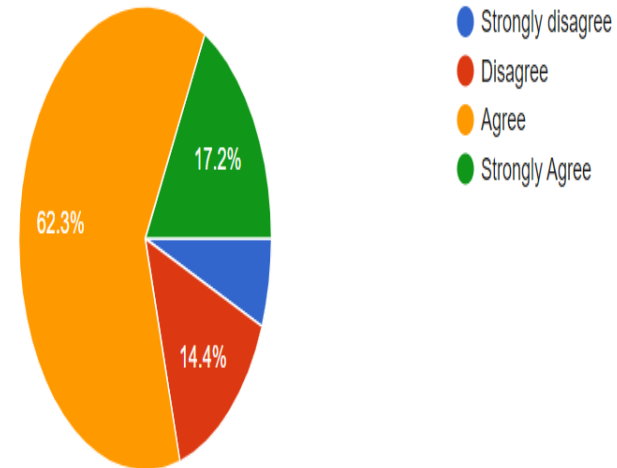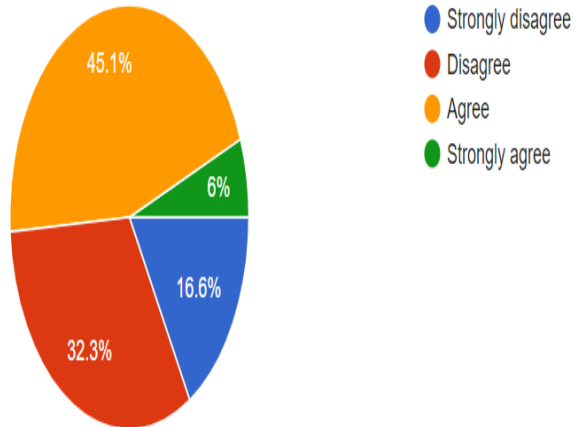
I have at least one teacher that makes me excited about my future.

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
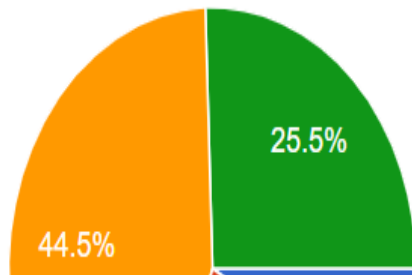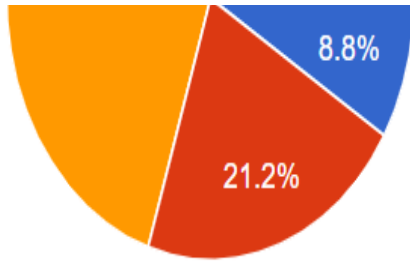
This school encourages students to take challenging classes

501 responses

8.8%
21.2%

In the last seven days, I have learned something interesting at school.

501 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25.1%
10%
16.6%
48.3%
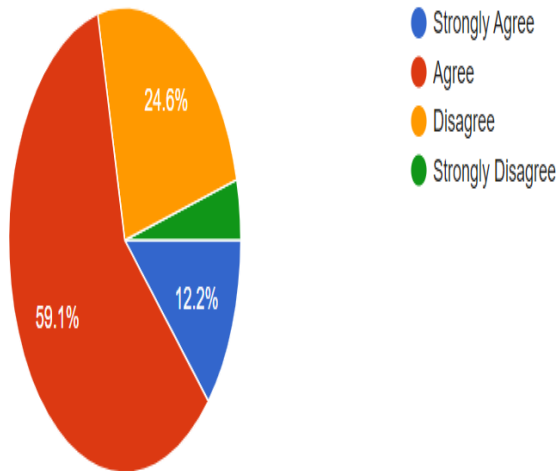
The school offers a variety of electives that fit my individual interests

501 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

24.6%
59.1%
12.2%
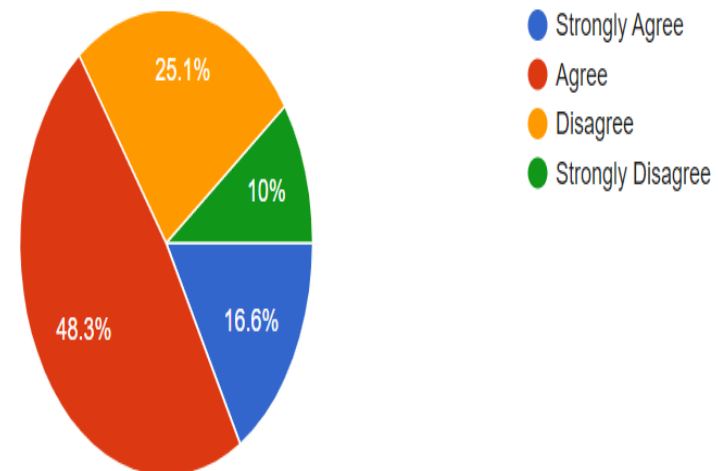
I would benefit from having a peer (student) mentor to help me with my schoolwork

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

59.9%
14.4%

- Strongly disagree
- Disagree
- Agree
- Strongly agree

42.5%
13.4%

7.4%

18.4%
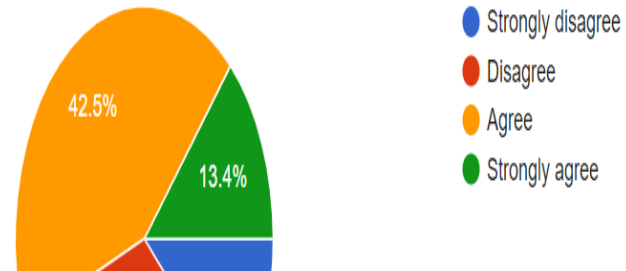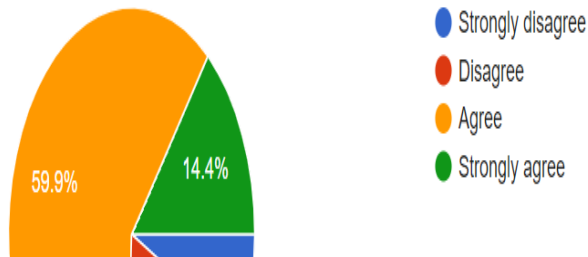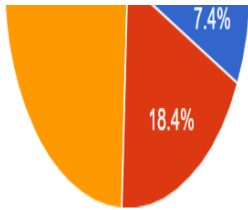
The school offers a variety of extracurricular clubs that fit my interests.

501 responses

12%

32.1%
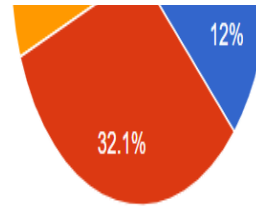
I am involved in at least one activity or club at school, (i.e. music, sports, art, theatre, NJHS, Student Council, school clubs, etc.).

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

48.7%

11.6%

9.2%

30.5%
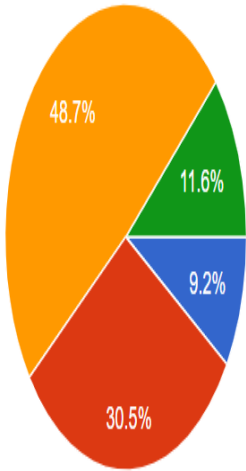
At this school, I get to do what I do best everyday.

501 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

30.1%

10.6%

9%

50.3%
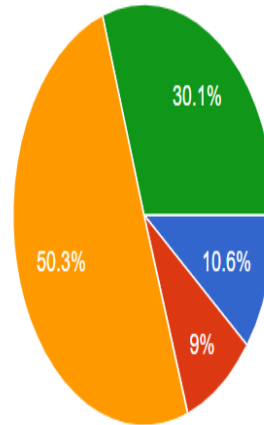
I have fun at school.

501 responses
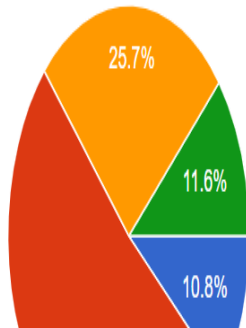
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25.7%

11.6%

10.8%

- Strongly disagree
- Disagree
- Agree
- Strongly agree

54.3%

14%

10.6%

51.9%
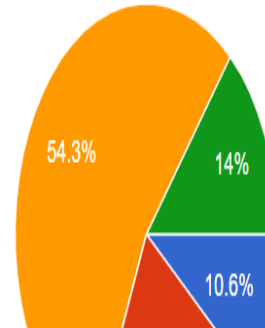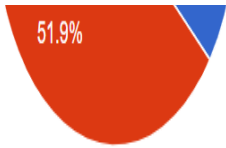
I know I will graduate from high school.

501 responses

21.2%
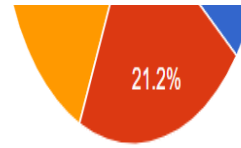
I have a great future ahead of me.

501 responses

44.9%

44.3%

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

46.1%

44.3%

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
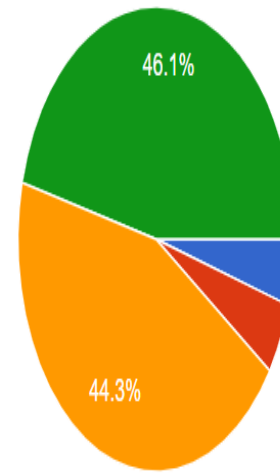
Discipline Data

- 863 referrals were written for 295 students

- 124 had one referral

- 65 had two referrals

- 32 had three referrals

- 19 had four referrals

- 59 had 5 or more referrals

  - 59 students (6% of the student body) were written up for 230 total referrals

- 351 referrals were coded 800, 40% of total referrals written

- 05- OSS- 109

- 06- ISS- 338

- 04- DAEP- 22

- 13- JJAEP-

Referrals By Ethnicity

- American Indian or Alaskan- 1

- Asian- 4

- Black or African American- 164

- Hispanic or Latin- 54

- Two or More Races- 10

- White- 62

Grade Level	Gender
6th - 84	Females- 100
7th- 117	Males- 195
8th- 94	

SPED- 49	Economically Disadvantaged- 176
ESL- 14	At Risk- 204

Average Number of Staff absences needed

From August 12, 2021- April 29, 2022

Total Absences 1294

Total That Need a Sub 1200

Month	TOTAL ABSENT	NEED SUB	NO SUB NEEDED
AUGUSTS	97	79	18
SEPTEMBER	167	153	14
OCTOBER	196	134	62
NOVEMBER	158	135	23
DECEMBER	92	64	28
JANUARY	185	129	56
FEBUARY	155	109	46
MARCH	204	140	64
APRIL	232	172	60
	1486	1115	343

Staff Perceptions

How many years have you worked in the school system?

66 responses
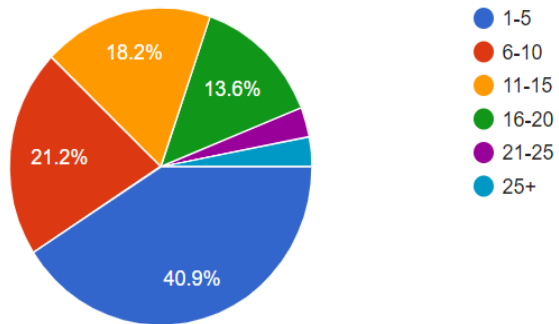
Years at RMS

66 responses
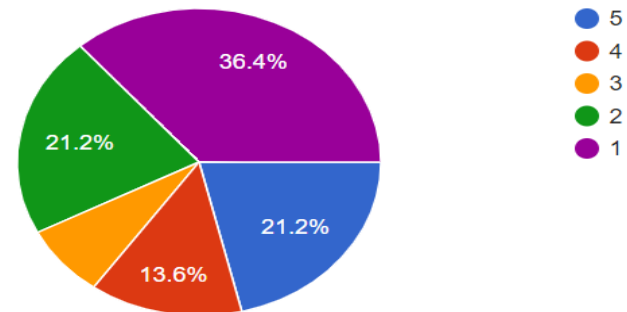
Which of the following do you feel connected to at RMS? Check all that apply.

66 responses
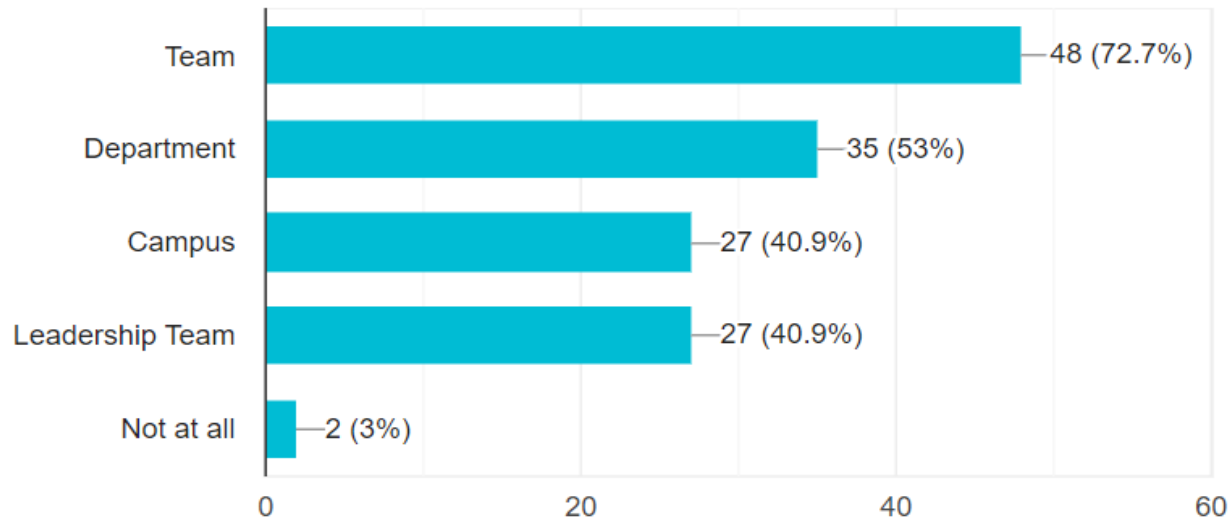
Students at this school treat adults with respect.

66 responses

- Not at all
- A little bit
- Some
- Quite a bit
- A tremendous amount

48.5%
10.6%
7.6%
33.3%
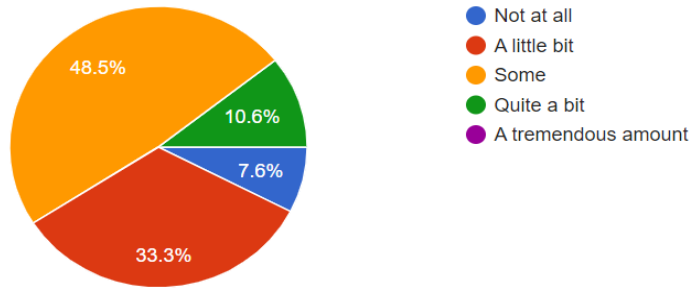
Adults at this school treat students with respect.

66 responses

- Not at all
- A little bit
- Some
- Quite a bit
- A tremendous amount

48.5%
16.7%
33.3%
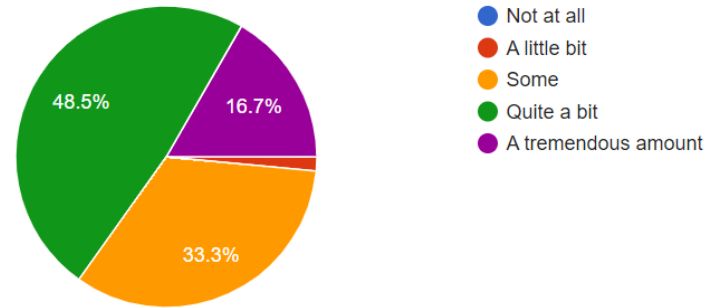
Adults at this school treat other adults at this school with respect.

66 responses

- Not at all
- A little bit
- Some
- Quite a bit
- A tremendous amount

33.3%
43.9%
16.7%
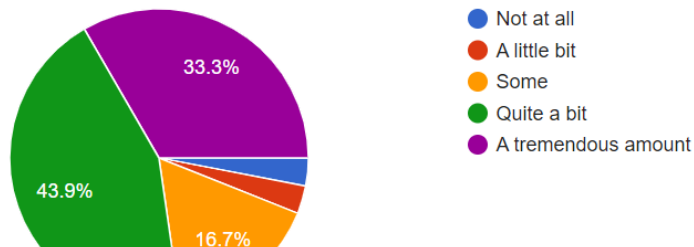
How much do you feel supported by other teachers?

66 responses

- Not at all
- A little bit
- Some
- Quite a bit
- A tremendous amount

54.5%
15.2%

21.2%
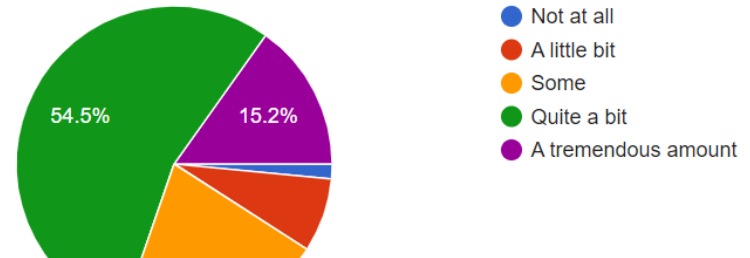
How much do you matter to others at this school?

66 responses
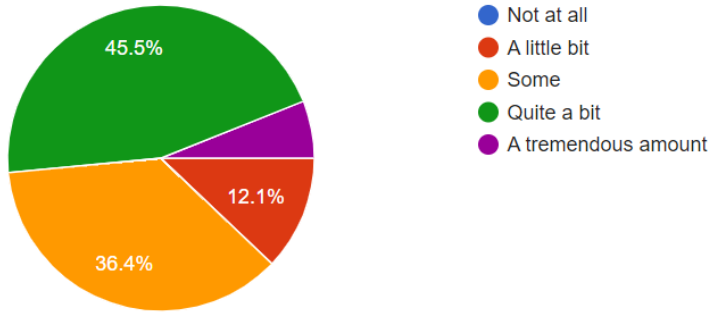
Overall, how much do you feel like you belong at your school?

66 responses

45.5%

12.1%

36.4%

- 🔵 Not at all
- 🔴 A little bit
- 🟠 Some
- 🟢 Quite a bit
- 🟣 A tremendous amount

24.2%

36.4%

33.3%

- 🔵 Not at all
- 🔴 A little bit
- 🟠 Some
- 🟢 Quite a bit
- 🟣 Completely
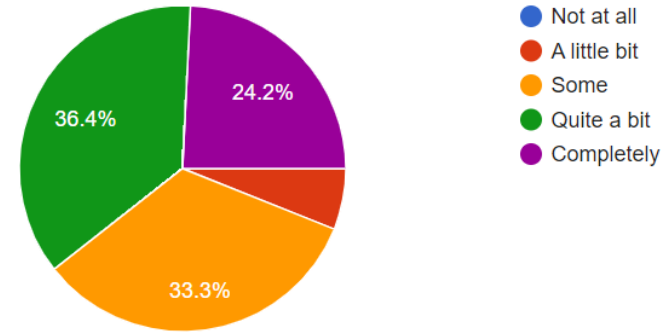
How would you rate parental involvement at your school?
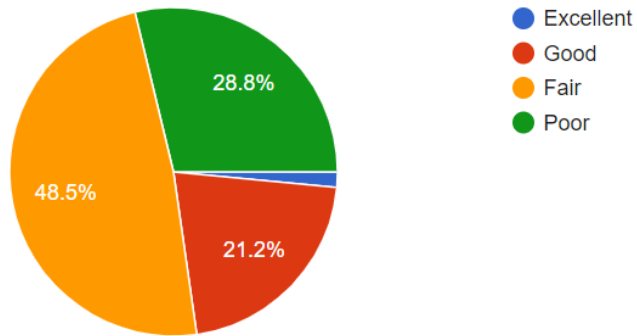
66 responses

My school does an excellent job of communicating with parents and the community.

66 responses

28.8%

48.5%

21.2%

- 🔵 Excellent
- 🔴 Good
- 🟠 Fair
- 🟢 Poor

72.7%

15.2%

10.6%

- 🔵 Strongly Agree
- 🔴 Agree
- 🟠 Disagree
- 🟢 Strongly Disagree
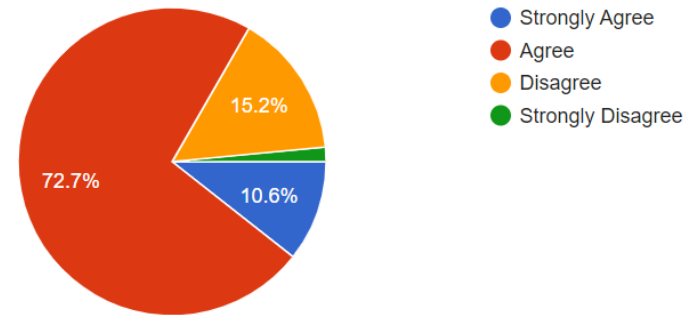
My school provides opportunities for parental and community involvement.

66 responses

33.3%

- 🔵 Strongly Agree
- 🔴 Agree

Legend: Disagree (orange), Strongly Disagree (green)

12.1%

51.5%
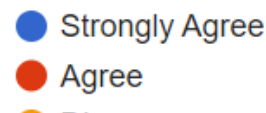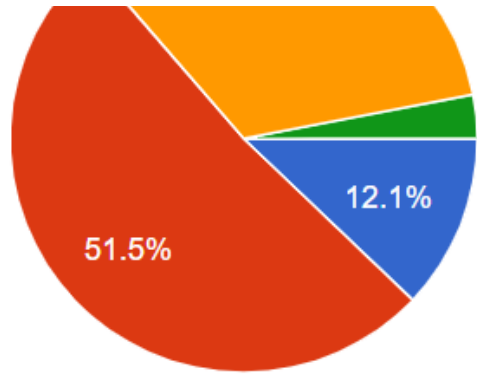
Do you believe the procedures and processes set in place at school keep you safe?

66 responses

Legend: Not at all, A little bit, Some, Quite a bit, Completely

43.9%

12.1%

7.6%

30.3%

Overall, how safe do you feel at school?

66 responses
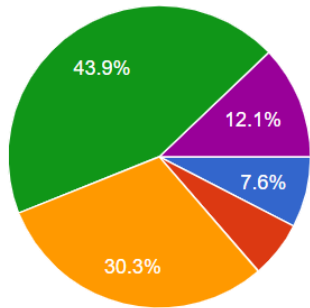
Legend: Not at all, Slightly, Somewhat, Quite, Extremely

50%

12.1%

28.8%
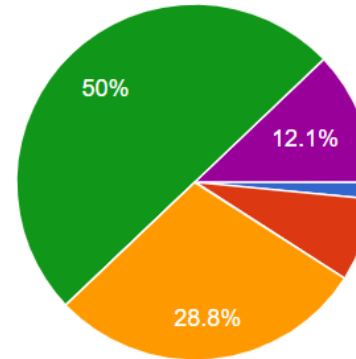
RMS is welcoming.

66 responses

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree

68.2%

12.1%

16.7%

RMS is kept clean.

66 responses
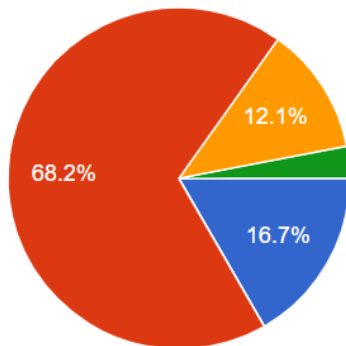
Legend: Strongly Agree, Agree, Disagree, Strongly Disagree

31.8%

10.6%

9.1%

48.5%
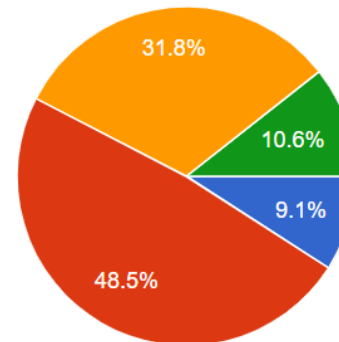
Overall, how positive is the working environment at your school?

66 responses

- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

27.3%
9.1%
43.9%
16.7%
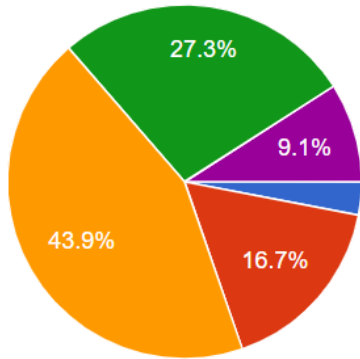
How positive are the attitudes of your colleagues?

66 responses

- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

25.8%
10.6%
43.9%
15.2%
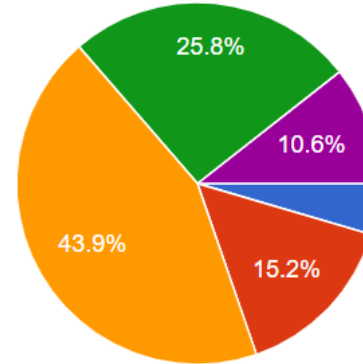
At your school, how valuable are the available professional development opportunities?

66 responses

- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

36.4%
12.1%
34.8%
15.2%
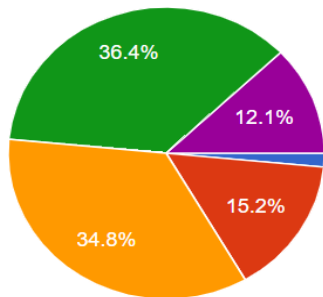
How relevant have your professional development opportunities been to your work?

66 responses

- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

34.8%
9.1%
36.4%
15.2%
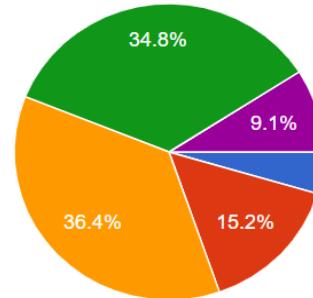
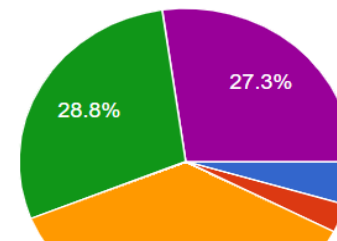## How much input do you have into individualizing your own professional development opportunities?
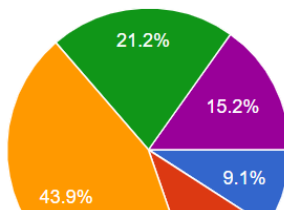
66 responses

- Almost no input
- A little bit of input
- Some input
- Quite a bit of input
- A tremendous amount of input

21.2%
15.2%
9.1%
43.9%

Overall, how supportive has the school been of your professional growth

66 responses
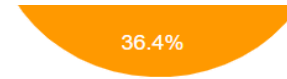

- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

27.3%
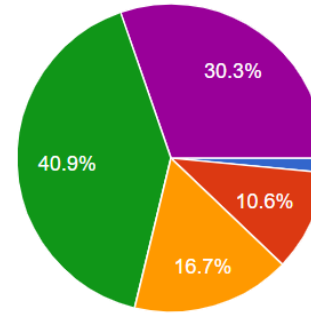28.8%

How friendly are your school leaders towards you?

66 responses

Legend:
- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

48.5%
39.4%
9.1%
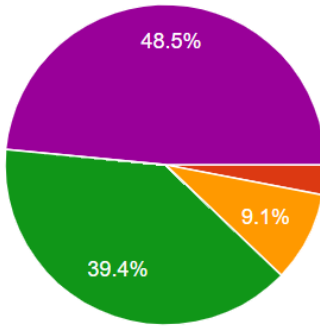
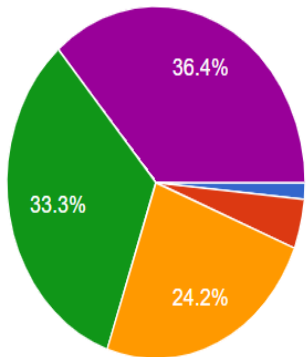**How positive is the tone that school leaders set for the culture of the school?**

66 responses

36.4%

Legend:
- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

30.3%
40.9%
10.6%
16.7%

How much do your school leaders care about you as an individual?
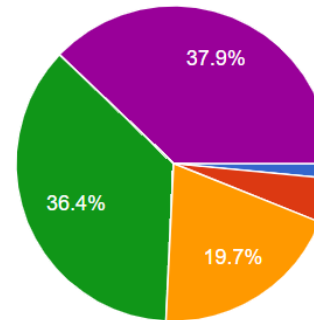
66 responses

Legend:
- Do not care at all
- Care a little bit
- Care somewhat
- Care quite a bit
- Care a tremendous amount

36.4%
33.3%
24.2%

When you face challenges at work, how supportive are your school leaders?

66 responses

Legend:
- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

37.9%
36.4%
19.7%

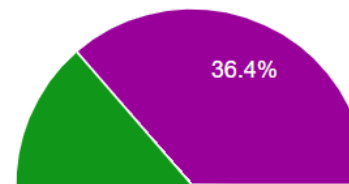**How much trust exists between school leaders and staff?**

66 responses

Legend:
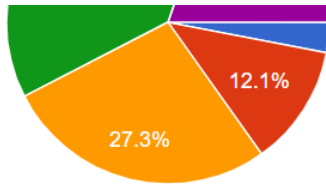- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

37.9%
19.7%
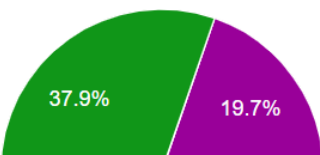
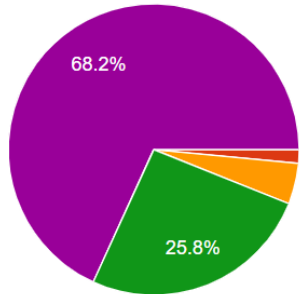**Overall, how supported do you feel by your leadership team?**

66 responses

Legend:
- Not at all
- Slightly
- Somewhat
- Quite
- Extremely

36.4%

31.8%
21.2%

12.1%
27.3%

Extremely

Overall, how satisfied are you with your job right now?

66 responses

How meaningful for you is the work that you do?

66 responses

- Not at all meaningful
- Slightly meaningful
- Somewhat meaningful
- Quite meaningful
- Extremely meaningful

68.2%

25.8%

- Not at all satisficed
- Slightly satisficed
- Somewhat satisficed
- Quite satisficed
- Extremely satisficed

39.4%

19.7%

30.3%

Staff Engagement

How does the campus involve teachers in Campus Improvement Planning?

- Open CLT leadership team- all staff members are invited to participate

- Collaborative effort drives decision making process and teacher buy-in

Personnel- Policy and Procedures

What is the process for recruiting, selecting, assigning, inductions and retaining high-quality educators?

- Being mindful of candidates that mirror our campus culture and student population.

- Content teachers and department chairs are part of the interview process.

Are high-quality teachers placed in classroom/subjects based on student need and teacher strength?

- Yes, each teacher is relatively certified to their grade level.

- We are also being mindful of our strengths finder results when placing teachers in their position.

- When developing teams having ranges of experience.

How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

- Majority of teachers provide tutorials; ie. lunch, before or after school.

- Email students through Canvas about missing assignments.

- Next year implement campus wide tutorial program and possibly provide transportation.

- Next year Saturday School

Parent Engagement

As the parent/guardian, do you feel welcomed when you enter the school?

117 responses
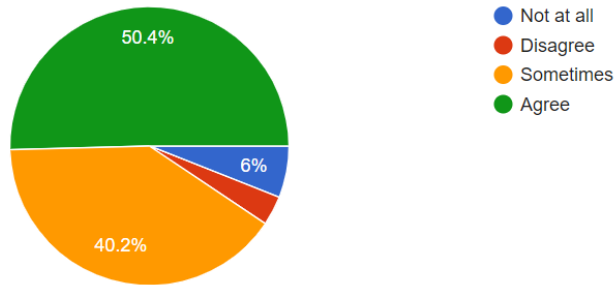
My child feels safe at school.

117 responses
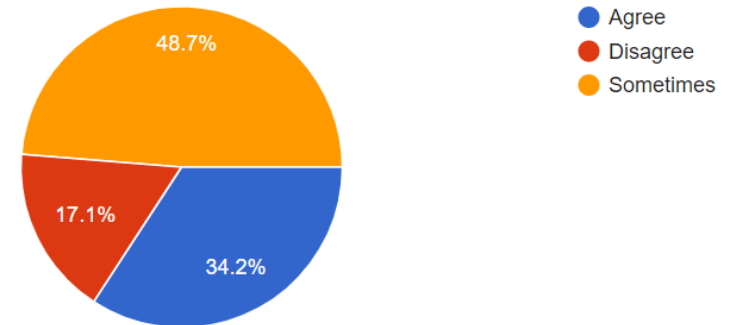
The school provides opportunities for parents and community partners to become more involved in the school activities.

117 responses

	Agree
	Disagree
	Sometimes

39.3%

24.8%

35.9%
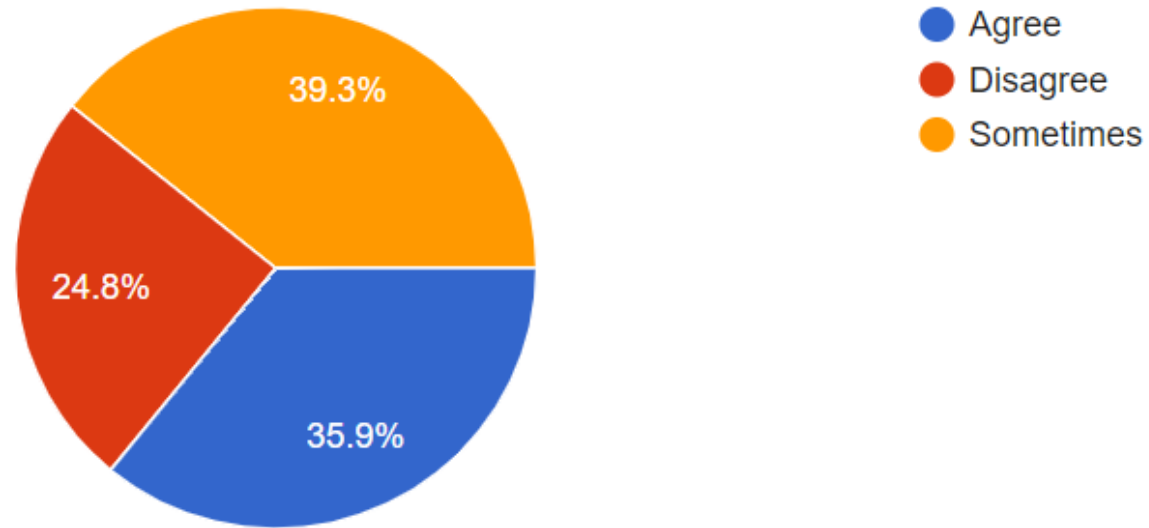
How are you involved in the education of your child? (check all that apply)

Copy

117 responses

Encourage reading at home	86 (73.5%)
Help with homework	100 (85.5%
Attend school events	78 (66.7%)
Communicated with teachers	91 (77.8%)
Tutoring	38 (32.5%)
Private tutoring	9 (7.7%)

Your child's progress is regularly discussed and shared.

117 responses

Legend:
- Agree
- Disagree
- Sometimes

Pie chart values:
- 47% (Agree)
- 33.3% (Disagree)
- 19.7% (Sometimes)
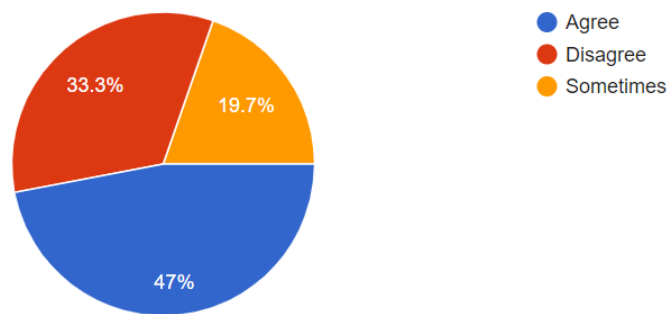
Communication from the school is easy to understand.

115 responses

Legend:
- Agree
- Disagree
- Sometimes

Pie chart values:
- 44.3% (Agree)
- 20% (Disagree)
- 35.7% (Sometimes)
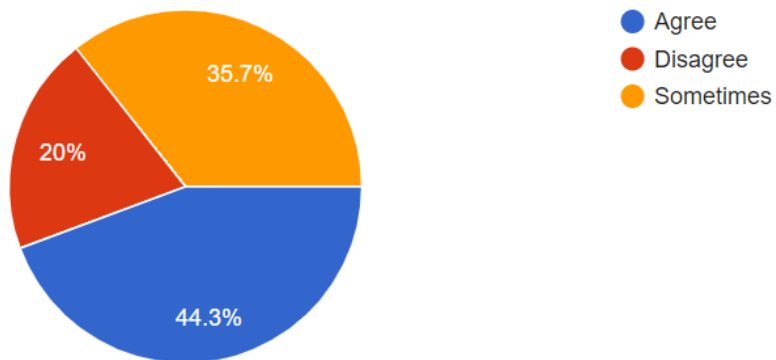
As the parent/guardian, I receive communication in the following ways: (check all that apply)

117 responses

Category	Count
Parent contact packet	8 (6.8%)
Phonecall	49 (41.9%)
Newsletters	43 (36.8%)
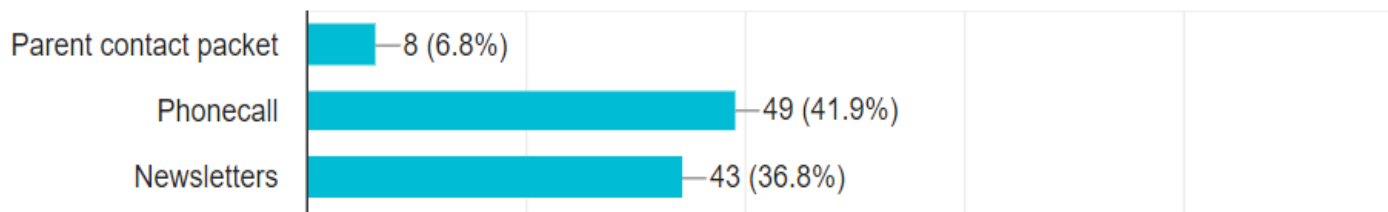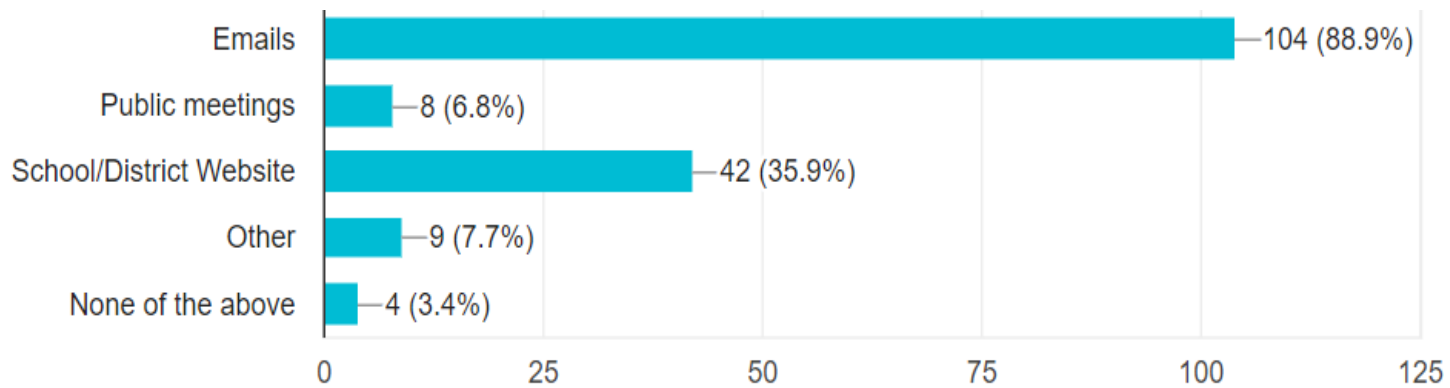
Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need a mentor program on campus, ie: PALs elective (8th grade mentor 6th grade)/Teach Denton

Problem Statement 2: Need a variety of clubs for all students to belong to.

Problem Statement 3: Need a Cohesive Campus-wide Discipline Plan, ie: CHAMPS, PBIS

Problem Statement 4: Need support for new teachers, ie: New teacher mentor program

Problem Statement 5: Provide opportunity for campus members to be a part of a committee.

Problem Statement 6: Watch Dogs program with Dads.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Guiding Outcomes

Guiding Outcome 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 and reflect a minimum of one year's growth for every student at RMS.

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

Strategy 1 Details		Formative Reviews		
Strategy 1: All Math teachers will attend Intervention Training and have job-embedded coaching throughout the year.		**Formative**		
Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of evidence-based math practices to positively impact student achievement. MAP (BOY, MOY), Benchmarks, and IXL results will be used to monitor progress towards at least 44% of student computation at an equivalent of Meets Grade Level MAP, BOY will be given to all grade level students in the beginning of September to determine a baseline for how students are expected to perform on STAAR Math in the Spring. All grade level PLC will compare the results with how students performed on the STAAR assessment, and then create individual student goals to ensure that 44% of students achieve Meets on STAAR Math in the spring. **Staff Responsible for Monitoring:** 6-8 PLC, Principals **Funding Sources:** - State Compensatory Education (SCE) - $3,000		**Dec**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		

Strategy 2: 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.
    Strategy's Expected Result/Impact: Data from common assessments, benchmarks, MAP, and STAAR data
    Staff Responsible for Monitoring: Principals, Department Heads, teachers
 	
    Funding Sources: - State Compensatory Education (SCE) - $2,500
	Formative		

	Dec	**Mar**	**May**

Strategy 3 Details	Formative Reviews		

Strategy 3: Utilize common assessments, benchmark testing (IXL for math and ELA through Achieve 3000), and Aware in all core subject areas, with a PLC focus on eliminating learning gaps.
    Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth)
    Staff Responsible for Monitoring: Principals, Teachers
	Formative		

	Dec	**Mar**	**May**

Strategy 4 Details	Formative Reviews		

Strategy 4: Integrate technology to enhance instruction, so that at-risk students have access to online resources and opportunities for online collaboration.
    Strategy's Expected Result/Impact: CNA survey data, Student achievement data, Surveys, Lunch and Learn PD, T-TESS observations
    Staff Responsible for Monitoring: Principals, librarians, DLS, teachers
 	
    Funding Sources: - State Compensatory Education (SCE) - $27,000
	Formative		

	Dec	**Mar**	**May**

Strategy 5 Details	Formative Reviews		

Strategy 5: Provide related professional development, support, and coaching to ensure all teachers are using Best Practices, Marzano strategies, Strategies of AFL, learning targets, and engaging qualities to reach all learners, especially those at-risk.
    Strategy's Expected Result/Impact: Student growth as evidence by achievement data
    Staff Responsible for Monitoring: Teachers
	Formative		

	Dec	**Mar**	**May**

Strategy 6 Details	Formative Reviews		

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).
    Strategy's Expected Result/Impact: STAAR results
    Staff Responsible for Monitoring: Principals/teachers
 	
    Targeted Support Strategy
    Funding Sources: - State Compensatory Education (SCE) - $5,000
	Formative		

	Dec	**Mar**	**May**

Strategy 7 Details	Formative Reviews		
Strategy 7: Schedule reading interventions classes for students at-risk in reading	Formative		
Strategy's Expected Result/Impact: Student growth as evidence by achievement data (IXL, Achieve 3000)	Dec	Mar	May
Staff Responsible for Monitoring: Principals, Counselors			
Funding Sources: - State Compensatory Education (SCE)			

Strategy 8 Details	Formative Reviews		
Strategy 8: Math intervention for all students not mastering grade level math TEKS. Use IXL in math intervention classes, along with Co-Teach math classes.	Formative		
Strategy's Expected Result/Impact: Student growth as evident by benchmark, common assessment data, and IXL.	Dec	Mar	May
Staff Responsible for Monitoring: Principal, counselors, Math Teachers			
Funding Sources: - State Compensatory Education (SCE) - $5,500			

Strategy 9 Details	Formative Reviews		
Strategy 9: RMS Book Clubs:	Formative		
Strategy's Expected Result/Impact: Presentation of information at staff meetings	Dec	Mar	May
Staff Responsible for Monitoring: Principals, teachers			
Funding Sources: - State Compensatory Education (SCE) - $952			

Strategy 10 Details	Formative Reviews		
Strategy 10: Collaborative guidance lessons and Viper Career Connect with 8th grade focusing on motivation to achieve, goal-setting, planning and transition.	Formative		
Strategy's Expected Result/Impact: STAAR results, Enrollment in pre-AP, Honor roll, failure reports, and grade distributions	Dec	Mar	May
Staff Responsible for Monitoring: Principal, counselors			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Caulkins Units of Study to increase student engagement, provide differentiated instruction and improve student achievement.	Formative		
Strategy's Expected Result/Impact: Student growth as evident by student achievement data	Dec	Mar	May
Staff Responsible for Monitoring: Principal, ELAR teachers			

Strategy 12 Details	Formative Reviews		
Strategy 12: 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	Formative		
Strategy's Expected Result/Impact: Library usage report	Dec	Mar	May
Staff Responsible for Monitoring: Principals, librarians, teachers			
Funding Sources: - State Compensatory Education (SCE) - $5,000			

Strategy 13 Details	Formative Reviews		
Strategy 13: Share 8th grade MAP and pre-test data with HS teams to facilitate appropriate transition for at-risk 9th graders.	Formative		
Strategy's Expected Result/Impact: Appropriate scheduling of students at the transition to high school	Dec	Mar	May
Staff Responsible for Monitoring: Principal, counselors			

Strategy 14 Details	Formative Reviews		
Strategy 14: Utilize CIS tutoring scheduled during the school day for students struggling in core content classes.	Formative		
Strategy's Expected Result/Impact: Decreased failure rates	Dec	Mar	May
Staff Responsible for Monitoring: Core content teachers			

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

Guiding Outcome 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: 100% of eligible HB4545 students will be served by April 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before and After school tutoring for all students not successful on STAAR assessments (Math, Reading, Science) in 6th-8th grade.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Teachers, counselors, principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule Reading Intervention for all HB4545 reading students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Reading improvement **Staff Responsible for Monitoring:** Counselors, administrators, ELAR teachers, reading teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Math intervention for most HB4545 math students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Math Improvement **Staff Responsible for Monitoring:** Counselors, administrators, math teachers, math intervention teachers **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize an A+ tutor for supplemental tutoring to address needs of HB4545.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: improved academic achievement **Staff Responsible for Monitoring:** Counselors, administrators, ELAR teachers			

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative
Strategy 5: 6th grade science teacher providing tutoring to HB4545 students one period a week.. Each student is scheduled 45 minutes per week.	**Formative**

	Dec	Mar	May
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Teacher, counselors, and administrators			

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

Guiding Outcome 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 while encouraging participation by all members of the school community.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make RMS core values a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys
    Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers
 	
    Funding Sources: - State Compensatory Education (SCE) - $2,500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter and Instragram and provide opportunities for parent to sign up.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Honor roll and failure reports **Staff Responsible for Monitoring:** Principals, teachers, counselors, ITS			

Strategy 3 Details	Formative Reviews		
Strategy 3: AVID college Days (Wednesdays) as well as ongoing emphasis on higher education and college readiness	**Formative**		
Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, counselors, teachers **Funding Sources:** - State Compensatory Education (SCE)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Promote use of STOPit.	**Formative**		
Strategy's Expected Result/Impact: Survey	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors, principal, teachers			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolutions, growth mindset, career/college exploration and communication skills.	**Formative**		
Strategy's Expected Result/Impact: Referrals	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors, principal			
Funding Sources: - State Compensatory Education (SCE) - $1,600			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement Gallup Strengths program in 6th, 7th, and 8th grade.	**Formative**		
Strategy's Expected Result/Impact: Improvement in grades, behavior, and positive leadership skills	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Strengths coach, health teachers			
Funding Sources: - State Compensatory Education (SCE) - $1,000			

Strategy 7 Details	Formative Reviews		
Strategy 7: Implementation of the following clubs: Fishing, D & D, Power Girls: girls in STEM, Garden, Pride, Quilting, Thespian, Checkers, So Fresh So Clean, Viper voices, Anime, Chess, Student Council, Pickle Poppin' Power, FCA, NJHS, and eSports.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades and leadership skills			
Staff Responsible for Monitoring: Teacher sponsors			

Strategy 8 Details	Formative Reviews		
Strategy 8: FANGS (Fighting Against Negativity & Giving Support): Multicultural Committee to unite students of all different cultures and to spread acceptance and kindness amongst the Viper Community.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Community service projects			
Staff Responsible for Monitoring: Counselors			

Strategy 9 Details	Formative Reviews		
Strategy 9: Internet safety; cyberbullying	Formative		
Strategy's Expected Result/Impact: StopIt, GoGuardian, Discipline Data, Surveys	Dec	Mar	May
Staff Responsible for Monitoring: Teachers, Librarian, DLS, Counselors, Administrators			

Strategy 10 Details	Formative Reviews		
Strategy 10: Implementation of RMS Committees (Sunshine, Bully Prevention, SEL, PBIS, CHAMPS, VIPer HOOPS Fest, CCMR, Multicultural, Community Engagement, Duty) to maintain an engaging, safe, orderly, inclusive and well-maintained climate for learning.	Formative		
Strategy's Expected Result/Impact: positive impact on safety and climate & culture.	Dec	Mar	May
Staff Responsible for Monitoring: Principals, counselors, teachers			

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

Guiding Outcome 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: Rodriguez middle school will continue to increase it's quality teacher retention rate 5% by July 2023.

    Evaluation Data Sources: staffing, hiring

Strategy 1 Details	Formative Reviews		
Strategy 1: Master scheduling reflects teaming for all grade levels and PLC time to collaborate and create a sense of connectedness to staff.	**Formative**		
Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Dept Heads			

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional and Paraprofessional staff member of the month will be selected and recognized for their outstanding performance and growth mindset.	**Formative**		
Strategy's Expected Result/Impact: Recognition of staff that is making a difference.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: Faculty/staff members' Strengths will be identified and used to build relationships with each other.	**Formative**		
Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and grade level teams.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: J. Standberry, Y Walker, S Bielman, C Smith (Strengths Champions) Scott Spaulding, Administrative Team, Teachers			

Strategy 4 Details	Formative Reviews

	Formative

Strategy 4: Implement a Mentor Program for all teachers new to RMS that establishes best practices, supports staff, and builds a sense of connectedness at our campus.
    Strategy's Expected Result/Impact: Building a culture and retaining quality teachers.
    Staff Responsible for Monitoring: Mentor Liason, Teacher Mentors, Administration, Counselors			

	Dec	**Mar**	**May**

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

Guiding Outcome 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: Teachers will increase knowledge and implementation of evidence-based AVID practices to positively impact student achievement and support college, career, military and life readiness.

Evaluation Data Sources: Campus Leadership Team, Student artifacts, and monitoring of implementation campus wide.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers imlementing Focused Note-Taking process in all departments and grade levels.	Formative		
Strategy's Expected Result/Impact: Embedding a skill set for students to be more prepared for college readiness.	Dec	Mar	May
Staff Responsible for Monitoring: Teachers, Dept Heads, Administrators			
Targeted Support Strategy			

Strategy 2 Details	Formative Reviews		
Strategy 2: AVID tutoring groups with elementary students and 6th grade students in the Braswell zone.	Formative		
Strategy's Expected Result/Impact: Students gain a better understanding and can identify their point of confusion in the learning process.	Dec	Mar	May
Staff Responsible for Monitoring: Teachers, AVID students, Administrators			

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

Guiding Outcome 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 2: Teachers will look for evidence/characteristics in our students for Teach Denton recruitment and retention.

Evaluation Data Sources: Campus Leadership Team, Student artifacts, and monitoring of implementation campus wide.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be intentional in recruiting a diverse group of students into Teach Denton.	**Formative**		
Strategy's Expected Result/Impact: Diverse population in the Teach Denton program that represents our campus more accurately.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Dept Heads			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Personnel for Rodriguez Middle School

Name	Position	FTE
Cindy Modrall	Reading Interventionist	NaN

Campus Leadership Team

Committee Role	Name	Position
Administrator	Carly Rogers	Principal
Administrator	Dylan Taylor	Assistant Principal
Administrator	Tamra Woods	Assistant Principal
Administrator	James Wilburn	Assistant Principal
Administrator	Timberlyn Mays	Administrative Intern
Paraprofessional	Lina De La Cruz	Registrar
Classroom Teacher	Kirby Ayres	7-1 Team Lead
Classroom Teacher	Misty Bennett	7-2 Team Lead/Science Department Head
Classroom Teacher	Cleo Birckbichler	8-1 Team Lead
Classroom Teacher	Gayle Goudarzi	6-1 Team Lead
Classroom Teacher	Andrew Daub	6-2 Team Lead
Classroom Teacher	Jonathon Pullin	8-2 Team Lead
Classroom Teacher	Cody Malone	Math Department Head
Classroom Teacher	Dominique Clinton	Special Education Department Head
Classroom Teacher	Angela Taylor	PE Department Head
Classroom Teacher	Kelly Desjardins	Fine Arts Department Head
Classroom Teacher	Anum Raza	ELA Department Head
Non-classroom Professional	Stephani Mohon	Counselor
Non-classroom Professional	Michael Rooney	Counselor
Non-classroom Professional	Jennifer Cheek	Impact Counselor
Paraprofessional	Jennifer Govan	Administrative Assistant
Business Representative	Denice Kiesling	Marketing Coordinator
Business Representative	Carlos Urquidez	Realtor @ Fathom Realty
Non-classroom Professional	Hannah Elliott	Digital Learning Specialist
Community Representative	Silvia Saju	Communities in Schools
Classroom Teacher	Yvette Walker	AVID Site Coordinator
Classroom Teacher	Chase Hood	Leaders In Training
District-level Professional	Jeff Russell	Area Superintendent @ Braswell Zone

Committee Role	Name	Position
Non-classroom Professional	Jennie Andrews	Librarian
Classroom Teacher	Stephanie Bielman	EXPO/GT

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$3,000.00
1	1	2			$2,500.00
1	1	4			$27,000.00
1	1	6			$5,000.00
1	1	7			$0.00
1	1	8			$5,500.00
1	1	9			$952.00
1	1	12			$5,000.00
2	1	1			$2,500.00
2	1	3			$0.00
2	1	5			$1,600.00
2	1	6			$1,000.00
				Sub-Total	$54,052.00

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	37
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 44.0%)	37
Closing the Gaps % of Indicators Met	
Academic Achievement Status	17%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	92%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
RODRIGUEZ MIDDLE (061901050) - DENTON ISD
✳ Confidential ✳

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	850	852	273	304	300	2,579	
Approaches GL or Above	595	530	193	185	187	1,690	66%
Meets GL or Above	335	251	104	95	75	860	33%
Masters GL	159	90	24	39	31	343	13%
Total Percentage Points							112%
Component Score							**37**

Texas Education Agency
2021 STAAR Performance
RODRIGUEZ MIDDLE (061901050) - DENTON ISD
✳ Confidential ✳

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	66%	52%	66%	77%	72%	78%	91%	49%	55%	50%	58%	32%	76%	70%	60%
At Meets GL Standard or Above	33%	21%	32%	45%	36%	52%	45%	15%	26%	17%	26%	19%	38%	37%	28%
At Masters GL Standard	13%	8%	13%	17%	16%	35%	18%	4%	10%	4%	11%	8%	9%	14%	12%
Number of Tests															
At Approaches GL Standard or Above	1,690	445	369	765	18	47	10	36	627	71	107	99	42	1,008	682
At Meets GL Standard or Above	860	184	179	441	9	31	5	11	297	24	47	59	21	542	318
At Masters GL Standard	343	70	71	172	4	21	2	3	114	6	20	26	5	209	134
Total Tests	2,579	860	560	990	25	60	11	73	1,131	143	184	306	55	1,450	1,129
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	92%	92%	90%	94%	100%	89%	100%	95%	92%	96%	97%	96%	97%	94%	91%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	70%	59%	71%	78%	86%	78%	100%	61%	62%	57%	63%	32%	85%	73%	66%
At Meets GL Standard or Above	39%	28%	40%	49%	57%	48%	67%	26%	33%	21%	27%	22%	30%	43%	35%
At Masters GL Standard	19%	13%	18%	24%	29%	35%	33%	4%	16%	6%	12%	8%	15%	19%	18%
Number of Tests															
At Approaches GL Standard or Above	595	166	131	257	6	18	3	14	234	30	42	34	17	347	248
At Meets GL Standard or Above	335	78	73	161	4	11	2	6	124	11	18	23	6	204	131
At Masters GL Standard	159	35	34	78	2	8	1	1	60	3	8	8	3	91	68
Total Tests	850	279	184	331	7	23	3	23	375	53	67	106	20	475	375
Participation															
% participation 2018-19	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	94%	93%	92%	95%	100%	93%	100%	93%	93%	100%	100%	95%	100%	95%	92%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	62%	47%	64%	74%	57%	71%	100%	50%	51%	56%	64%	32%	75%	66%	57%
At Meets GL Standard or Above	29%	16%	26%	42%	29%	57%	67%	8%	20%	21%	29%	21%	40%	34%	24%
At Masters GL Standard	11%	4%	9%	16%	0%	38%	33%	4%	6%	4%	8%	12%	5%	12%	9%
Number of Tests															
At Approaches GL Standard or Above	530	132	117	247	4	15	3	12	193	29	42	35	15	315	215
At Meets GL Standard or Above	251	45	48	140	2	12	2	2	76	11	19	23	8	160	91

Texas Education Agency
2021 STAAR Performance
RODRIGUEZ MIDDLE (061901050) - DENTON ISD
✳ Confidential ✳

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	90	12	16	52	0	8	1	1	24	2	5	13	1	57	33
Total Tests	852	281	184	332	7	21	3	24	376	52	66	109	20	476	376
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	94%	94%	91%	95%	100%	85%	100%	97%	93%	97%	97%	97%	100%	95%	92%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	71%	59%	69%	82%	0%	80%	100%	63%	58%	25%	47%	40%	100%	75%	66%
At Meets GL Standard or Above	38%	23%	38%	51%	0%	40%	0%	38%	31%	0%	18%	17%	67%	45%	30%
At Masters GL Standard	9%	3%	9%	11%	0%	30%	0%	13%	4%	0%	12%	6%	0%	11%	6%
Number of Tests															
At Approaches GL Standard or Above	193	51	44	84	0	8	1	5	66	3	8	14	3	109	84
At Meets GL Standard or Above	104	20	24	53	0	4	0	3	35	0	3	6	2	66	38
At Masters GL Standard	24	3	6	11	0	3	0	1	5	0	2	2	0	16	8
Total Tests	273	86	64	103	1	10	1	8	113	12	17	35	3	146	127
Participation															
% participation 2018-19	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21	89%	90%	85%	90%	100%	83%	100%	90%	88%	87%	86%	91%	67%	90%	88%
Science															
Percent of Tests															
At Approaches GL Standard or Above	61%	45%	59%	79%	80%	100%	50%	22%	50%	38%	47%	32%	50%	67%	52%
At Meets GL Standard or Above	31%	20%	31%	44%	20%	67%	50%	0%	26%	15%	29%	18%	50%	35%	26%
At Masters GL Standard	13%	9%	14%	16%	20%	33%	0%	0%	11%	8%	24%	7%	17%	14%	11%
Number of Tests															
At Approaches GL Standard or Above	185	49	38	88	4	3	1	2	68	5	8	9	3	119	66
At Meets GL Standard or Above	95	22	20	49	1	2	1	0	35	2	5	5	3	62	33
At Masters GL Standard	39	10	9	18	1	1	0	0	15	1	4	2	1	25	14
Total Tests	304	109	64	112	5	3	2	9	135	13	17	28	6	177	127
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	92%	92%	89%	91%	100%	100%	100%	92%	92%	93%	95%	97%	100%	94%	89%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	62%	45%	61%	79%	80%	100%	100%	33%	50%	31%	41%	25%	67%	67%	56%
At Meets GL Standard or Above	25%	18%	22%	34%	40%	67%	0%	0%	20%	0%	12%	7%	33%	28%	20%
At Masters GL Standard	10%	10%	9%	12%	20%	33%	0%	0%	8%	0%	6%	4%	0%	11%	9%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
Number of Tests															
At Approaches GL Standard or Above	187	47	39	89	4	3	2	3	66	4	7	7	4	118	69
At Meets GL Standard or Above	75	19	14	38	2	2	0	0	27	0	2	2	2	50	25
At Masters GL Standard	31	10	6	13	1	1	0	0	10	0	1	1	0	20	11
Total Tests	300	105	64	112	5	3	2	9	132	13	17	28	6	176	124
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	90%	89%	89%	91%	100%	100%	100%	100%	90%	93%	95%	97%	100%	93%	87%

- Indicates there are no students in the group.

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% Economically Disadvantaged	STAAR Performance
44.0	37

Texas Education Agency
2021 Closing the Gaps
RODRIGUEZ MIDDLE (061901050) - DENTON ISD
✳ Confidential ✳

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	No	No	Yes	No					Yes	No	Yes		No	No		
% at Meets GL Standard or Above	39%	28%	40%	49%	57%	48%	67%	26%	33%	27%	22%	30%	43%	35%		
# at Meets GL Standard or Above	335	78	73	161	4	11	2	6	124	18	23	6	204	131		
Total Tests	850	279	184	331	7	23	3	23	375	67	106	20	475	375		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	No	No	No	No					No	No	No		No	No		
% at Meets GL Standard or Above	29%	16%	26%	42%	29%	57%	67%	8%	20%	29%	21%	40%	34%	24%		
# at Meets GL Standard or Above	251	45	48	140	2	12	2	2	76	19	23	8	160	91		
Total Tests	852	281	184	332	7	21	3	24	376	66	109	20	476	376		
Total Indicators															**3**	**18**
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										53%						
TELPAS Progress										23						
TELPAS Total										43						
Total Indicators															**1**	**1**
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No	No	No		No	No	No	No	No	No	No		
STAAR Component Score	37	27	37	46	41	55	51	23	30	32	20	41	40	33		
% at Approaches GL Standard or Above	66%	52%	66%	77%	72%	78%	91%	49%	55%	58%	32%	76%	70%	60%		

Texas Education Agency
2021 Closing the Gaps
RODRIGUEZ MIDDLE (061901050) - DENTON ISD
✳ Confidential ✳

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	33%	21%	32%	45%	36%	52%	45%	15%	26%	26%	19%	38%	37%	28%		
% at Masters GL Standard	13%	8%	13%	17%	16%	35%	18%	4%	10%	11%	8%	9%	14%	12%		
Total Tests	2,579	860	560	990	25	60	11	73	1,131	184	306	55	1,450	1,129		
Total Indicators															**0**	**13**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%		
# Participants	823	216	164	403	8	12	2	18	326	39	97	16	420	403		
Total Tests	824	216	165	403	8	12	2	18	326	39	98	16	420	404		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	823	216	165	402	8	12	2	18	326	39	98	16	420	403		
Total Tests	823	216	165	402	8	12	2	18	326	39	98	16	420	403		
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	94%	93%	92%	95%	100%	93%	100%	93%	93%	100%	95%	100%	95%	92%		
# Participants	915	302	198	352	7	25	3	28	399	77	111	22	488	427		
Total Tests	978	325	216	370	7	27	3	30	429	77	117	22	516	462		
Mathematics																
% Participation	94%	94%	91%	95%	100%	85%	100%	97%	93%	97%	97%	100%	95%	92%		
# Participants	914	304	197	351	7	23	3	29	399	73	114	22	489	425		
Total Tests	976	325	216	368	7	27	3	30	429	75	117	22	516	460		

+   Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

-           Indicates there are no students in the group.

This campus is not rated on College, Career, and Military Readiness.

This campus is not rated on Graduation Rate.

2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **RODRIGUEZ MIDDLE**

Campus Number: **061901050**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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

		State	District	Campus	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)
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	74%	**76%**	65%	75%	84%	*	*	-	50%	25%	88%	81%	72%	72%	64%
	2018	69%	76%	**71%**	56%	66%	77%	*	*	*	67%	59%	67%	75%	67%	66%	87%
At Meets Grade Level or Above	2019	37%	43%	**45%**	32%	44%	53%	*	*	-	17%	18%	63%	49%	41%	37%	27%
	2018	39%	45%	**40%**	27%	31%	48%	*	*	*	33%	32%	33%	46%	34%	37%	40%
At Masters Grade Level	2019	18%	20%	**20%**	15%	17%	23%	*	*	-	17%	7%	0%	21%	19%	18%	0%
	2018	19%	21%	**19%**	10%	17%	22%	*	*	*	17%	14%	17%	23%	15%	16%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	**75%**	60%	79%	82%	*	*	-	50%	43%	88%	77%	72%	69%	73%
	2018	77%	80%	**72%**	56%	77%	77%	*	*	*	57%	43%	100%	77%	67%	73%	88%
At Meets Grade Level or Above	2019	47%	46%	**30%**	17%	29%	36%	*	*	-	33%	7%	38%	32%	27%	27%	27%
	2018	44%	45%	**34%**	26%	31%	38%	*	*	*	29%	26%	17%	38%	31%	32%	44%
At Masters Grade Level	2019	21%	19%	**8%**	4%	2%	9%	*	*	-	17%	4%	13%	7%	8%	8%	0%
	2018	18%	17%	**11%**	4%	10%	13%	*	*	*	0%	13%	0%	13%	8%	9%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	81%	**77%**	63%	87%	81%	*	*	*	67%	50%	*	81%	73%	72%	85%
	2018	74%	82%	**82%**	71%	74%	88%	*	*	-	*	44%	83%	83%	80%	69%	60%
At Meets Grade Level or Above	2019	49%	56%	**51%**	39%	40%	61%	*	*	*	56%	37%	*	56%	45%	43%	46%
	2018	48%	56%	**59%**	54%	52%	64%	*	*	-	*	28%	33%	61%	57%	46%	27%
At Masters Grade Level	2019	29%	34%	**29%**	24%	20%	34%	*	*	*	22%	7%	*	38%	19%	25%	15%
	2018	29%	35%	**36%**	24%	24%	44%	*	*	-	*	4%	17%	39%	32%	24%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	**76%**	56%	86%	82%	*	*	*	89%	53%	*	84%	67%	72%	92%
	2018	72%	79%	**75%**	58%	71%	84%	*	*	-	*	47%	100%	80%	69%	59%	59%
At Meets Grade Level or Above	2019	43%	48%	**36%**	26%	27%	44%	*	*	*	33%	20%	*	45%	26%	25%	38%
	2018	40%	49%	**42%**	25%	35%	52%	*	*	-	*	20%	17%	46%	38%	33%	29%
At Masters Grade Level	2019	17%	19%	**9%**	3%	11%	11%	*	*	*	0%	10%	*	12%	6%	8%	15%
	2018	18%	23%	**19%**	8%	10%	28%	*	*	-	*	7%	0%	24%	15%	10%	12%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	**76%**	61%	82%	81%	*	*	*	67%	43%	*	82%	69%	74%	92%
	2018	69%	75%	**75%**	67%	63%	83%	*	*	-	*	35%	83%	80%	70%	65%	35%
At Meets Grade Level or Above	2019	42%	49%	**46%**	37%	51%	50%	*	*	*	22%	27%	*	53%	39%	41%	69%
	2018	43%	51%	**51%**	42%	40%	60%	*	*	-	*	13%	50%	54%	47%	37%	24%
At Masters Grade Level	2019	18%	21%	**20%**	15%	24%	21%	*	*	*	22%	13%	*	26%	14%	21%	38%
	2018	15%	16%	**18%**	13%	10%	23%	*	*	-	*	3%	17%	20%	16%	11%	6%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

District Name: DENTON ISD

Campus Name: RODRIGUEZ MIDDLE

Campus Number: 061901050

Total Students: 905

Grade Span: 06 - 08

School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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 6 ELA/Reading	2019	42	45	**47**	41	52	50	*	*	-	33	30	19	46	48	48	56
	2018	47	50	**43**	33	38	49	*	*	*	33	45	50	46	41	35	50
Grade 6 Mathematics	2019	54	47	**33**	26	39	34	*	*	-	17	48	38	33	32	32	20
	2018	56	48	**35**	26	46	35	*	*	*	14	39	17	33	37	39	43
Grade 7 ELA/Reading	2019	77	79	**78**	73	81	77	*	*	*	83	70	*	81	74	76	85
	2018	76	79	**75**	72	65	80	*	*	-	*	40	75	77	73	69	73
Grade 7 Mathematics	2019	62	66	**63**	52	66	67	*	*	*	83	57	*	68	57	57	62
	2018	67	70	**63**	51	55	69	*	*	-	*	52	67	66	60	59	59
Grade 8 ELA/Reading	2019	77	76	**74**	71	69	78	*	79	-	*	64	*	75	73	69	88
	2018	79	80	**80**	77	85	79	*	70	-	80	61	78	80	79	80	100
Grade 8 Mathematics	2019	82	82	**74**	75	76	71	*	80	-	*	55	*	77	70	73	75
	2018	81	81	**86**	88	90	81	-	*	-	100	41	88	83	90	86	75
End of Course Algebra I	2019	75	77	**76**	57	80	77	-	*	-	-	-	-	77	74	72	*
	2018	72	73	**79**	*	100	77	*	*	-	-	-	*	78	81	83	-
All Grades Both Subjects	2019	69	70	**60**	53	64	62	53	80	*	61	54	39	62	58	58	65
	2018	69	70	**63**	56	62	65	72	79	*	56	46	65	64	61	60	61
All Grades ELA/Reading	2019	68	69	**65**	59	67	68	56	77	*	66	55	36	66	64	64	79
	2018	69	70	**66**	59	63	69	70	80	*	54	48	69	68	63	61	68
All Grades Mathematics	2019	70	72	**55**	47	61	56	50	82	*	56	53	43	58	52	53	53
	2018	70	70	**59**	53	62	60	*	78	*	57	45	62	60	59	60	55

District Name: DENTON ISD

Texas Academic Performance Report

Total Students: 905

Campus Name: RODRIGUEZ MIDDLE

2019-20 Campus Prior Year and Student Success Initiative

Grade Span: 06 - 08

Campus Number: 061901050

School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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%**	29%	59%	47%	*	-	-	17%	13%	38%	40%
	2018	38%	45%	**47%**	37%	48%	51%	*	*	-	*	14%	35%	*
Mathematics	2019	45%	50%	**41%**	16%	62%	54%	*	-	-	*	20%	41%	67%
	2018	47%	53%	**39%**	39%	32%	39%	-	*	-	*	19%	33%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	83%	**82%**	71%	78%	87%	*	100%	-	*	35%	69%	50%
Students Requiring Accelerated Instruction														
	2019	22%	17%	**18%**	29%	22%	13%	*	0%	-	*	65%	31%	50%
STAAR Cumulative Met Standard														
	2019	85%	89%	**87%**	82%	82%	91%	*	100%	-	*	48%	77%	50%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	**72%**	56%	70%	79%	*	100%	-	*	29%	61%	64%
Students Requiring Accelerated Instruction														
	2019	18%	16%	**28%**	44%	30%	21%	*	0%	-	*	71%	39%	36%
STAAR Cumulative Met Standard														
	2019	88%	89%	**79%**	63%	79%	86%	*	100%	-	*	35%	70%	73%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
(Current EL Students)

Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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%	**75%**	-	-	-	-	-	61%	*	60%	50%	61%	59%
	2018	77%	81%	**76%**	-	-	-	-	-	52%	*	50%	38%	52%	51%
At Meets Grade Level or Above	2019	50%	54%	**41%**	-	-	-	-	-	22%	*	21%	43%	22%	25%
	2018	48%	53%	**46%**	-	-	-	-	-	19%	*	15%	25%	19%	19%
At Masters Grade Level	2019	24%	26%	**17%**	-	-	-	-	-	3%	*	4%	21%	3%	6%
	2018	22%	24%	**22%**	-	-	-	-	-	3%	*	3%	13%	3%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	**80%**	-	-	-	-	-	66%	*	64%	*	66%	64%
	2018	74%	79%	**81%**	-	-	-	-	-	71%	*	70%	*	71%	67%
At Meets Grade Level or Above	2019	48%	52%	**52%**	-	-	-	-	-	24%	*	21%	*	24%	27%
	2018	46%	52%	**53%**	-	-	-	-	-	14%	*	10%	*	14%	17%
At Masters Grade Level	2019	21%	24%	**27%**	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	19%	22%	**29%**	-	-	-	-	-	0%	*	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	**78%**	-	-	-	-	-	79%	*	79%	*	79%	79%
	2018	81%	84%	**78%**	-	-	-	-	-	54%	*	52%	*	54%	56%
At Meets Grade Level or Above	2019	52%	55%	**38%**	-	-	-	-	-	21%	*	21%	*	21%	24%
	2018	50%	53%	**44%**	-	-	-	-	-	29%	*	26%	*	29%	30%
At Masters Grade Level	2019	26%	29%	**11%**	-	-	-	-	-	0%	*	0%	*	0%	3%
	2018	24%	25%	**19%**	-	-	-	-	-	4%	*	4%	*	4%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	**76%**	-	-	-	-	-	89%	-	89%	*	89%	91%
	2018	66%	72%	**75%**	-	-	-	-	-	25%	*	18%	*	25%	21%
At Meets Grade Level or Above	2019	38%	44%	**46%**	-	-	-	-	-	56%	-	56%	*	56%	64%
	2018	41%	48%	**51%**	-	-	-	-	-	8%	*	0%	*	8%	7%
At Masters Grade Level	2019	14%	17%	**20%**	-	-	-	-	-	22%	-	22%	*	22%	36%
	2018	13%	14%	**18%**	-	-	-	-	-	0%	*	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**76%**	-	-	-	-	-	30%	-	30%	*	30%	25%
	2018	80%	83%	**72%**	-	-	-	-	-	50%	-	50%	-	50%	50%
At Meets Grade Level or Above	2019	54%	58%	**45%**	-	-	-	-	-	10%	-	10%	*	10%	8%
	2018	51%	55%	**43%**	-	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	25%	27%	**17%**	-	-	-	-	-	10%	-	10%	*	10%	8%
	2018	23%	26%	**24%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**53%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	78%	81%	**61%**	-	-	-	-	-	33%	-	33%	-	33%	33%
At Meets Grade Level or Above	2019	55%	56%	**14%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	53%	56%	**24%**	-	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	33%	34%	**6%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	33%	**9%**	-	-	-	-	-	17%	-	17%	-	17%	17%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**60%**	-	-	-	-	-	66%	-	66%	69%	66%	66%
	2018	69%	70%	**63%**	-	-	-	-	-	64%	*	67%	58%	64%	63%
All Grades ELA/Reading	2019	68%	69%	**65%**	-	-	-	-	-	75%	-	75%	*	75%	75%
	2018	69%	70%	**66%**	-	-	-	-	-	67%	*	70%	*	67%	67%
All Grades Mathematics	2019	70%	72%	**55%**	-	-	-	-	-	57%	-	57%	*	57%	58%

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 905
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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
	2018	70%	70%	**59%**	-	-	-	-	-	61%	*	64%	*	61%	60%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

		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
Reading	2019	41%	45%	**41%**	-	-	-	-	-	50%	-	50%	*	50%	40%
	2018	38%	45%	**47%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	50%	**41%**	-	-	-	-	-	75%	-	75%	*	75%	67%
	2018	47%	53%	**39%**	-	-	-	-	-	*	-	*	*	*	*

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 825
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	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%	100%
Included in Accountability	94%	95%	**94%**	90%	93%	96%	100%	93%	100%	88%	94%	94%	97%
Not Included in Accountability													
Mobile	4%	4%	**6%**	10%	6%	4%	0%	8%	0%	12%	6%	6%	3%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	99%	99%	100%	100%	*	100%	98%	99%	100%
Included in Accountability	94%	94%	**92%**	85%	93%	95%	100%	100%	*	95%	94%	86%	92%
Not Included in Accountability													
Mobile	4%	5%	**7%**	15%	6%	4%	0%	0%	*	5%	3%	13%	7%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	0%	**1%**	0%	1%	1%	0%	0%	*	0%	2%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	0%

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.2%	**96.5%**	96.9%	96.8%	96.1%	*	97.8%	*	96.8%	94.8%	96.3%	97.4%
2017-18	95.4%	96.0%	**96.5%**	96.9%	97.0%	96.1%	94.8%	97.4%	*	96.6%	93.9%	96.2%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	1,931	355,615
By Ethnicity:				
African American	-	-	316	43,953
Hispanic	-	-	560	180,673
White	-	-	960	105,577
American Indian	-	-	23	1,293
Asian	-	-	57	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	13	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	10	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	10	15,160
Foundation H.S. Program (DLA)	-	-	1,710	285,538
Special Education Graduates	-	-	168	27,598
Economically Disadvantaged Graduates	-	-	746	186,364
LEP Graduates	-	-	139	25,189
At-Risk Graduates	-	-	515	146,432

Texas Education Agency
District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)
Total Students: 905
Grade Span: 06 - 08
School Type: Middle

	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)													
2018-19	72.9%	75.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	65.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	48.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	46.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	21.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	44.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: DENTON ISD

Campus Name: RODRIGUEZ MIDDLE

Campus Number: 061901050

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 905

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

2018-19	55.6%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

2018-19	5.0%	8.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

	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													
2018-19	33.4%	38.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	21.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	5.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	13.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	62.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	57.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	61.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	42.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	61.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	63.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	49.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	1091	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1104	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	554	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	559	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	537	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	22.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD

Campus Name: RODRIGUEZ MIDDLE

Campus Number: 061901050

Total Students: 905

Grade Span: 06 - 08

School Type: Middle

	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													
2018-19	44.6%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Academic Performance Report
2019-20 Campus Student Information

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

| Student Information | Membership | | | | Enrollment | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	905	100.0%	30,682	5,479,173	905	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.3%	4.5%	0	0.0%	3.5%	4.5%
Kindergarten	0	0.0%	6.7%	7.0%	0	0.0%	7.0%	7.0%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.5%	7.6%
Grade 6	303	33.5%	7.6%	7.7%	303	33.5%	7.5%	7.7%
Grade 7	323	35.7%	7.9%	7.7%	323	35.7%	7.8%	7.7%
Grade 8	279	30.8%	7.8%	7.5%	279	30.8%	7.8%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.8%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.2%	6.9%	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.8%	6.4%	0	0.0%	6.8%	6.4%
Ethnic Distribution:								
African American	278	30.7%	17.6%	12.6%	278	30.7%	17.6%	12.6%
Hispanic	185	20.4%	32.1%	52.8%	185	20.4%	32.2%	52.8%
White	398	44.0%	44.6%	27.0%	398	44.0%	44.5%	27.0%
American Indian	6	0.7%	0.6%	0.4%	6	0.7%	0.6%	0.4%
Asian	16	1.8%	3.6%	4.6%	16	1.8%	3.6%	4.6%
Pacific Islander	4	0.4%	0.2%	0.2%	4	0.4%	0.2%	0.2%
Two or More Races	18	2.0%	1.3%	2.5%	18	2.0%	1.3%	2.5%
Sex:								
Female	432	47.7%	48.6%	48.8%	432	47.7%	48.6%	48.8%
Male	473	52.3%	51.4%	51.2%	473	52.3%	51.4%	51.2%
Economically Disadvantaged	378	41.8%	45.7%	60.3%	378	41.8%	46.0%	60.2%
Non-Educationally Disadvantaged	527	58.2%	54.3%	39.7%	527	58.2%	54.0%	39.8%
Section 504 Students	133	14.7%	10.3%	6.9%	133	14.7%	10.3%	6.9%
English Learners (EL)	38	4.2%	15.3%	20.3%	38	4.2%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	10	1.1%	1.2%	1.5%				
Students w/ Dyslexia	70	7.7%	5.5%	4.1%	70	7.7%	5.5%	4.1%
Foster Care	7	0.8%	0.5%	0.3%	7	0.8%	0.5%	0.3%
Homeless	11	1.2%	1.7%	1.4%	11	1.2%	1.7%	1.4%
Immigrant	4	0.4%	1.5%	2.3%	4	0.4%	1.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	24.4%	65.1%	0	0.0%	24.6%	65.1%
Military Connected	11	1.2%	1.0%	1.9%	11	1.2%	1.0%	1.9%
At-Risk	390	43.1%	32.0%	50.6%	390	43.1%	32.1%	50.5%

District Name: DENTON ISD

Campus Name: RODRIGUEZ MIDDLE

Campus Number: 061901050

Total Students: 905

Grade Span: 06 - 08

School Type: Middle

| | ----------------------- Membership ----------------------- | | | | ----------------------- Enrollment ----------------------- | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	37	4.1%	16.2%	20.6%	37	4.1%	16.4%	20.6%
Career & Technical Education	439	48.5%	31.9%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	54.9%	50.8%	0	-	54.8%	50.8%
Gifted & Talented Education	116	12.8%	10.9%	8.1%	116	12.8%	10.8%	8.1%
Special Education	106	11.7%	11.7%	10.5%	106	11.7%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	106							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	46.2%	34.9%	42.4%				
Students with Physical Disabilities	7	6.6%	24.0%	21.4%				
Students with Autism	13	12.3%	11.1%	13.8%				
Students with Behavioral Disabilities	37	34.9%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	139	15.4%	14.7%	15.3%				
By Ethnicity:								
African American	59	6.5%						
Hispanic	33	3.7%						
White	40	4.4%						
American Indian	0	0.0%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	95	17.2%						

| | ---------Non-Special Education Rates--------- | | | -------------Special Education Rates------------- | | |
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.4%	1.6%	-	4.9%	5.5%
Grade 1	-	0.8%	2.9%	-	2.3%	4.9%
Grade 2	-	0.4%	1.6%	-	0.4%	2.0%
Grade 3	-	0.4%	0.9%	-	0.7%	0.8%
Grade 4	-	0.1%	0.5%	-	0.3%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.3%	0.6%
Grade 8	0.0%	0.1%	0.4%	0.0%	0.4%	0.6%
Grade 9	-	5.7%	7.8%	-	12.0%	13.1%

Class Size Information	**Campus**	**District**	**State**
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.2	19.0
Grade 1	-	17.3	18.9
Grade 2	-	17.3	18.8
Grade 3	-	17.7	19.0
Grade 4	-	18.0	19.2
Grade 5	-	19.5	20.9
Grade 6	22.0	20.4	20.4
Secondary:			
English/Language Arts	20.5	19.1	16.4
Foreign Languages	25.0	18.0	18.7
Mathematics	22.0	20.8	17.8
Science	25.9	21.2	18.8
Social Studies	25.9	22.1	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: DENTON ISD

Campus Name: RODRIGUEZ MIDDLE

Campus Number: 061901050

Total Students: 905

Grade Span: 06 - 08

School Type: Middle

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	81.8	100.0%	100.0%	100.0%
Professional Staff:	70.1	85.6%	69.1%	63.7%
Teachers	59.3	72.5%	54.8%	49.4%
Professional Support	8.6	10.5%	11.1%	10.2%
Campus Administration (School Leadership)	2.1	2.6%	2.6%	3.0%
Educational Aides:	11.8	14.4%	9.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	31.0	4,373.0
Part-time	1.0	n/a	6.0	595.0
Counselors				
Full-time	3.0	n/a	86.0	12,901.0
Part-time	1.0	n/a	7.0	1,103.0
Total Minority Staff:	18.6	22.7%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	9.0	15.2%	8.4%	10.8%
Hispanic	4.0	6.7%	14.2%	28.1%
White	46.3	78.1%	74.3%	57.7%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.1%
Males	17.3	29.2%	24.8%	23.8%
Females	42.0	70.8%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	38.4	64.6%	68.8%	73.4%
Masters	19.0	32.0%	29.7%	24.5%
Doctorate	2.0	3.4%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.0	15.1%	8.1%	7.4%
1-5 Years Experience	22.3	37.6%	28.2%	27.9%
6-10 Years Experience	11.0	18.6%	20.2%	19.4%
11-20 Years Experience	13.1	22.2%	31.1%	29.4%
Over 20 Years Experience	3.9	6.5%	12.4%	15.9%
Number of Students per Teacher	15.3	n/a	13.1	15.1

District Name: DENTON ISD

Campus Name: RODRIGUEZ MIDDLE

Campus Number: 061901050

Total Students: 905

Grade Span: 06 - 08

School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.2	6.2
Average Years Experience of Principals with District	4.0	6.4	5.3
Average Years Experience of Assistant Principals	3.0	5.8	5.3
Average Years Experience of Assistant Principals with District	2.5	5.2	4.7
Average Years Experience of Teachers:	7.6	10.3	11.1
Average Years Experience of Teachers with District:	3.1	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,400	$54,825	$49,868
1-5 Years Experience	$55,588	$55,823	$52,823
6-10 Years Experience	$58,605	$58,865	$55,756
11-20 Years Experience	$61,080	$61,161	$59,308
Over 20 Years Experience	$75,492	$66,769	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$58,484	$59,377	$57,091
Professional Support	$64,236	$68,262	$67,352
Campus Administration (School Leadership)	$73,548	$87,076	$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: DENTON ISD
Campus Name: RODRIGUEZ MIDDLE
Campus Number: 061901050

Total Students: 905
Grade Span: 06 - 08
School Type: Middle

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	6.5%
Career & Technical Education	2.8	4.6%	4.7%	5.0%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	44.9	75.7%	77.0%	70.9%
Special Education	5.2	8.7%	7.5%	9.3%
Other	6.5	10.9%	5.9%	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.
'-'   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 2018-19 Financial Actual Report

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

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

	Listening	Number	Percent
Number of Students Rated		25	93
Students Absent		0	0
Not Rated: EC		0	0
Not Rated: ARD Decision		0	0
Other Students Not Rated		2	7
Total Documents Submitted		27	100

	Speaking	Number	Percent
Number of Students Rated		25	93
Students Absent		0	0
Not Rated: EC		0	0
Not Rated: ARD Decision		0	0
Other Students Not Rated		2	7
Total Documents Submitted		27	100

	Reading	Number	Percent
Number of Students Rated		25	93
Students Absent		0	0
Not Rated: EC		0	0
Not Rated: ARD Decision		0	0
Other Students Not Rated		2	7
Total Documents Submitted		27	100

	Writing	Number	Percent
Number of Students Rated		25	93
Not Rated: EC		2	7
Not Rated: ARD Decision		0	0
Total Documents Submitted		27	100

	Listening					Speaking					Reading					Writing				
	# 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	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Male	12	0	17	17	67	12	0	25	58	17	12	0	33	33	33	11	0	9	45	45
Female	13	0	31	23	46	13	0	15	77	8	13	0	38	15	46	14	0	14	43	43
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	15	0	20	27	53	15	0	13	80	7	15	0	40	13	47	15	0	13	47	40
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Black or African American	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged Yes	16	0	25	25	50	16	0	25	69	6	16	0	44	25	31	15	0	13	47	40
No	9	0	22	11	67	9	0	11	67	22	9	0	22	22	56	10	0	10	40	50
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Migrant Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Limited English Proficient Current LEP	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
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	---	---	---	---
Non-LEP (Post Monitoring)	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	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
ESL Participants	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education Yes	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
No	20	0	5	25	70	20	0	20	70	10	20	0	20	30	50	20	0	10	40	50
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
At-Risk Yes	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools One	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Two	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Three	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Five	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Six or More	21	0	24	19	57	21	0	24	62	14	21	0	33	24	43	21	0	10	48	43
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

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

071421-Z8012100-061901050-0022806

TELPAS Grade 6

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

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

TELPAS Composite Rating

	Number	Percent
Number of Students Receiving a Composite Rating	24	89
Number of Students Not Receiving a Composite Rating	3	11
Total Documents Submitted	27	100

Yearly Progress in TELPAS Composite Rating

	# Stdt	BEG	INT	ADV	ADV H	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 #	%
All Students	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44
Male	11	0	9	55	36	3.2	8	3	38	0	0	0	0	3	38
Female	13	0	8	46	46	3.2	8	4	50	0	0	0	0	4	50
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	14	0	0	57	43	3.2	9	4	44	0	0	0	0	4	44
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	4	---	---	---	---	---	4	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	2	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	15	0	13	60	27	3.0	10	3	30	0	0	0	0	3	30
No	9	0	0	33	67	3.4	6	4	67	0	0	0	0	4	67
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English Proficient Current LEP	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	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	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL Participants	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education Yes	4	---	---	---	---	---	3	---	---	---	---	---	---	---	---
No	19	0	0	47	53	3.3	13	6	46	0	0	0	0	6	46
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
No Information Provided	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk Yes	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools One	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Three	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Four	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Five	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Six or More	20	0	10	50	40	3.2	13	5	38	0	0	0	0	5	38
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

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

071421-Z8012100-061901050-0022807

Texas English Language Proficiency Assessment System
Summary Report
All Students

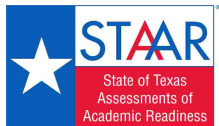**TELPAS** — Texas English Language Proficiency Assessment System

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

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	15	100	15	100	15	100	13	87
Students Absent	0	0	0	0	0	0		
Not Rated: EC	0	0	0	0			2	13
Not Rated: ARD Decision	0	0	0	0	0	0	0	0
Other Students Not Rated	0	0	0	0	0	0		
Total Documents Submitted	15	100	15	100	15	100	15	100

	Listening					Speaking					Reading					Writing				
	# 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	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
Male	7	0	14	14	71	7	29	43	14	14	7	0	29	14	57	6	0	17	33	50
Female	8	0	25	38	38	8	13	25	50	13	8	25	38	25	13	7	0	43	43	14
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	8	0	13	38	50	8	38	25	25	13	8	25	25	25	25	6	0	33	50	17
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Black or African American	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged Yes	9	0	22	22	56	9	33	33	33	0	9	22	22	33	22	7	0	29	29	43
No	6	0	17	33	50	6	0	33	33	33	6	0	50	0	50	6	0	33	50	17
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant Yes	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
No	14	0	14	29	57	14	21	29	36	14	14	7	36	21	36	12	0	25	42	33
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient Current LEP	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
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	---	---	---	---
Non-LEP (Post Monitoring)	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	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL Participants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education Yes	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
No	14	0	21	29	50	14	14	36	36	14	14	14	36	14	36	12	0	33	33	33
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk Yes	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools One	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Three	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Four	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Five	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Six or More	10	0	10	30	60	10	30	20	30	20	10	10	30	20	40	8	0	13	38	50
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

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

071421-Z8012100-061901050-0022808

TELPAS — Texas English Language Proficiency Assessment System

Grade 7

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

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

TELPAS Composite Rating

	Number	Percent
Number of Students Receiving a Composite Rating	13	87
Number of Students Not Receiving a Composite Rating	2	13
Total Documents Submitted	15	100

Group	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	Progressed One #	One %	Two #	Two %	Three #	Three %	At Least One #	At Least One %
All Students	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Male	6	0	33	33	33	3.2	2	---	---	---	---	---	---	---	---
Female	7	0	43	43	14	2.6	3	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	6	0	50	33	17	2.8	3	---	---	---	---	---	---	---	---
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	7	0	57	29	14	2.8	2	---	---	---	---	---	---	---	---
Economically Disadvantaged — No	6	0	17	50	33	3.1	3	---	---	---	---	---	---	---	---
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Title I, Part A — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant — Yes	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Migrant — No	12	0	33	42	25	3.0	4	---	---	---	---	---	---	---	---
Migrant — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
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	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Bilingual — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL — Participants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
ESL — Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education — Yes	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education — No	12	0	33	42	25	2.9	5	3	60	0	0	0	0	3	60
Special Education — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Gifted/Talented — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk — Yes	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
At-Risk — No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — One	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Two	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Three	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Four	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools — Five	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Years in U.S. Schools — Six or More	8	0	38	25	38	3.1	4	---	---	---	---	---	---	---	---
Years in U.S. Schools — No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

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

071421-Z8012100-061901050-0022809

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JULY 2021
Date of Testing: SPRING 2021

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	14	93	14	93	14	93	11	73
Students Absent	0	0	0	0	0	0		
Not Rated: EC	0	0	0	0			4	27
Not Rated: ARD Decision	0	0	0	0	0	0	0	0
Other Students Not Rated	1	7	1	7	1	7		
Total Documents Submitted	15	100	15	100	15	100	15	100

	Listening					Speaking					Reading					Writing				
	# 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	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
Male	8	0	25	13	63	8	25	38	38	0	8	0	50	25	25	8	0	13	63	25
Female	6	0	0	50	50	6	0	50	33	17	6	0	17	50	33	3	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	13	0	15	31	54	13	15	46	31	8	13	0	38	31	31	10	0	10	60	30
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged Yes	9	0	22	44	33	9	22	56	22	0	9	0	44	33	22	6	0	17	50	33
No	5	0	0	0	100	5	0	20	60	20	5	0	20	40	40	5	0	0	60	40
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient Current LEP	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
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	---	---	---	---
Non-LEP (Post Monitoring)	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	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL Participants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk Yes	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools One	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Three	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Five	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Six or More	12	0	8	33	58	12	8	50	42	0	12	0	33	42	25	9	0	11	56	33
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

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

071421-Z8012100-061901050-0022810

Grade 8

TELPAS — Texas English Language Proficiency Assessment System

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Texas English Language Proficiency Assessment System
Summary Report
All Students

Report Date: JULY 2021
Date of Testing: SPRING 2021

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

TELPAS Composite Rating

	Number	Percent
Number of Students Receiving a Composite Rating	11	73
Number of Students Not Receiving a Composite Rating	4	27
Total Documents Submitted	15	100

	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	Progressed One #	Progressed One %	Progressed Two #	Progressed Two %	Progressed Three #	Progressed Three %	At Least One #	At Least One %
All Students	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
Male	8	0	50	25	25	2.9	0	---	---	---	---	---	---	---	---
Female	3	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	10	0	40	40	20	3.0	0	---	---	---	---	---	---	---	---
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	6	0	67	33	0	2.8	0	---	---	---	---	---	---	---	---
No	5	0	0	40	60	3.4	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English Proficient Current LEP	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
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	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL Participants	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education Yes	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk Yes	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools One	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Three	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Four	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Five	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Six or More	9	0	33	44	22	3.1	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

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

071421-Z8012100-061901050-0022811

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 READING

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary

	Number	Percent
Students Tested	315	91
Students Not Tested		
Absent	3	1
Other	27	8
Total Documents Submitted	345	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/ Analysis Across Genres 8 Avg #	1 % Correct	2 Understanding/ Analysis of Literary Texts 19 Avg #	2 % Correct	3 Understanding/ Analysis of Informational Texts 17 Avg #	3 % Correct
All Students	315	1673	86	27	229	73	146	46	68	22	5.8	72	13.3	70	10.9	64
Male	167	1645	59	35	108	65	63	38	27	16	5.5	69	12.4	65	10.2	60
Female	148	1705	27	18	121	82	83	56	41	28	6.1	76	14.4	76	11.6	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	68	1675	17	25	51	75	32	47	12	18	5.7	71	13.3	70	11.2	66
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	108	1639	41	38	67	62	40	37	17	16	5.4	67	12.5	66	9.8	58
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	118	1704	22	19	96	81	64	54	35	30	6.2	78	14.1	74	11.8	69
Two or More Races	12	1602	6	50	6	50	3	25	1	8	4.9	61	11.2	59	8.6	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	139	1660	43	31	96	69	59	42	29	21	5.6	70	13.0	68	10.4	61
Economically Disadvantaged — No	176	1683	43	24	133	76	87	49	39	22	5.9	74	13.6	71	11.3	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	315	1673	86	27	229	73	146	46	68	22	5.8	72	13.3	70	10.9	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	315	1673	86	27	229	73	146	46	68	22	5.8	72	13.3	70	10.9	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	14	1620	7	50	7	50	3	21	1	7	5.3	66	12.0	63	9.0	53
Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	299	1675	78	26	221	74	142	47	66	22	5.8	73	13.4	70	11.0	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	315	1673	86	27	229	73	146	46	68	22	5.8	72	13.3	70	10.9	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	14	1620	7	50	7	50	3	21	1	7	5.3	66	12.0	63	9.0	53
Nonparticipants	301	1675	79	26	222	74	143	48	67	22	5.8	73	13.4	70	11.0	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	26	1540	20	77	6	23	2	8	2	8	4.2	52	8.8	46	7.6	45
No	289	1685	66	23	223	77	144	50	66	23	5.9	74	13.7	72	11.2	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	37	1797	1	3	36	97	32	86	20	54	6.9	87	16.0	84	14.2	83
Nonparticipants	278	1656	85	31	193	69	114	41	48	17	5.6	70	13.0	68	10.5	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	130	1598	64	49	66	51	24	18	8	6	5.0	62	11.4	60	8.7	51
No	185	1726	22	12	163	88	122	66	60	32	6.3	79	14.7	77	12.4	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

061221-00077614-061901050

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

Administration Summary

	Number	Percent
Students Tested	241	90
Students Not Tested		
Absent	4	1
Other	24	9
Total Documents Submitted	269	100

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

Results for Each Reporting Category

Reporting Category	Number of Items Tested
1 — Numerical Representations and Relationships	4
2 — Computations and Algebraic Relationships	16
3 — Geometry and Measurement	15
4 — Data Analysis and Personal Financial Literacy	7

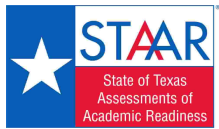| Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Cat1 Avg #	Cat1 %	Cat2 Avg #	Cat2 %	Cat3 Avg #	Cat3 %	Cat4 Avg #	Cat4 %
All Students	241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
Male	131	1605	64	49	67	51	24	18	5	4	1.6	39	7.3	46	6.1	41	4.4	62
Female	110	1601	58	53	52	47	21	19	4	4	1.5	37	7.8	49	6.0	40	3.9	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	50	1604	23	46	27	54	9	18	0	0	1.7	43	7.8	49	5.7	38	4.3	61
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	93	1584	56	60	37	40	13	14	2	2	1.4	36	6.9	43	5.6	38	3.8	54
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	82	1628	34	41	48	59	20	24	6	7	1.6	41	8.2	52	6.7	45	4.4	63
Two or More Races	9	1536	7	78	2	22	0	0	0	0	0.3	8	5.6	35	4.4	30	3.8	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	114	1578	67	59	47	41	13	11	3	3	1.4	36	6.9	43	5.4	36	3.6	52
Economically Disadvantaged — No	127	1626	55	43	72	57	32	25	6	5	1.6	40	8.1	50	6.6	44	4.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	13	1570	7	54	6	46	2	15	0	0	1.5	37	6.5	41	5.3	35	3.7	53
Non-LEP (Monitored 1st Year)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	227	1605	115	51	112	49	43	19	9	4	1.5	38	7.6	47	6.1	41	4.2	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	13	1570	7	54	6	46	2	15	0	0	1.5	37	6.5	41	5.3	35	3.7	53
ESL — Nonparticipants	228	1605	115	50	113	50	43	19	9	4	1.5	38	7.6	47	6.1	41	4.2	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	25	1527	20	80	5	20	1	4	0	0	0.9	22	5.6	35	4.2	28	3.0	43
Special Education — No	216	1612	102	47	114	53	44	20	9	4	1.6	40	7.8	48	6.3	42	4.3	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	17	1739	2	12	15	88	12	71	5	29	2.5	62	10.6	66	10.4	69	5.1	73
Gifted/Talented — Nonparticipants	224	1593	120	54	104	46	33	15	4	2	1.5	36	7.3	46	5.7	38	4.1	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	121	1568	79	65	42	35	11	9	1	1	1.3	33	6.6	41	5.0	34	3.7	53
At-Risk — No	120	1639	43	36	77	64	34	28	8	7	1.8	44	8.5	53	7.1	47	4.6	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
ALGEBRA I
All Students

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: SUMMER 2021
Date of Testing: SUMMER 2021

Administration Summary

	Number	Percent
Students Tested	2	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	2	100

Legend

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

Results for Each Reporting Category

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (11) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (12) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (14) #	%	4 Quadratic Functions and Equations (11) #	%	5 Exponential Functions and Equations (6) #	%
All Students	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — 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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — 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: 050 RODRIGUEZ M.S.

Report Date: SUMMER 2021
Date of Testing: SUMMER 2021

Administration Summary		Number	Percent
Students Tested		1	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		1	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (11) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (12) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (14) #	%	4 Quadratic Functions and Equations (11) #	%	5 Exponential Functions and Equations (6) #	%
All Students	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

072221-00052485-061901050

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
ALGEBRA I
Retested Students

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: SUMMER 2021
Date of Testing: SUMMER 2021

Administration Summary						Results for Each Reporting Category				
						1	**2**	**3**	**4**	**5**

Administration Summary	Number	Percent
Students Tested	1	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	1	100

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

Reporting Categories:
1. Number and Algebraic Methods — Number of Items Tested: 11
2. Describing and Graphing Linear Functions, Equations, and Inequalities — Number of Items Tested: 12
3. Writing and Solving Linear Functions, Equations, and Inequalities — Number of Items Tested: 14
4. Quadratic Functions and Equations — Number of Items Tested: 11
5. Exponential Functions and Equations — Number of Items Tested: 6

Avg. # of Items / % Correct

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 #	1 %	2 #	2 %	3 #	3 %	4 #	4 %	5 #	5 %
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	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — 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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Texas Education Agency
2019-20 School Report Card
RODRIGUEZ MIDDLE (061901050)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

School Information

District Name: DENTON ISD
Campus Type: Middle School
Total Students: 905
Grade Span: 06 - 08

For more information about this campus, see **https://TXSchools.gov** or the Texas Academic Performance Report at **https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html**

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about RODRIGUEZ MIDDLE, 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 (2018-19)	96.5%	96.2%	95.4%
Enrollment by Race/Ethnicity			
African American	30.7%	17.6%	12.6%
Hispanic	20.4%	32.2%	52.8%
White	44.0%	44.5%	27.0%
American Indian	0.7%	0.6%	0.4%
Asian	1.8%	3.6%	4.6%
Pacific Islander	0.4%	0.2%	0.2%
Two or More Races	2.0%	1.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	41.8%	46.0%	60.2%
Special Education	11.7%	11.9%	10.7%
English Learners	4.2%	15.4%	20.3%
Mobility Rate (2018-19)	15.4%	14.7%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	22.0	20.4	20.4
Secondary			
English/Language Arts	20.5	19.1	16.4
Foreign Languages	25.0	18.0	18.7
Mathematics	22.0	20.8	17.8
Science	25.9	21.2	18.8
Social Studies	25.9	22.1	19.3

School Financial Information (2018-19)

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	71.5%	64.6%
Instructional Expenditure Ratio	n/a	68.6%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,800	$9,856	$9,913
Instruction	$5,086	$5,968	$5,558
Instructional Leadership	$123	$136	$162
School Leadership	$512	$516	$589

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. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		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%	**75%**	61%	75%	82%	68%	86%	100%	70%	68%
	2018	77%	81%	**76%**	65%	71%	83%	59%	94%	*	79%	66%
ELA/Reading	2019	75%	78%	**80%**	69%	81%	86%	63%	100%	*	63%	74%
	2018	74%	79%	**81%**	70%	77%	85%	83%	100%	*	85%	72%
Mathematics	2019	82%	85%	**78%**	61%	82%	84%	75%	91%	*	75%	71%
	2018	81%	84%	**78%**	64%	77%	84%	60%	100%	*	79%	71%
Writing	2019	68%	74%	**76%**	61%	82%	81%	*	*	*	67%	74%
	2018	66%	72%	**75%**	67%	63%	83%	*	*	-	*	65%
Science	2019	81%	84%	**76%**	60%	62%	87%	*	86%	-	*	59%
	2018	80%	83%	**72%**	61%	59%	82%	*	80%	-	80%	50%
Social Studies	2019	81%	82%	**53%**	34%	48%	63%	*	57%	-	*	39%
	2018	78%	81%	**61%**	55%	47%	70%	*	80%	-	60%	43%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**41%**	29%	35%	49%	36%	73%	83%	33%	33%
	2018	48%	53%	**46%**	34%	38%	53%	35%	47%	*	49%	35%
ELA/Reading	2019	48%	52%	**52%**	36%	48%	60%	50%	82%	*	44%	41%
	2018	46%	52%	**53%**	42%	46%	59%	50%	45%	*	54%	43%
Mathematics	2019	52%	55%	**38%**	25%	29%	46%	38%	91%	*	31%	29%
	2018	50%	53%	**44%**	31%	37%	52%	40%	64%	*	36%	35%
Writing	2019	38%	44%	**46%**	37%	51%	50%	*	*	*	22%	41%
	2018	41%	48%	**51%**	42%	40%	60%	*	*	-	*	37%
Science	2019	54%	58%	**45%**	25%	32%	59%	*	71%	-	*	30%
	2018	51%	55%	**43%**	27%	31%	54%	*	60%	-	60%	26%
Social Studies	2019	55%	56%	**14%**	11%	10%	17%	*	29%	-	*	9%
	2018	53%	56%	**24%**	14%	19%	30%	*	20%	-	40%	15%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	26%	**17%**	12%	12%	21%	12%	35%	67%	14%	13%
	2018	22%	24%	**22%**	11%	15%	28%	29%	33%	*	21%	14%
ELA/Reading	2019	21%	24%	**27%**	19%	20%	33%	25%	36%	*	19%	21%
	2018	19%	22%	**29%**	19%	22%	36%	33%	36%	*	23%	22%
Mathematics	2019	26%	29%	**11%**	5%	8%	13%	0%	55%	*	6%	9%
	2018	24%	25%	**19%**	7%	12%	26%	40%	36%	*	7%	12%
Writing	2019	14%	17%	**20%**	15%	24%	21%	*	*	*	22%	21%
	2018	13%	14%	**18%**	13%	10%	23%	*	*	-	*	11%
Science	2019	25%	27%	**17%**	9%	8%	22%	*	43%	-	*	9%
	2018	23%	26%	**24%**	5%	22%	33%	*	40%	-	20%	12%
Social Studies	2019	33%	34%	**6%**	8%	0%	9%	*	0%	-	*	1%
	2018	31%	33%	**9%**	5%	6%	11%	*	20%	-	40%	4%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	**60**	53	64	62	53	80	*	61	58
	2018	69	70	**63**	56	62	65	72	79	*	56	60
ELA/Reading	2019	68	69	**65**	59	67	68	56	77	*	66	64
	2018	69	70	**66**	59	63	69	70	80	*	54	61
Mathematics	2019	70	72	**55**	47	61	56	50	82	*	56	53
	2018	70	70	**59**	53	62	60	*	78	*	57	60

? 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.

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. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	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%	**41%**	29%	59%	47%	*	-	-	17%	38%
2018	38%	45%	**47%**	37%	48%	51%	*	*	-	*	35%
Mathematics											
2019	45%	50%	**41%**	16%	62%	54%	*	-	-	*	41%
2018	47%	53%	**39%**	39%	32%	39%	-	*	-	*	33%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	83%	**82%**	71%	78%	87%	*	100%	-	*	69%
Students Requiring Accelerated Instruction											
2019	22%	17%	**18%**	29%	22%	13%	*	0%	-	*	31%
STAAR Cumulative Met Standard											
2019	85%	89%	**87%**	82%	82%	91%	*	100%	-	*	77%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	84%	**72%**	56%	70%	79%	*	100%	-	*	61%
Students Requiring Accelerated Instruction											
2019	18%	16%	**28%**	44%	30%	21%	*	0%	-	*	39%
STAAR Cumulative Met Standard											
2019	88%	89%	**79%**	63%	79%	86%	*	100%	-	*	70%

? 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.
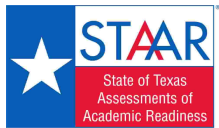
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 6 READING

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary

	Number	Percent
Students Tested	282	97
Students Not Tested		
Absent	2	1
Other	8	3
Total Documents Submitted	292	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/Analysis Across Genres (8) #	%	2 Understanding/Analysis of Literary Texts (17) #	%	3 Understanding/Analysis of Informational Texts (15) #	%
All Students	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55
Male	153	1543	65	42	88	58	41	27	15	10	4.4	56	11.3	67	8.3	55
Female	129	1564	39	30	90	70	38	29	14	11	4.6	58	12.8	75	8.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	54	1544	21	39	33	61	14	26	7	13	4.3	54	12.0	70	7.9	53
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	12	1572	3	25	9	75	3	25	2	17	4.7	58	12.8	75	8.7	58
Black or African American	84	1525	37	44	47	56	11	13	5	6	4.1	52	11.3	66	7.7	51
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	120	1575	40	33	80	67	47	39	15	13	4.9	61	12.4	73	9.0	60
Two or More Races	11	1550	2	18	9	82	4	36	0	0	4.3	53	13.4	79	7.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	123	1536	52	42	71	58	26	21	10	8	4.3	54	11.8	69	7.7	51
Economically Disadvantaged — No	159	1565	52	33	107	67	53	33	19	12	4.7	58	12.2	72	8.8	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	29	1497	16	55	13	45	4	14	1	3	3.3	41	10.7	63	7.1	47
Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	249	1559	87	35	162	65	74	30	28	11	4.6	58	12.2	72	8.4	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	29	1497	16	55	13	45	4	14	1	3	3.3	41	10.7	63	7.1	47
ESL — Nonparticipants	253	1559	88	35	165	65	75	30	28	11	4.7	58	12.2	72	8.4	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	35	1444	28	80	7	20	4	11	1	3	2.9	36	8.3	49	5.8	39
Special Education — No	247	1568	76	31	171	69	75	30	28	11	4.7	59	12.5	74	8.7	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	25	1689	2	8	23	92	20	80	10	40	6.4	81	14.3	84	12.2	82
Gifted/Talented — Nonparticipants	257	1540	102	40	155	60	59	23	19	7	4.3	54	11.8	69	7.9	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	127	1502	69	54	58	46	14	11	3	2	3.8	48	10.9	64	6.8	45
At-Risk — No	155	1595	35	23	120	77	65	42	26	17	5.1	64	12.9	76	9.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

061521-00079072-061901050

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 6 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary

	Number	Percent
Students Tested	282	97
Students Not Tested		
Absent	1	0
Other	9	3
Total Documents Submitted	292	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Numerical Representations and Relationships (10) #	%	2 Computations and Algebraic Relationships (15) #	%	3 Geometry and Measurement (6) #	%	4 Data Analysis and Personal Financial Literacy (7) #	%
All Students	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50
Male	152	1591	57	38	95	63	48	32	15	10	4.8	48	6.9	46	3.3	54	3.6	51
Female	130	1572	48	37	82	63	25	19	9	7	4.3	43	6.6	44	3.0	49	3.4	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	54	1563	22	41	32	59	9	17	2	4	4.4	44	6.5	43	2.9	48	3.2	46
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	11	1636	5	45	6	55	4	36	3	27	5.3	53	7.5	50	3.6	61	3.5	49
Black or African American	85	1540	40	47	45	53	9	11	2	2	3.8	38	5.7	38	2.6	44	3.1	44
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	120	1621	33	28	87	73	51	43	17	14	5.3	53	7.7	51	3.6	60	3.9	55
Two or More Races	11	1553	4	36	7	64	0	0	0	0	4.0	40	5.6	38	2.6	44	3.9	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	124	1551	58	47	66	53	21	17	5	4	4.2	42	6.0	40	2.8	46	3.1	45
Economically Disadvantaged — No	158	1607	47	30	111	70	52	33	19	12	4.9	49	7.3	49	3.4	56	3.7	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	28	1544	13	46	15	54	4	14	0	0	4.8	48	5.6	37	2.6	43	2.7	39
Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	250	1586	92	37	158	63	68	27	23	9	4.6	46	6.8	46	3.2	53	3.5	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	28	1544	13	46	15	54	4	14	0	0	4.8	48	5.6	37	2.6	43	2.7	39
Nonparticipants	254	1586	92	36	162	64	69	27	24	9	4.6	46	6.9	46	3.2	53	3.6	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	36	1497	30	83	6	17	2	6	2	6	3.5	35	4.7	31	1.8	30	2.3	32
Special Education — No	246	1595	75	30	171	70	71	29	22	9	4.8	48	7.0	47	3.3	55	3.7	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	25	1775	0	0	25	100	20	80	12	48	7.6	76	11.1	74	5.1	85	5.3	75
Nonparticipants	257	1564	105	41	152	59	53	21	12	5	4.3	43	6.3	42	2.9	49	3.3	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	127	1528	67	53	60	47	13	10	0	0	3.9	39	5.4	36	2.5	42	2.7	39
At-Risk — No	155	1627	38	25	117	75	60	39	24	15	5.2	52	7.8	52	3.6	60	4.1	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

061521-00079072-061901050
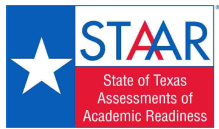
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 7 READING

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary

	Number	Percent
Students Tested	298	93
Students Not Tested		
Absent	3	1
Other	20	6
Total Documents Submitted	321	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Understanding/Analysis Across Genres (8 items) Avg #	% Correct	2 Understanding/Analysis of Literary Texts (18 items) Avg #	% Correct	3 Understanding/Analysis of Informational Texts (16 items) Avg #	% Correct
All Students	298	1631	86	29	212	71	123	41	67	22	5.6	70	11.6	64	10.6	66
Male	164	1609	54	33	110	67	57	35	29	18	5.4	67	11.0	61	10.2	64
Female	134	1657	32	24	102	76	66	49	38	28	5.8	73	12.3	68	11.2	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	71	1627	22	31	49	69	29	41	14	20	5.5	68	11.6	64	10.6	66
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	10	1695	3	30	7	70	5	50	4	40	6.3	79	12.5	69	12.2	76
Black or African American	98	1583	42	43	56	57	26	27	14	14	4.9	61	10.4	58	9.3	58
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	108	1667	17	16	91	84	57	53	31	29	6.2	77	12.6	70	11.6	72
Two or More Races	9	1661	2	22	7	78	5	56	3	33	6.0	75	11.3	63	12.4	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged **Yes**	121	1587	54	45	67	55	35	29	20	17	4.8	60	10.5	58	9.3	58
Disadvantaged *No*	177	1661	32	18	145	82	88	50	47	27	6.1	76	12.3	68	11.5	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	298	1631	86	29	212	71	123	41	67	22	5.6	70	11.6	64	10.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	297	1631	85	29	212	71	123	41	67	23	5.6	70	11.6	64	10.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English *Current LEP*	14	1538	8	57	6	43	2	14	1	7	4.4	54	8.8	49	8.4	53
Proficient *Non-LEP (Monitored 1st Year)*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	277	1633	78	28	199	72	116	42	63	23	5.6	70	11.7	65	10.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	298	1631	86	29	212	71	123	41	67	22	5.6	70	11.6	64	10.6	66
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	14	1538	8	57	6	43	2	14	1	7	4.4	54	8.8	49	8.4	53
Nonparticipants	284	1635	78	27	206	73	121	43	66	23	5.6	70	11.7	65	10.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	32	1512	23	72	9	28	5	16	1	3	3.7	46	8.2	45	7.7	48
No	266	1645	63	24	203	76	118	44	66	25	5.8	73	12.0	67	11.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	35	1754	0	0	35	100	28	80	18	51	7.1	89	14.4	80	13.7	85
Nonparticipants	263	1614	86	33	177	67	95	36	49	19	5.4	67	11.2	62	10.2	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	114	1553	58	51	56	49	18	16	8	7	4.4	55	9.6	53	8.7	54
No	184	1679	28	15	156	85	105	57	59	32	6.3	79	12.8	71	11.8	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
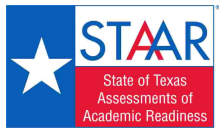
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 7 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary	Number	Percent
Students Tested	288	93
Students Not Tested		
Absent	1	0
Other	22	7
Total Documents Submitted	311	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Probability and Numerical Representations (6) #	1 %	2 Computations and Algebraic Relationships (15) #	2 %	3 Geometry and Measurement (12) #	3 %	4 Data Analysis and Personal Financial Literacy (7) #	4 %
All Students	288	1624	122	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50
Male	156	1615	67	43	89	57	39	25	17	11	2.6	44	7.6	51	5.1	42	3.5	50
Female	132	1635	55	42	77	58	37	28	17	13	2.8	47	7.6	51	5.6	47	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	69	1619	28	41	41	59	15	22	7	10	2.7	45	7.6	51	5.3	44	3.3	47
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	1724	3	38	5	63	4	50	3	38	3.5	58	8.9	59	7.4	61	4.0	57
Black or African American	98	1560	62	63	36	37	8	8	1	1	2.0	33	5.9	39	4.1	34	2.8	40
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	102	1682	26	25	76	75	46	45	22	22	3.4	56	9.2	62	6.4	53	4.1	59
Two or More Races	9	1616	3	33	6	67	2	22	1	11	2.9	48	7.3	49	5.1	43	3.6	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	119	1584	67	56	52	44	16	13	6	5	2.4	39	6.4	42	4.5	37	3.0	43
Economically Disadvantaged — No	169	1653	55	33	114	67	60	36	28	17	3.0	50	8.5	57	5.9	49	3.8	54
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	288	1624	122	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	287	1625	121	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	14	1577	8	57	6	43	1	7	1	7	2.1	35	6.0	40	4.7	39	2.8	40
Non-LEP (Monitored 1st Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	268	1626	113	42	155	58	72	27	33	12	2.8	46	7.7	51	5.3	44	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	288	1624	122	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	14	1577	8	57	6	43	1	7	1	7	2.1	35	6.0	40	4.7	39	2.8	40
ESL — Nonparticipants	274	1627	114	42	160	58	75	27	33	12	2.8	46	7.7	51	5.4	45	3.5	50
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	33	1565	25	76	8	24	4	12	4	12	1.9	31	5.7	38	4.3	36	2.5	35
Special Education — No	255	1632	97	38	158	62	72	28	30	12	2.8	47	7.9	52	5.5	45	3.6	51
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	27	1800	0	0	27	100	23	85	14	52	4.8	80	11.8	79	9.0	75	5.3	76
Gifted/Talented — Nonparticipants	261	1606	122	47	139	53	53	20	20	8	2.5	42	7.2	48	4.9	41	3.3	47
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	114	1556	79	69	35	31	9	8	3	3	1.9	32	5.8	39	4.0	33	2.6	38
At-Risk — No	174	1669	43	25	131	75	67	39	31	18	3.2	54	8.8	59	6.2	52	4.0	58
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

061521-00079072-061901050

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 7 WRITING

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary

	Number	Percent
Students Tested	293	88
Students Not Tested		
Absent	2	1
Other	37	11
Total Documents Submitted	332	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Composition (16) Avg # Points	1 Composition % Scored	2 Revision (13) Avg # Items	2 Revision % Correct	3 Editing (17) Avg # Items	3 Editing % Correct
All Students	293	3798	89	30	204	70	107	37	23	8	7.7	48	7.9	61	12.1	71
Male	161	3660	63	39	98	61	42	26	7	4	6.8	43	7.5	58	11.5	68
Female	132	3966	26	20	106	80	65	49	16	12	8.6	54	8.4	65	12.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	68	3782	21	31	47	69	25	37	6	9	7.9	49	7.6	58	12.0	71
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	10	3923	2	20	8	80	4	40	3	30	7.4	46	8.5	65	13.0	76
Black or African American	95	3564	43	45	52	55	19	20	2	2	6.5	41	7.1	54	10.8	63
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	109	4007	19	17	90	83	56	51	11	10	8.5	53	8.9	68	13.3	78
Two or More Races	9	3726	3	33	6	67	3	33	1	11	8.0	50	7.6	58	11.3	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	116	3611	50	43	66	57	33	28	4	3	6.9	43	7.2	55	11.1	65
Economically Disadvantaged — No	177	3920	39	22	138	78	74	42	19	11	8.2	51	8.5	65	12.7	75
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	293	3798	89	30	204	70	107	37	23	8	7.7	48	7.9	61	12.1	71
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	292	3801	88	30	204	70	107	37	23	8	7.7	48	8.0	61	12.1	71
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	13	3141	10	77	3	23	0	0	0	0	5.4	34	4.6	36	7.7	45
Non-LEP (Monitored 1st Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	274	3821	79	29	195	71	104	38	21	8	7.7	48	8.1	62	12.2	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	293	3798	89	30	204	70	107	37	23	8	7.7	48	7.9	61	12.1	71
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	13	3141	10	77	3	23	0	0	0	0	5.4	34	4.6	36	7.7	45
ESL — Nonparticipants	280	3828	79	28	201	72	107	38	23	8	7.8	48	8.1	62	12.3	72
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	34	3332	23	68	11	32	3	9	1	3	5.4	34	5.9	45	9.0	53
Special Education — No	259	3859	66	25	193	75	104	40	22	8	7.9	50	8.2	63	12.5	73
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	34	4406	0	0	34	100	29	85	10	29	9.6	60	10.6	81	15.3	90
Gifted/Talented — Nonparticipants	259	3718	89	34	170	66	78	30	13	5	7.4	46	7.6	58	11.7	69
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	111	3473	54	49	57	51	15	14	0	0	6.2	39	6.7	51	10.3	61
At-Risk — No	182	3995	35	19	147	81	92	51	23	13	8.5	53	8.7	67	13.1	77
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

061521-00079072-061901050
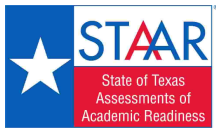
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
GRADE 7 WRITING

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

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

Written Composition Rating Summary

Composition

Rating	#	%
0	9	3
2	68	23
3	43	15
4	71	24
5	61	21
6	25	9
7	11	4
8	5	2
Total	293	100
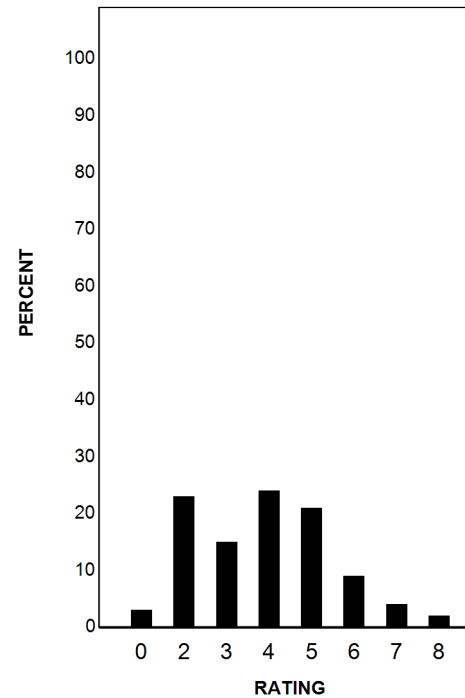
The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.
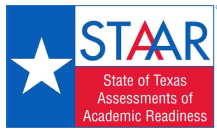
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 SOCIAL STUDIES

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary

	Number	Percent
Students Tested	311	90
Students Not Tested		
Absent	5	1
Other	30	9
Total Documents Submitted	346	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History 17 items Avg #	1 History 17 items %	2 Geography and Culture 10 items Avg #	2 Geography and Culture 10 items %	3 Government and Citizenship 10 items Avg #	3 Government and Citizenship 10 items %	4 Economics, Science, Technology, and Society 7 items Avg #	4 Economics, Science, Technology, and Society 7 items %
All Students	311	3680	120	39	191	61	76	24	32	10	8.6	50	6.7	67	5.2	52	4.0	57
Male	165	3705	59	36	106	64	48	29	23	14	8.8	52	6.6	66	5.4	54	4.0	57
Female	146	3651	61	42	85	58	28	19	9	6	8.3	49	6.9	69	4.9	49	4.0	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	67	3649	28	42	39	58	14	21	6	9	8.5	50	6.5	65	5.1	51	3.8	54
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	105	3567	57	54	48	46	19	18	10	10	7.6	45	6.4	64	4.7	47	3.7	52
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	118	3798	27	23	91	77	39	33	14	12	9.5	56	7.2	72	5.7	57	4.5	64
Two or More Races	12	3490	7	58	5	42	1	8	1	8	7.1	42	5.8	58	4.3	43	3.6	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged — Yes	136	3573	69	51	67	49	26	19	9	7	7.7	45	6.4	64	4.7	47	3.7	53
Economically Disadvantaged — No	175	3763	51	29	124	71	50	29	23	13	9.3	55	7.0	70	5.5	55	4.3	61
Economically Disadvantaged — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A — Nonparticipants	311	3680	120	39	191	61	76	24	32	10	8.6	50	6.7	67	5.2	52	4.0	57
Title I, Part A — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant — No	311	3680	120	39	191	61	76	24	32	10	8.6	50	6.7	67	5.2	52	4.0	57
Migrant — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient — Current LEP	14	3343	11	79	3	21	0	0	0	0	6.8	40	4.8	48	3.8	38	2.9	42
Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	295	3694	108	37	187	63	75	25	32	11	8.7	51	6.8	68	5.2	52	4.1	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual — Nonparticipants	311	3680	120	39	191	61	76	24	32	10	8.6	50	6.7	67	5.2	52	4.0	57
Bilingual — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL — Participants	14	3343	11	79	3	21	0	0	0	0	6.8	40	4.8	48	3.8	38	2.9	42
ESL — Nonparticipants	297	3695	109	37	188	63	76	26	32	11	8.7	51	6.8	68	5.2	52	4.1	58
ESL — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education — Yes	26	3314	20	77	6	23	1	4	0	0	6.5	38	4.7	47	3.8	38	2.6	37
Special Education — No	285	3713	100	35	185	65	75	26	32	11	8.8	52	6.9	69	5.3	53	4.1	59
Special Education — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented — Participants	37	4103	2	5	35	95	24	65	12	32	11.8	69	8.0	80	6.8	68	5.5	78
Gifted/Talented — Nonparticipants	274	3622	118	43	156	57	52	19	20	7	8.1	48	6.6	66	4.9	49	3.8	54
Gifted/Talented — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk — Yes	128	3449	81	63	47	37	11	9	1	1	6.8	40	5.9	59	4.2	42	3.3	47
At-Risk — No	183	3841	39	21	144	79	65	36	31	17	9.8	58	7.3	73	5.8	58	4.5	64
At-Risk — No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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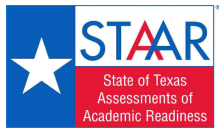
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
GRADE 8 SCIENCE

District: 061-901 DENTON ISD
Campus: 050 RODRIGUEZ M.S.

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary

	Number	Percent
Students Tested	315	91
Students Not Tested		
Absent	3	1
Other	27	8
Total Documents Submitted	345	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Matter and Energy (11) #	1 Matter and Energy (11) %	2 Force, Motion, and Energy (9) #	2 Force, Motion, and Energy (9) %	3 Earth and Space (11) #	3 Earth and Space (11) %	4 Organisms and Environments (11) #	4 Organisms and Environments (11) %
All Students	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56
Male	167	3724	62	37	105	63	55	33	22	13	5.9	54	4.9	54	6.8	62	6.3	57
Female	148	3694	64	43	84	57	41	28	17	11	6.3	57	4.5	50	6.6	60	6.1	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	67	3711	28	42	39	58	20	30	9	13	6.0	55	5.0	55	6.6	60	6.2	57
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	109	3530	61	56	48	44	22	20	9	8	5.5	50	4.1	46	5.9	53	5.4	49
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	118	3886	28	24	90	76	50	42	19	16	6.8	62	5.1	56	7.6	69	7.0	63
Two or More Races	12	3431	7	58	5	42	1	8	1	8	4.8	44	4.1	45	5.6	51	4.9	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	139	3610	70	50	69	50	34	24	14	10	5.6	51	4.3	48	6.3	58	5.8	52
No	176	3788	56	32	120	68	62	35	25	14	6.5	59	5.0	56	7.0	63	6.5	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient *Current LEP*	14	3437	9	64	5	36	2	14	1	7	5.4	49	3.8	42	4.9	44	5.1	46
Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	299	3720	116	39	183	61	93	31	37	12	6.1	56	4.7	53	6.8	62	6.2	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	14	3437	9	64	5	36	2	14	1	7	5.4	49	3.8	42	4.9	44	5.1	46
Nonparticipants	301	3723	117	39	184	61	94	31	38	13	6.1	56	4.8	53	6.8	62	6.3	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	26	3317	18	69	8	31	4	15	1	4	4.6	42	3.5	39	5.1	47	4.3	40
No	289	3745	108	37	181	63	92	32	38	13	6.2	57	4.8	54	6.8	62	6.4	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	37	4289	2	5	35	95	27	73	18	49	8.5	77	6.3	70	8.7	79	8.5	77
Nonparticipants	278	3633	124	45	154	55	69	25	21	8	5.8	53	4.5	50	6.4	58	5.9	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	131	3433	85	65	46	35	13	10	2	2	5.0	45	3.9	43	5.5	50	5.2	47
No	184	3907	41	22	143	78	83	45	37	20	6.9	63	5.3	59	7.6	69	6.9	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Denton Independent School District

Bell Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Learning for all

Vision

Creating a safe and engaging environment where learners are empowered to flourish as productive members of the community.

Bobcat Core Values

Be a leader; Overcome obstacles; Bring a positive attitude; Cultivate character; Accept responsibility; Treat others with respect; Show integrity

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

This includes data our CLT studied together.

Bell Elementary opened its doors for the 2016-2017 school year. We are in our 7th year of service to students and families. We strive to help students grow in all areas - academically, socially, emotionally, and in our Bobcat Core Values focused on leadership and integrity. Our staff are committed to growing in our professional practices as well, knowing that as we learn and implement new ideas and best practices, it impacts students positively. Bell Elementary is known for and takes pride in our positive connections with families, students, and each other. Visitors to our school consistently point out our positive culture, how welcoming we are, and how student-focused we are.

Bell Elementary is one of 7 elementary schools located in the Braswell High School zone. According to the Templeton growth reports for Denton ISD, our zone is one of the fastest growing areas in the district. Our campus began from a rezoning of Paloma Creek Elementary and Providence Elementary. Since then and as we have grown larger, larger, and then pieces of our school have rezoned to Union Park Elementary and Paloma Creek Elementary. We are predominantly a neighborhood school. We currently have 654 students enrolled for the 2022-2023 school year. Our current student population demographics are: 48.01% African American, 22.32% White, 19.42% Hispanic, 5.2% Asian, and 4.89% 2 or more races. Our African American student group has been growing each year. Additionally, 53.5% of our student population are economically disadvantaged. Our last published staff demographics include: 25.9% minority - 18.5% African American, 6.2% Hispanic, 75.3% White. 10.4% of our students receive special education services (68 students). 1.5% of our students are Emergent Bilingual students (10 students).

The last published mobility rate for Bell Elementary was 15.5%, higher than the district's at 14.7% and in line with the state's mobility percentage average. 8.3% of our mobility is in our African American student group. Our last published student attrition rate is 39.9% from 2018-2019. Our campus attendance rate has dropped in the last 2 years with a 94.55% daily attendance average.

Bell Elementary staff members are highly qualified individuals that participate in ongoing professional development to better meet the needs of our students. We work hard in the hiring process to prioritize hiring diverse staff to match the diversity of the student body. We have a need to continue to focus in this area.

We have 169 staff, parents and grandparents involved in PTA. Data from teachers about how many parents came to Parent/Teacher Conferences: Some classes had 19/24 that came and then some classes had as low as 7/20 that came in person. COVID is a potential reason for the lowering of in person attendance in conferences.

Needs:

Focus on identifying girls for EXPO

Other Strengths:

We should be aware of our mobility rate in comparison to other schools/the state - has this grown in the last 2 years due to COVID?

Our transient/mobility rate has shown some downward trending.

Include minorities in EXPO referrals

Our staff is proactive at identifying and serving students with special needs (including EXPO)

Identify At Risk students and finding at risk programs for youth

Collaborative work in building our restorative practice skills and in working with minority students.

Staff Retention rate is still higher than average (although we did have a high turnover rate last year than we normally do - all for good reasons - moves, promotions, etcetera).

Continue to prioritize hiring diverse staff members so that we might get closer to our staff population mirroring our student population.

Our staff have made huge strides in monitoring student performance, especially in the area of literacy. This has helped us identify students with dyslexia much earlier in their education, and providing earlier intervention through dyslexia services.

More opportunities to sign up for membership at school events. Have a PTA stand or poster for easy sign up during school functions, Book Fair, Fundraiser, ex: music, math, science, literacy, cultural nights and posters near Cafeteria for parents who eat lunch with their student(s). Increase membership by 10% for parents.

Map out who will attend meetings at the start of the year (teachers/staff) or designate a staff member to be assigned to go to PTA meetings and an alternate if possible (we know things come up) Can be measured by attendance sheets at meetings.

Students are given the opportunity to connect to school through clubs and extra-curricular activities.

Student attendance is a concern coming off COVID issues. Clean up procedures (communicate those to teachers), teachers calling parents when students absent for 2 days or more, set up awards and recognitions (announcements - classrooms with the greatest attendance; star system with gaining to 20 of full card).

Our community sees us as a resource - a welcoming environment where students are the center of decisions made.

Increase number of parents coming to school in peson for parent/teacher conferences.

100% staff participation in PTA.

Severe behaviors and physical aggression is increasing in number and intensity. Hands Off Academy/Practice Academy during lunch/recess, parents come in to sit with their child at school, Educate parents on Restorative practices, calming corners and Zones of Regulation, PD for teachers on behavior practices and common expectations. + Pyramid of interventions for behaviors (reasonable consequences that can be managed by the teacher in the classroom)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our daily attendance rate is low: 94.55% from the 2021-2022 school year. **Root Cause:** 1. Our plan needs to be more specific so all stakeholders in the school can focus on attendance and be updated on progress more frequently. 2. Families are having a difficult time "coming back to normal" after COVID.

Problem Statement 2 (Prioritized): Student behaviors are impeding learning: of themselves and others. **Root Cause:** 1. Students are having difficulty regulating their emotions. 2. Staff need more resources for de-escalation and behavior intervention.

Problem Statement 3 (Prioritized): We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause:** 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

Problem Statement 4: As a campus, we referred many students to EXPO last school year, and only a few entered the program. **Root Cause:** Our achievement data was low possibly due to COVID and gaps in math and reading.

Problem Statement 5: Our staff demographics do not match our student demographics. **Root Cause:** Recent teacher shortage has made hiring teachers difficult.

Student Learning

Student Learning Summary

Data points considered: progress monitoring sheets by grade level, reading level growth, STAAR, district benchmarks, common assessments, report card assessments.

See information below (passing rates only) for specifics to the 20-21 STAAR results that are used to assess strengths, gaps, and next steps.

Grade Level/Content Area	2018	2019	2020	2021	2022
3rd Grade Reading	73%	63%	- -	69%	66%
4th Grade Reading	64%	68%	- -	46%	68%
5th Grade Reading	84%	82%	- -	56%	71%
3rd Grade Math	78%	67%	- -	60%	52%
4th Grade Math	62%	68%	- -	35%	48%
5th Grade Math	92%	85%	- -	55%	55%
4th Grade Writing	66%	72%	- -	45%	N/A
5th Grade Science	63%	53%	- -	43%	51%

Percentage of Students Approaching Grade Level or Above

All Subjects	60%
Reading	70%
Math	53%
Science	51%

Subject	This School	District
All Subjects	60%	73%
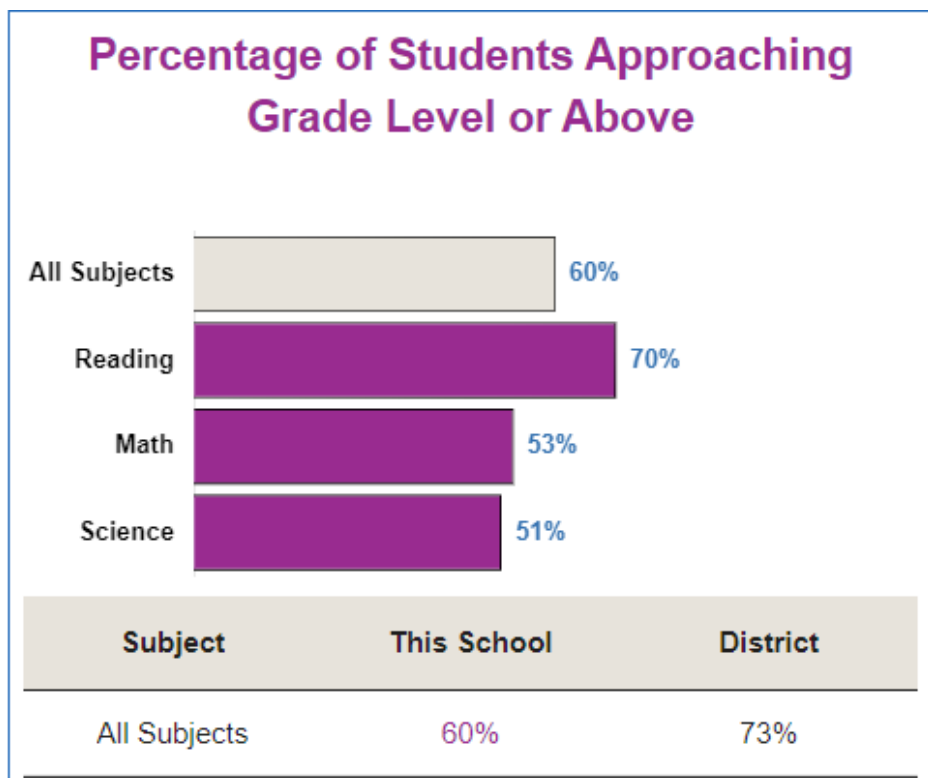
Reading	70%	76%
Math	53%	68%
Science	51%	73%

Percentage of Students Meeting Grade Level or Above
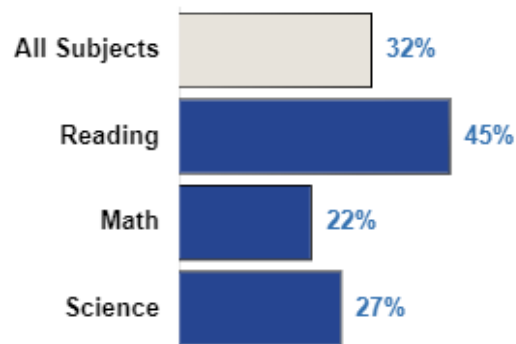
Subject	This School	District
All Subjects	32%	46%
Reading	45%	54%
Math	22%	37%
Science	27%	44%

Percentage of Students Mastering Grade

Level or Above
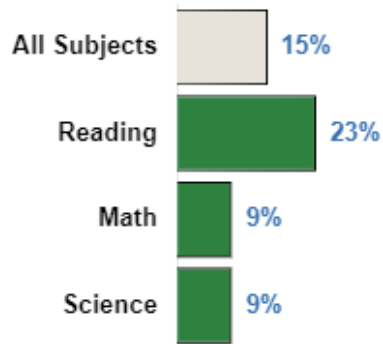
Subject	This School	District
All Subjects	15%	22%
Reading	23%	25%
Math	9%	17%
Science	9%	19%

Strengths	Next Steps Needed	Possible Solutions
Reading scores are higher across the board.	Math training/meetings	-Streamlined math curriculum/expectations -Vertical alignment team -Create these as vertically aligned team - list of them across grade levels
	-TEKS vertically aligned assessments of essentials	
Designated WIN time 3-5	-Defining what WIN time is & setting expectations	-WIN Time small group structure expectations across grade levels -Common research-based resources being utilized
Students want to learn & collaborate.	Strengthen on task group work.	-Direct teach how to work together productively - reestablish expectations for different portions of workshop

Strengths	Next Steps Needed	Possible Solutions
Bell is comparable to other schools in our zone. Sometimes we are out-performing them, specifically in reading (in looking at passing percentage by grade level on interims).	How do we get our meets and masters higher?	-Small groups should be inclusive of all levels of achievement -Consistent support from ILT so that all groups can be met
Gaps are beginning to close.	Continue filling gaps	-Consistent targeted intervention (LLI/Bridges curriculum/process for teachers to use during intervention). -Progress monitoring complete cycle with essential standards.
Student responses are not deep enough compared to rigor expected.	Intentional work on explicitly teaching response (response to reading, problem solving response)	-Read Write, Read Talk-Book Study to deepen student thinking and conversation. "The one doing the work is the one learning..."
Partnership with Teachers College and DISD C&I has helped us grow tremendously in reading	We need a math partnership to help us grow in our math workshop.	

Student Learning Strengths

Students are making slow progress. We have seen greater gains in reading (that has been our greatest area of focus the last several years).

Units of Study in the areas of reading and writing are making an impact in our grades K-2 - which makes a huge impact in achievement in grades 3-5.

As student emotional needs are met, they are able to make progress. Bell emphasizes building relationships with students.

In reading, our number of students moving into "meets" and "masters" standard on Reading STAAR is increasing.

Alignment across the campus with integration of Units of Study and conferring with students.

We celebrate accomplishments and growth with students.

Progress monitoring by grade level. Discussion in PLC and MTSS of students in need.

Texas school district did not receive an accountability rating in 2020 or 2021 due to COVID.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math progress is not as strong as reading progress as a campus. **Root Cause:** 1. COVID (absences, loss of school time) has created more gaps in math because of the building block nature of math. 2. Math workshop and math strategies have not been as deep a campus-wide focus as reading has been.

Problem Statement 2 (Prioritized): It is difficult to assess growth in intervention time. **Root Cause:** PLCs need to develop common assessments for each essential learning standard to measure growth over time.

Problem Statement 3 (Prioritized): Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content. **Root Cause:** PLCs need to develop essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact.

Problem Statement 4 (Prioritized): We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause:** 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

School Processes & Programs

School Processes & Programs Summary

Strengths	Next Steps Needed	Possible Solutions
Ongoing PD in literacy	PD in math - common language and focus	Math workshop common planning/learning, Number Talks learning
Defining essentials in reading and math	Writing about reading	Shift to writing with TC Work - Focus on "Talk, Read, Talk, Write" strategy
Focused PLC focused on the 4 critical questions	Writing about science, math, social studies	Focus on "Talk, Read, Talk, Write" strategy
		Focus on "Talk, Read, Talk, Write" strategy
Stronger work this year in assessment work - assessment creation, data collection, discussing next steps based on data	Student accountable talk	
		Number Talks learning
K-1 Literacy Cadre	Writing PD	2-3 Literacy Cadre, continued touch base with K-1 cadre
K-2 phonics work and component implementation	Student behaviors can impact learning	Shift to writing with TC work
		SEL learning/restorative practices learning as a staff - focused implementation plan
		Continue to work on small group work with students

*Decrease number of unverified and unexcused absences.

*Decrease number of repeat offenses of physical aggression.

*Increase our staff engagement levels as related to the Q12 questionnaire question: "In the last seven days, I have received recognition or praise for doing good work."

We have larger gains in reading than in math. Reading has been a high focus for us. We need to continue in this work and also pick up deep work and learning in math.

We need continued work as a partner school with Teachers College to continue to build our literacy practices. This year we need to focus on builing strong student partnerships to ensure students are doing the deep thinking work. 2nd and 3rd grade will participate in BHS zone literacy cadre. PD next steps in house: Talk, Read, Talk, Write, math workshop, math problem solving, math component time, Tier 2 instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Math progress monitoring shows we are not growing as quickly in this area as we are in math. Larger gaps in math coming off pandemic. **Root Cause:** 1. Time needs to be spent in PD for math specifically. 2. Poor attendance.

Problem Statement 2: There is inconsistency in knowledge and skills among teachers (example - understanding the curriculum, how to progress monitor, best practices Bell has in place). **Root Cause:** Additional time and PD needs to be in place for new to Bell teachers (New to Bell Academy)

Perceptions

Perceptions Summary

Our staff value having focused planning time, especially our PLC days built into the calendar. Most grade levels stated that their team utilizes a focused planning time separate from PLCs to ensure best practices are being used in all content areas across all classrooms in the grade level. Teachers have shared the need for more support to help grow their learners due to the large gaps our students have. A dedicated time to focus on intervention is needed in the upper grades. A campus need is identifying essential learning standards, vertically aligning the standards, creating cognitive ladders for each essential standard (including potential pre-requisite needs), and then creating common formative assessments to capture growth and next steps. This work has already begun.

Trust among colleagues is high. Teachers feel they have a best friend at work. Autonomy is important to us as an organization - having common practices but allowing staff to put their spin on it since we all have unique strengths. This needs to continue to be a value we cherish because it makes Bell special. Ensuring all staff know the goals of the campus and how they contribute to these goals will be critical for us in terms of staff feeling valuable to the process as well as responsible for the outcomes. It takes us all to meet our goals.

I am cared about – high. I have opportunity to improve – high. I have a best friend at work – high. Trusting environment – high. We have great things going.

"In the last seven days, I have received recognition or praise for doing good work." is a lower area for us on the Q12 staff engagement survey. We can all impact this one if we work together. A focus on an increase in feedback received and appreciation received can grow this area for us.

Teachers report working with intense behaviors in students and some guardians is a challenge and can leave them feeling unvalued and not respected. When learning is interrupted, this presents challenges for the whole classroom.

CLT can be the guiding coalition team that ensures we reach our goals and communicates frequently with staff and families how we are doing toward reaching our goals. Staff need a voice in this work, and CLT can help ensure our focus remain in tact as challenges arise and ensure all stakeholders are on the same page as we work through school improvement.

Gallup Metrics

Total Respondents

52

Current Mean

3.00 ⓘ

1.00   5.00

Frequency Distribution

30%

25%

20%

15%

10%

5%

0%

| 1 Strongly disagree | 2 | 3 | 4 | 5 Strongly agree |
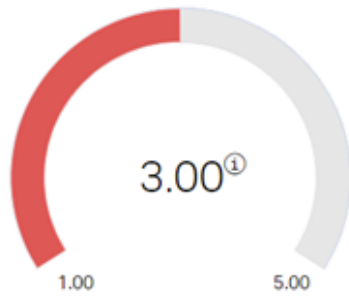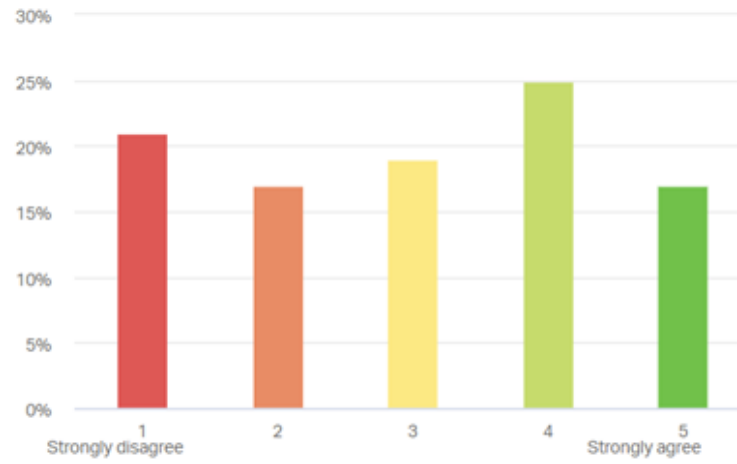
What does recognition look like to you? Select all that apply.

23 responses

Category	Value
Walkthroughs with feedback	17 (73.9%)
Staff shout outs (Facebook or…)	20 (87%)
Peer showcasing (framed signs…)	5 (21.7%)
Purple Staff Bobcat Bucks	10 (43.5%)
Staff of the Month/212	16 (69.6%)
Special Treats	16 (69.6%)
Public recognition—talking high…	1 (4.3%)
I think a balance of recognition…	1 (4.3%)
Shout outs at staff meetings (2…)	1 (4.3%)

Strengths	Next Steps Needed	Possible Solutions
Recognizing students with Bobcat Brags	Recognizing teachers with specific feedback	Restore purple Bobcat Bucks for teacher to teacher recognition Possible "backchannel" app or google keep note where staff can quickly note positive things they noticed other staff members doing. Something that is quick and easy, even better if it's on our phones, which most of us keep with us all the time.
FB presence	Spotlight teachers and classrooms	Teacher spotlight periodically with a specific plan/schedule
	Walkthroughs and feedback	Figure out a process for allowing teachers to observe other colleagues to provide feedback Walkthrough schedules and delegation

Strengths	Next Steps Needed	Possible Solutions
Positive atmosphere	Building back relationships- Teacher/teacher, teacher/admin, support staff	Consider Rachel's Challenge with students and teachers (by classroom to read - campus wide chain)
		Buddy teacher + Buddy kids within classroom
		Buddy teachers (card system & Facebook system)

More positives uncovered:

- Class building - teacher input and student-focused
- Content expertise is higher than other areas of TTESS, especially when observing reading workshop
- Work with certified academic language therapists
- Specialized training in special programs (Reading Recovery, EXPO, Dyslexia, etc).
- Mindful planning on placement of students
- Quality interview process
- Lab sites have a direct impact on implementation of Units of Study (Teacher's College Work with PD and lab sites = huge impact)
- Support from district and campus instructional coaches
- Staff believes it is making a positive impact and encourages professional growth
- Every grade has been represented in AFL, Homegrown Institute
- There has been a positive increase in how staff feels about their training opportunities (Litetracy Cadre, TC work, PLC work, breakouts during staff meetings).
- Attend PD as a team - collaborate and hold each other accountable
- Staff believes and implements in the PD they are attending
- Sharing info to team during PLC
- Incredible progress has been made in all things reading and writing workshop (increasing time spent on student independent reading and writing, book boxes, classroom libraries, component work (phonics, shared reading, shared writing, etc), conferring)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are seeing an increase in discipline referrals particularly in the areas of disrupting the learning environment and in physical aggression toward others or objects. **Root Cause:** We have an increase of students and families in crisis.

Problem Statement 2: We don't feel like we are making progress with behavior. **Root Cause:** More time is needed to learn relationship-building and behavior intervention skills as a campus so we are better equipped to address concerns.

Priority Problem Statements

Problem Statement 1: Our daily attendance rate is low: 94.55% from the 2021-2022 school year.

Root Cause 1: 1. Our plan needs to be more specific so all stakeholders in the school can focus on attendance and be updated on progress more frequently. 2. Families are having a difficult time "coming back to normal" after COVID.

Problem Statement 1 Areas: Demographics

Problem Statement 7: Math progress is not as strong as reading progress as a campus.

Root Cause 7: 1. COVID (absences, loss of school time) has created more gaps in math because of the building block nature of math. 2. Math workshop and math strategies have not been as deep a campus-wide focus as reading has been.

Problem Statement 7 Areas: Student Learning

Problem Statement 2: Student behaviors are impeding learning: of themselves and others.

Root Cause 2: 1. Students are having difficulty regulating their emotions. 2. Staff need more resources for de-escalation and behavior intervention.

Problem Statement 2 Areas: Demographics

Problem Statement 6: It is difficult to assess growth in intervention time.

Root Cause 6: PLCs need to develop common assessments for each essential learning standard to measure growth over time.

Problem Statement 6 Areas: Student Learning

Problem Statement 3: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately.

Root Cause 3: 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content.

Root Cause 4: PLCs need to develop essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately.

Root Cause 5: 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Guiding Outcomes

Guiding Outcome 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: Working as a Professional Learning Community, staff at Bell Elementary will ensure all students will be able to communicate their mathematical thinking in problem solving at "Met Standard" level, measured by the use of a Standards-Based Mathematical Rubric, aligned K-5th grade. We will progress monitor this goal on campus based common post assessments for every math essential standard in kindergarten through fifth grade.

High Priority

Evaluation Data Sources: Professional Learning Committee grade level teams will look at grade level work samples and rubrics to make determinations about next steps in teaching as well as next steps for individual students. The Campus Leadership Team will follow 3 students per grade level (K-5) throughout the year to monitor progress at all levels (a student working below grade level, a student working on level, and a student working above grade level) to check growth and inform next steps.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bell staff will implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level PLC and MTSS meetings, and drives classroom instruction and intervention instruction. 100% of the essential standards will include pre-assessment, common formative assessment, and post assessment as evidenced by the grade level progress monitoring sheet, roadmaps, and PLC documents. Data Collected: Problem solving common formative assessments (scored according to K-5 rubric), and STAAR interim data. The MTSS Problem Solving Team will review the progress monitoring sheets monthly to ensure research-based resources and potential solutions are prepared for grade level PLC teams. This will help our PLC meeting effectiveness and allow for faster turnaround in targeted intervention for students. -Common progress monitoring document utilized. -Tier 3 interventions with the interventionists will be determined based on the data collected. -Data collected will be reviewed for growth of all subgroups including but not limited to: Asian, African American, Hispanic, Special Education, ELL, Economically Disadvantaged. Special attention will be paid to closing the gap (more than one year's progress) for African American, Hispanic, White, Economically Disadvantaged, and Special Education groups based on 21-22 STAAR testing data. Evidence of Implementation: Progress Monitoring Documentation By Grade Level and Classroom (are our students growing); DMTSS Meeting Agendas and Interventions Assigned; Flexible Groupings in Daily Intervention; PLC Agendas - Is this data being utilized effectively and in an ongoing manner to make teaching and learning decisions?	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement, growth of students 2022-2023 STAAR scores as compared to 2021-2022 STAAR scores, reading level scores will increase, more for students that are below grade level **Staff Responsible for Monitoring:** Classroom teachers; Instructional interventionists/Coaches; Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will engage in regular Professional Learning Community work* that focuses on a backwards design model, analysis of student data, and determining next steps for instruction. Our main focus for growth in our PLCs this year includes utilizing our grade level Math Essential Standards to develop ongoing CFAs (common formative assessments) and developing and implementing intervention plans to ensure student mastery on the identified grade level Math Essential Standards. All students will demonstrate academic growth as evidenced by common formative assessments to their post assessment. *1. What do we want students to know and be able to do? 2. How will we know they have learned it at high levels? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it? Evidence of Implementation: PLC Agendas; Team Notes; List of Essential Standards/Unpacked TEKS; Walkthroughs (evidence of implementation during Tier 1 instruction and intervention time); Student data (progress monitoring sheets); Intervention/Acceleration plans of action, Student CFA data		**Formative**	
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Walk-through data/feedback over time in the classroom and in PLC shows increased effectiveness, focus on essential standards, and focus on intervention with students not mastering essential standards. Increased student achievement on formative assessments and work samples (see Strategy 1 - progress monitoring for individual student growth). 2022-2023 STAAR scores as compared to 2021-2022 STAAR scores, reading level increase across the year			
Staff Responsible for Monitoring: K-5 Math Teachers, instructional coaches, admin, MTSS problem solving team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 1, 3, 4			

Strategy 3 Details	Formative Reviews		
Strategy 3: K-5 Math teachers will engage in ongoing professional development focused on math problem solving and math communication (verbal and written). Teachers will participate in ongoing professional development throughout the school year to implement best practices aimed at building and deepening accountable student communication utilizing the following resources: Exemplars, Number Talks, and Talk, Read, Talk, Write. Professional Learning Committee grade level teams will look at grade level work samples and rubrics to make determinations about next steps in teaching as well as next steps for individual students. The Campus Leadership Team will follow 3 students per grade level (K-5) throughout the year to monitor progress at all levels (a student working below grade level, a student working on level, and a student working above grade level) to check growth and inform next steps at all levels. Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies involving math workshop models, number talk, vertically aligned problem solving practices, through lab sites and staff development. Evidence of Implementation: PLC Agendas; Team Notes; List of Essential Standards/Unpacked TEKS; Walkthroughs (evidence of implementation); Student data; Intervention/Acceleration plans of action, Student CFA data	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Walk-through data/feedback over time in the classroom and in PLC shows increased effectiveness, focus on essential standards, and focus on intervention with students not mastering essential standards.
 	
    Increased student achievement on formative assessments and work samples (see Strategy 1 - progress monitoring for individual student growth).
 	
    2022-2023 STAAR scores as compared to 2021-2022 STAAR scores, math communication level increase across the year
    Staff Responsible for Monitoring: K-5 Math Teachers, instructional coaches, admin, MTSS problem solving team
 	
    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 5: Effective Instruction
 - Targeted Support Strategy
    Problem Statements: Student Learning 1
    Funding Sources: Math Instructional Coach Salary - Tonnie Brown - Title I, Part A - $38,167.50			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: 100% of eligible HB4545 students will be served by May 2023.	**Formative**		
Strategy's Expected Result/Impact: Increased student performance in math according to Report Card Assessments, Common Formative	**Dec**	**Mar**	**May**
Assessments, STAAR, Bell progress monitoring data, and DMTSS progress monitoring			
Staff Responsible for Monitoring: Admin, classroom teachers, interventionists/instructional coaching staff			
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause**: 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

Student Learning
Problem Statement 1: Math progress is not as strong as reading progress as a campus. **Root Cause**: 1. COVID (absences, loss of school time) has created more gaps in math because of the building block nature of math. 2. Math workshop and math strategies have not been as deep a campus-wide focus as reading has been.
Problem Statement 2: It is difficult to assess growth in intervention time. **Root Cause**: PLCs need to develop common assessments for each essential learning standard to measure growth over time.
Problem Statement 3: Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content. **Root Cause**: PLCs need to develop essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact.
Problem Statement 4: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause**: 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

Guiding Outcome 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: Working as a Professional Learning Community, staff at Bell Elementary will ensure all students grow a minimum of one year, or one and a half years if below grade level, in reading as monitored by the Developmental Reading Assessment and/or Informal Reading Inventory by May 2023.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Reading STAAR data from 2022 as compared to 2023; BOY reading levels as compared to EOY reading levels; BOY responding to reading (verbal and written communication) formative assessments as compared to EOY responding to reading (verbal and written communication) formative assessments; and campus grade level progress monitoring tool.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bell staff will implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level PLC and MTSS meetings, and drives classroom instruction and intervention instruction. 100% of the essential standards will include pre-assessment, common formative assessment, and post assessment as evidenced by the grade level progress monitoring sheet, roadmaps, and PLC documents.	**Formative**		
	Dec	**Mar**	**May**

Strategy 1: Bell staff will implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level PLC and MTSS meetings, and drives classroom instruction and intervention instruction. 100% of the essential standards will include pre-assessment, common formative assessment, and post assessment as evidenced by the grade level progress monitoring sheet, roadmaps, and PLC documents.

Data Collected: DRA/IRI reading level, formative common assessment scores for identified reading essential standards (including responding to reading work), TXKEA, TPRI, and STAAR interim data.

The MTSS Problem Solving Team will review the progress monitoring sheets monthly to ensure research-based resources and potential solutions are prepared for grade level PLC teams. This will help our PLC meeting effectiveness and allow for faster turnaround in targeted intervention for students.

-Common progress monitoring document utilized.
-Tier 3 interventions with the interventionists will be determined based on the data collected.
-Data collected will be reviewed for growth of all subgroups including but not limited to: Asian, African American, Hispanic, Special Education, ELL, Economically Disadvantaged. Special attention will be paid to closing the gap (more than one year's progress) for African American, Hispanic, White, Economically Disadvantaged, and Special Education groups based on 21-22 STAAR testing data.

Evidence of Implementation: Progress Monitoring Documentation By Grade Level and Classroom (are our students growing); DMTSS Meeting Agendas and Interventions Assigned; Flexible Groupings in Daily Intervention; PLC Agendas - Is this data being utilized effectively and in an ongoing manner to make teaching and learning decisions?

Strategy's Expected Result/Impact: Increased student achievement/growth of students

2022-2023 STAAR scores as compared to 2021-2022 STAAR scores, reading level scores will increase, more for students that are below grade level

Increase number of students reading on grade level by Grade 3

Staff Responsible for Monitoring: Classroom teachers; Instructional Interventionists/Coaches; Admin; CLT; MTSS Problem Solving Team

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teachers will engage in regular Professional Learning Community work* that focuses on a backwards design model, analysis of student data, and determining next steps for instruction. Our main focus for growth in our PLCs this year includes utilizing our grade level Reading Essential Standards to develop ongoing CFAs (common formative assessments) and developing and implementing intervention plans to ensure student mastery on the identified grade level Reading Essential Standards. All students will demonstrate academic growth as evidenced by common formative assessments to their post assessment.	**Formative**		
	Dec	**Mar**	**May**

Strategy 2: Teachers will engage in regular Professional Learning Community work* that focuses on a backwards design model, analysis of student data, and determining next steps for instruction. Our main focus for growth in our PLCs this year includes utilizing our grade level Reading Essential Standards to develop ongoing CFAs (common formative assessments) and developing and implementing intervention plans to ensure student mastery on the identified grade level Reading Essential Standards. All students will demonstrate academic growth as evidenced by common formative assessments to their post assessment.

*1. What do we want students to know and be able to do? 2. How will we know they have learned it at high levels? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it?

Evidence of Implementation:
PLC Agendas; Team Notes; List of Essential Standards/Unpacked TEKS; Walkthroughs (evidence of implementation during Tier 1 instruction and intervention time); Student data (progress monitoring sheets); Intervention/Acceleration plans of action, Student CFA data

> **Strategy's Expected Result/Impact:** Walk-through data/feedback over time in the classroom and in PLC shows increased effectiveness, focus on essential standards, and focus on intervention with students not mastering essential standards.
>
> Increased student achievement on formative assessments and work samples (see Strategy 1 - progress monitoring for individual student growth).
>
> Increase number of students reading on grade level by Grade 3.
>
> 2022-2023 STAAR scores as compared to 2021-2022 STAAR scores, reading level increase across the year
>
> **Staff Responsible for Monitoring:** Classroom teachers; Instructional Interventionists/Coaches; Admin; CLT; MTSS Problem Solving Team
>
> **TEA Priorities:**
> Build a foundation of reading and math
> - ESF Levers:
> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
> - **Targeted Support Strategy**
> **Problem Statements:** Student Learning 2, 4

Strategy 3 Details	**Formative Reviews**		
Strategy 3: K-5 ELAR teachers will engage in ongoing professional development focused on the teaching of balanced literacy. Teachers will participate in professional development as a Teachers College Partner School with a TC staff developer (K-2nd 5 days throughout the school year and 3-5th 5 days throughout the school year). This PD will focus on needs of the grade levels as they implement with fidelity the Units of Study in reading, including components of shared reading, interactive read aloud, conferring, small group work/strategy group work, and phonics (K-2). Those participating will include classroom ELAR teachers, special education teachers, administrators, and campus instructional coaches. Teachers will also participate in ongoing professional development on campus in the area of reading and writing (Lab sites - learning together and immediately implementing together in classrooms with students, TC PD calendar days). Embedded professional development throughout the school year will also include developing strong student partnerships to build deep responding to reading (accountable student talk and writing about reading. The resource Talk, Read, Talk, Write will guide teams across grade levels in this work.	**Formative**		
	Dec	**Mar**	**May**

2-3 ELAR teachers will engage in ongoing professional development focused on best literacy practices through work in the BHS Literacy

Cadre. PD will focus on many areas within reading and writing, including but not limited to, phonics instruction, component work, and the work during workshop in reading and writing as a zone. Campus work will follow to work on implementation into the classroom. Those participating will include classroom teachers, admin, C&I district coaches and leaders, campus instructional coaches.

K-1 ELAR teachers will engage in ongoing professional development focused on the science of teaching reading through TEA Reading Academy modules throughout the school year. This work includes classroom teachers, librarian, dyslexia therapists, admin, and instructional coaches/interventionists. This cohort will meet together throughout the school year to implement practices into instruction and intervention.

3-5 ELAR teachers will be trained in using LLI as a research-based intervention for students reading below reading level. This may be utilized during daily WIN intervention time (What I Need time).

Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies involving the Units of Study workshop model, through lab sites and staff development.

Evidence:
Reading Level Data throughout the year.
Grade levels will record 3 partnership "talks" to study as a grade level PLC and to study as a CLT to ensure growth in student communication. The same will be collected in terms of writing about reading samples to study and check progress. (BOY, MOY, EOY data for a student above grade level in reading, on grade level in reading, and below grade level in reading).
Weekly walk-through data will show 100% of classrooms utilizing reading and writing workshop structures based on our campus Workshop Progressions.

Strategy's Expected Result/Impact: Staff better equipped to move students in their reading goals; instill a deeper love of reading on our students; close the gap in student reading levels where at least one year's growth is made; students doing the deep thinking through partner work and a focus on thinking and responding deeply to text.

Staff Responsible for Monitoring: K-5 ELAR Teachers, instructional coaches, admin, district C&I team, PLC teams, CLT

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
 - **Targeted Support Strategy**

Funding Sources: Teachers College Partnership (contracted PD services) - Title I, Part A - $16,500, Literacy Instructional Coach - Sarah Roberts - Title I, Part A - $38,167.50

Strategy 4 Details	**Formative Reviews**		
Strategy 4: 100% of eligible HB4545 students will be served by May 2023.	**Formative**		
Strategy's Expected Result/Impact: Increased student performance in literacy according to Report Card Assessments, Common Formative Assessments, STAAR, Bell progress monitoring data, and DMTSS progress monitoring **Staff Responsible for Monitoring:** Admin, classroom teachers, interventionists/instructional coaching staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Dec**	**Mar**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: It is difficult to assess growth in intervention time. **Root Cause**: PLCs need to develop common assessments for each essential learning standard to measure growth over time.
Problem Statement 4: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause**: 1. Not utilizing common research-based interventions or intervening on too much (not focused on essential standards). 2. Behavior in classrooms is interrupting instructional time.

Guiding Outcome 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: Bell Elementary staff will work collectively to create a culture centered around learning: a focus on academic learning and social and emotional well-being for staff and students. All systems (attendance, recognition of staff, restorative practices/behavioral interventions) will increase in effectiveness as monitored by ongoing data collection and analysis.

High Priority

Evaluation Data Sources: Staff engagement as evidenced in annual Staff Engagement Survey and Campus Culture and Climate Survey.
Attendance daily rates and number of families in intervention steps.
Orange dot referral data (focused especially on physical aggression with the intent to harm and severe disruption to the learning environment).

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase daily student attendance from an average of 94.55% in 2021-2022 to an average of 96.55%. This will be monitored daily as an office staff and monthly as a whole staff.	**Formative**		
	Dec	**Mar**	**May**
-Homeroom teacher call guardian after a student has been absent for the 2nd day of school in a row if there has been no communication of the cause. Teacher will complete the campus "Parent Contact Communication" form. -Attendance committee meetings once a month to review attendance interventions for individual students. -Use social media and school email system to discuss attendance averages for the week in weekly communication. -Celebrate classrooms for perfect attendance (when 20 days with full attendance is reached, classroom reward will be earned). Celebrate these classes on announcements, social media, and in the Bell Bulletin. Celebrate individual students on announcements and with a photo each quarter. -Step 3: In addition to truancy paperwork, Assistant Principal will call family. -Step 5: In addition to truancy paperwork, Assistant Principal will call family. -Step 6: In addition to truancy paperwork, Assistant Principal will call family and work together on an intervention plan. -Step 7: In addition to truancy paperwork, Counselor will call family. -Step 8: In addition to truancy paperwork, Principal will call family. -Step 10: Potential referral to truancy court. **Strategy's Expected Result/Impact:** Increase in daily student attendance to at least 96.5%. Less students missing school for non illness reasons. Increased communication and partnership with families. **Staff Responsible for Monitoring:** Teachers, office staff, attendance clerk, administration, counselors, CLT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a Level I, Level II, and Level III behavior pyramid that includes potential interventions and appropriate consequences. Ongoing professional development will equip staff with relationship-building strategies and behavior intervention strategies. "Orange Dot" referral system will be utilized in the BHS zone with the goal of decreasing repeat offenses by students (decrease of 10%) and an increase in targeted interventions utilized to support students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Through evidence of the Orange Dot data, we will see a decrease of 10% in repeated behaviors from a single student in need of Tier 3 intervention. We will specifically monitor repeated physical aggression and severe disruption of the class environment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, CIS Site Coordinator **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** CIS Site Coordinator - Title I, Part A - $12,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: In collaboration with the Denton ISD Counseling & Social Work Department, elementary campuses within the Braswell Zone will create the UBUNTU Program as a means of teaching expected behaviors as well as effective communication skills leading to an increase in desired student behaviors while decreasing student suspensions by 20%.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: A 20% decrease in campus suspensions: ISS/OSS/DAEP referrals. Increase in at least 20% of students being able to remain in the classroom for instruction. **Staff Responsible for Monitoring:** Assistant Principals Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - Title I, Part A - $5,000			

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: All Bell Elementary staff will work collectively to increase engagement by focusing on the questions "In the last seven days, I have received recognition or praise for doing good work" from the Q12 staff engagement survey. We will increase in the area of Strongly Agree from 17% to 40% and increase in the area of Agree from 25% to 35%. Increase teacher walk-throughs with feedback to at least once every 10 school days. Facebook partner teachers - follow and comment on colleague's classroom postings. Grade level "walks" once a month to leave sticky notes on student work on hallway bulletin boards. Continue staff celebrations: snacks at staff meetings, 212 trophy, staff of the month, 12 days of holidays, May Mania. Colleague letter buddies. Team celebrations. Implement staff to staff walk-through opportunities. **Strategy's Expected Result/Impact:** Increase from 42% agree or strongly agree to 75% agree or strongly agree (specifically 40% strongly agree and 35% agree). **Staff Responsible for Monitoring:** All Bell Elementary Staff, administration, counselors, team leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Formative**		
	Dec	**Mar**	**May**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our daily attendance rate is low: 94.55% from the 2021-2022 school year. **Root Cause**: 1. Our plan needs to be more specific so all stakeholders in the school can focus on attendance and be updated on progress more frequently. 2. Families are having a difficult time "coming back to normal" after COVID.
Problem Statement 2: Student behaviors are impeding learning: of themselves and others. **Root Cause**: 1. Students are having difficulty regulating their emotions. 2. Staff need more resources for de-escalation and behavior intervention.

State Compensatory

Budget for Bell Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Bell Elementary

Name	Position	FTE
Sarah Roberts	3-5 Reading Interventionist	0.5
Tonnie Brown	3-5 Math Interventionist	0.5

Title I Personnel

Name	Position	Program	FTE
Samantha Nava	CIS Traditional Site Coordinator	CIS (partially funded campus budget and	1
Sarah Roberts	Literacy Instructional Coach	Title 1	0.5
Tonnie Brown	Math Instructional Coach	Title 1	0.5

Campus Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Kirsten Leatherman	Counselor
Non-classroom Professional	Robin Russell	Library Specialist
Classroom Teacher	Amanda Payne	5th Gr ELAR Teacher
Classroom Teacher	Heather Boutwell	3rd Grade ELAR Teacher
Administrator	Alicia Roberson	Assistant Principal
Administrator	Lauren Shapiro	Principal
Classroom Teacher	Eleanor Ashley	4th Grade Math/Science
District-level Professional	Sandra Brown	DISD Elementary Director of Curriculum
Non-classroom Professional	Tonnie Brown	Math Interventionist/Instructional Coach
Classroom Teacher	Shawn Franke	EXPO Specialist
Classroom Teacher	Rebecca Harwell	3rd Grade Math/Science Teacher
Classroom Teacher	Erica Hermann	Kindergarten Teacher
Classroom Teacher	Kimberley Highnote	PK Teacher (Special Education)
Classroom Teacher	Sarah Krause	4th Grade ELAR Teacher
Classroom Teacher	Brianne Satterfield	3rd Grade ELAR Teacher
Paraprofessional	Caitlin Shallcross	PE Aide
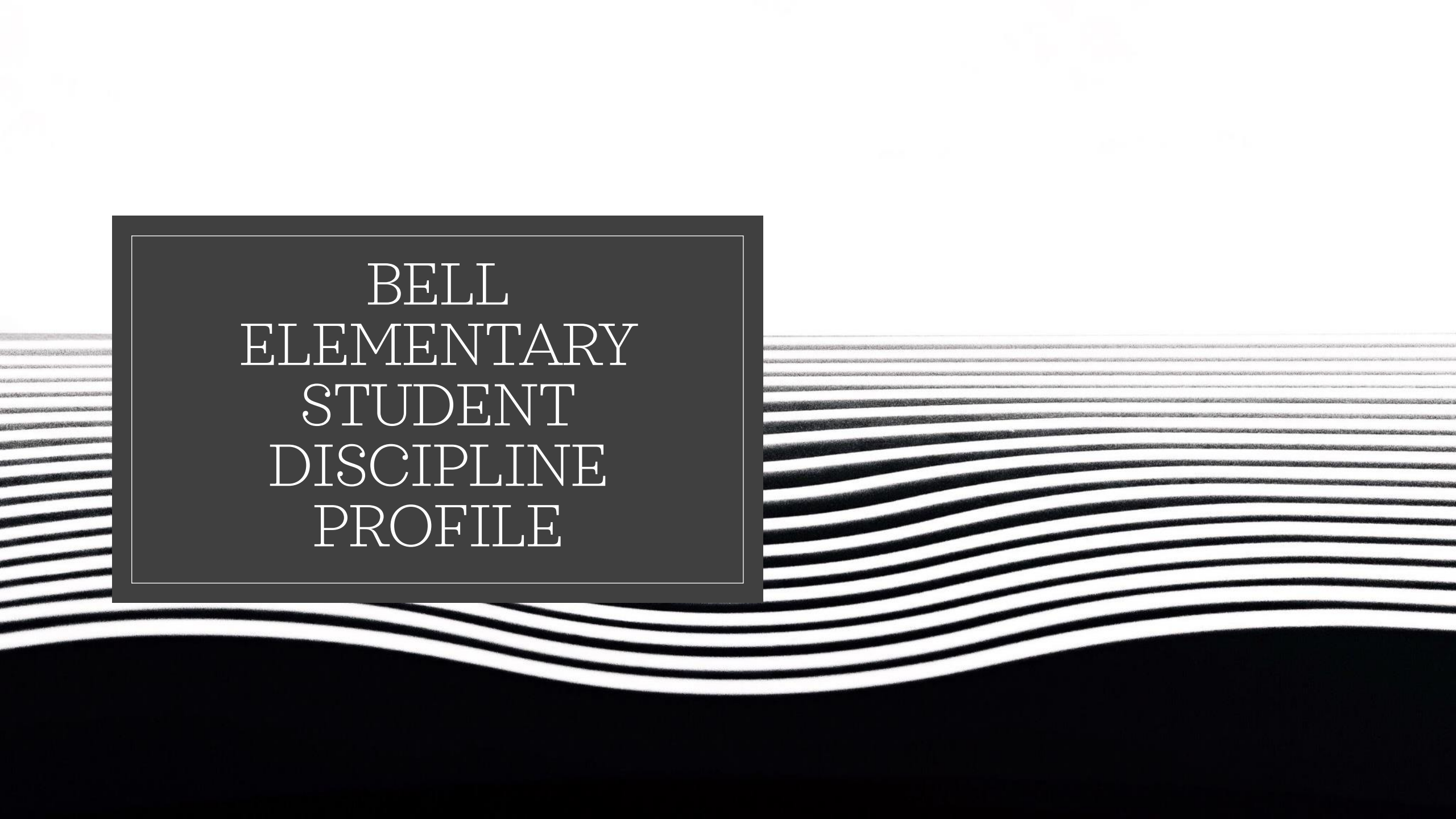
Campus Funding Summary

			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Math Instructional Coach Salary - Tonnie Brown		$38,167.50
1	2	3	Literacy Instructional Coach - Sarah Roberts		$38,167.50
1	2	3	Teachers College Partnership (contracted PD services)		$16,500.00
2	1	2	CIS Site Coordinator		$12,000.00
2	1	3			$5,000.00
				Sub-Total	$109,835.00

Reading

	Interim 1			Interim 2			May STAAR		
	% Approach	% Meets	% Masters	% Approach	% Meets	% Masters	% Approach	% Meets	% Masters
							Reading 21-22 scores (20-21 scores) (18-19 scores)		
3rd Gr	41.15%	12.36%	4.00%	52.63%	26.86%	11.97%	66% (69%) (63%)	38% (43%) (26%)	26% (20%) (15%)
4th Gr	71.22%	45.88%	24.67%	66.01%	46.04%	26.25%	68% (46%) (68%)	46% (17%) (39%)	21% (10%) (17%)
5th Gr	65.26%	32.94%	13.23%	69.78%	48.08%	30.50%	71% (56%) (72%/82%)	47% (30%) (45%)	22% (17%) (28%)

Reading — Reporting Categories

	1	2	3
3rd Gr	Understanding Across Genres	Understanding/Analysis of Literary Texts	Understanding/Analysis of Informational Texts
Number of Items Tested	5	15	14
Avg. # of Items / % Correct	3.8 / 77	9.4 / 63	7.9 / 56
4th Gr	Understanding/Analysis Across Genres	Understanding/Analysis of Literary Texts	Understanding/Analysis of Informational Texts
Number of Items Tested	8	15	13
Avg. # of Items / % Correct	5.9 / 74	10.1 / 67	7.7 / 59
5th Gr	Understanding/Analysis Across Genres	Understanding/Analysis of Literary Texts	Understanding/Analysis of Informational Texts
Number of Items Tested	8	16	14
Avg. # of Items / % Correct	5.2 / 66	10.9 / 68	9.5 / 68

Math

	Interim 1			Interim 2			May STAAR		
	% Approach	% Meets	% Masters	% Approach	% Meets	% Masters	% Approach	% Meets	% Masters
							Math 21-22 scores (20-21 scores) (18-19 scores)		
3rd Gr	25.05%	5.60%	1.40%	40.27%	14.51%	3.12%	52% (60%) (65%)	19% (22%) (29%)	9% (5%) (10%)
4th Gr	67.34%	29%	12.08%	63.82%	30.31%	15.17%	48% (35%) (69%)	22% (15%) (39%)	8% (6%) (23%)
5th Gr	58.14%	25.02%	10.08%	53.22%	28.69%	12.43%	55% (55%) (69%/85%)	23% (29%) (46%)	8% (12%) (29%)

Math — Reporting Categories

	1	2	3	4
3rd Gr	Numerical Representations and Relationship	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy
Number of Items Tested	8	13	7	4
Avg. # of Items / % Correct	5.4 / 67	6.6 / 50	2.7 / 38	1.6 / 39
4th Gr	Numerical Representations and Relationship	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy
Number of Items Tested	9	11	10	4
Avg. # of Items / % Correct				
5th Gr	Numerical Representations and Relationship	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy
Number of Items Tested	6	17	9	4
Avg. # of Items / % Correct	3.4 / 56	8.3 / 49	4.5 / 50	2.0 / 50

Percentage of Students Meeting Grade Level or Above

- All Subjects: 32%
- Reading: 45%
- Math: 22%
- Science: 27%

Subject	This School	District
All Subjects	32%	46%
Reading	45%	54%
Math	22%	37%
Science	27%	44%

Percentage of Students Meeting Grade Level or Above

- All Subjects: 32%
- Reading: 45%
- Math: 22%
- Science: 27%

Subject	This School	District
All Subjects	32%	46%
Reading	45%	54%
Math	22%	37%
Science	27%	44%

Percentage of Students Mastering Grade Level or Above

- All Subjects: 15%
- Reading: 23%
- Math: 9%
- Science: 9%

Subject	This School	District
All Subjects	15%	22%
Reading	23%	25%
Math	9%	17%
Science	9%	19%

BELL ELEMENTARY STUDENT DISCIPLINE PROFILE

Top 3 Locations of Offenses

01
Classroom-Transitions

63% of the time

02
Playground

32% of the time

03
Cafeteria

5% of the time

Top 3 Grade Levels

01 Kindergarten

02 1st Grade

03 5th Grade

Suspensions, Expulsion (DAEP)

Out of School Suspensions

7% of all Referrals

In School Suspensions

30% of all referrals

Recess/ Lunch Loss of Privileges

63% of all referrals

DAEP suspension for 1 student in the 2022-2023 school year= Individual campus expulsion
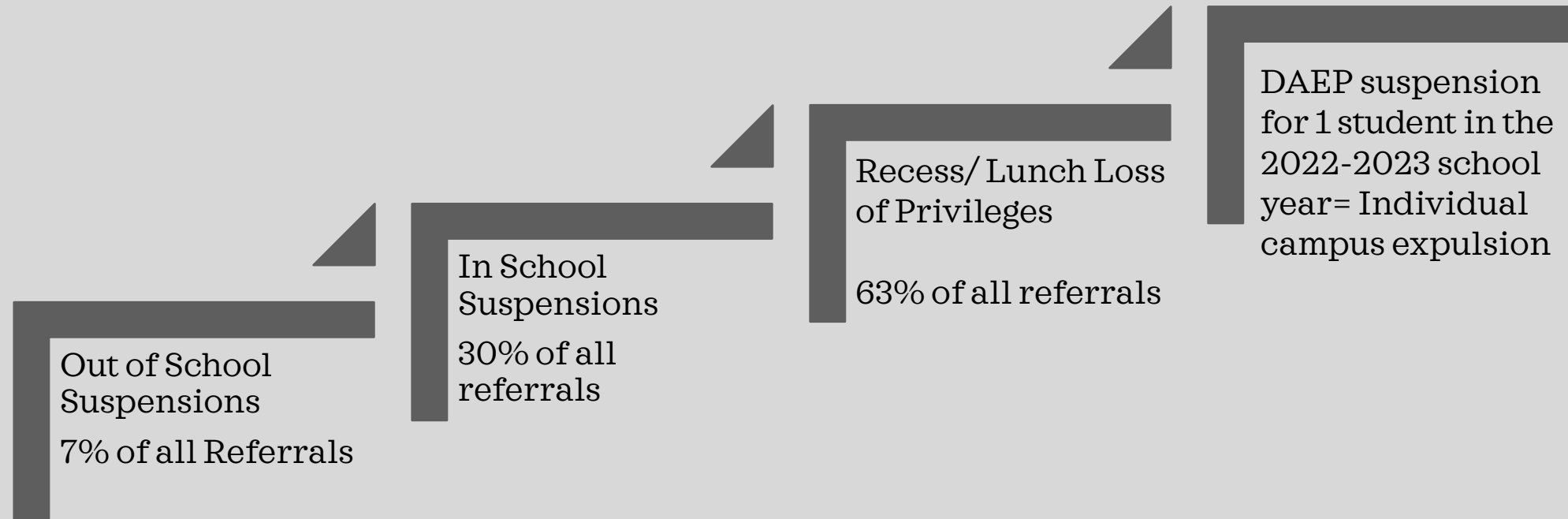
Denton Independent School District

Cross Oaks Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Learning for All

Vision

We accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels, both in their academic and social-emotional development.

Value Statement

1. Our school is a family. Building positive relationships based on mutual respect and consideration is the foundation of our success.
2. Parents, students, and staff are essential partners in our work. We welcome input and strive for open, transparent, and timely communication.
3. We embrace all our kids as all our kids. We all can play a part in the success of every student.
4. We maintain high expectations for teaching, learning, quality of work, and behavior.
5. We work to meet the needs of the whole child, including their academic, physical, social, and emotional development.
6. We empower students to take leadership in their own learning and grow in their responsibility and independence.
7. We value continuous learning for all students and staff members. We are forward-thinking in our use of best practices to meet student needs.

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Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Priority Needs

Demographics

- More emphasis needs to be placed on training for staff on intervention support for students struggling with behavior
- The total number of office referrals need to be reduced, especially among African American students

Student Achievement

- 39% of 3rd grade students did not meet proficiency on the STARR in ELAR, 62% did not meet proficiency in math
- 43% of 4th grade students did not meet proficiency on the STARR in ELAR, 52% did not meet proficiency in math
- Students did not meet their 2020-2021 primary numeracy goal
- Students did not meet their 2020-2021 goal to read on grade level

School Culture and Climate

- Staff continue to be stressed due to Covid 19
- Substitute shortages are negatively impacting the school culture
- Inappropriate student behaviors are causing a negative impact in all areas of campus

Staff Quality, Recruitment and Retention

- Cross Oaks hired 16 new employees this year, many of whom are new to Denton ISD. Training and support from mentors, colleagues and administration is needed to retain staff
- Only 66.7% of staff that completed the survey in Spring 2021 saw themselves working at Cross Oaks in the next 5 - 10 years down from 87% in Spring 2020

Curriculum, Instruction and Assessment

- PLC practices need to be revisited and teams must move beyond question 1 when collaborating

- 66.7% of staff would like additional support with small group guided reading intervention

Family and Community Involvement

- Parents noted a decrease in communication during the 2020-2021 school year
- Family and Community involvement needs to be increased as long as it is safe to do so

School Context and Organization

- When surveyed in the spring of 2021 less than half of the staff that responded (10 out of 22) said our master schedule supported intervention to students that need it

Technology

- 81% of our staff would like to learn more about utilizing the Promethean boards

Demographics

Demographics Summary

Federal Code Ethnicity/Race Count

Federal Race Name	Count
Hispanic/Latino	207
American Indian or Alaska Native	3
Asian	17
Black or African American	194
Native Hawaiian / Other Pacific Island	2
White	245
Multiple Races	48

Discipline Referral Data

2021-2022 197 Referrals

2020-2021 115 Referrals

2019-2020 156 Referrals (by March 2020)

2018-2019 148 Referrals

2017-2018 156 Referrals

2016-2017 165 Referrals

2015-2016 172 Referrals

While a decrease in office referrals occurred from 2015 to 2019, we have seen an increase in office referrals over the last 3 years with the exception of 2020 -2021 most likely due to online learning.

In the spring of 2022, a survey developed at the campus level was provided to all Cross Oaks Elementary teachers and staff. In this survey, respondents were asked to give feedback on areas they needed additional support and/or professional learning.

- Supporting students with significant attention needs (ADHD) – 7 responses

- Supporting the learning needs of dyslexic students in my class – 10 responses
- Supporting the behavioral learning needs of students with disabilities – 10 responses
- Identification of students in need of formal evaluation for special programs (special education, dyslexia, 504, etc.) – 9 responses
- Supporting the needs of gifted and talented students, or those performing above grade level – 5 responses
- Supporting students' social and emotional needs – 8 responses
- Supporting the learning needs of English Language Learners (ELL, ESL) students in my class – 4 responses
- Supporting the academic learning needs of students with disabilities – 7 responses

Demographics Strengths

Cross Oaks is a diverse campus where our diversity is recognized and celebrated.   Students, staff and parents value the feeling of family that exists on our campus and stakeholders feel valued and cared for.

Staff members are representative of the students we serve.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American students make up approximately 27% of our student population, but 55% of our office referals.

Student Learning

Student Learning Summary

Student Achievement

The first Cross Oaks Elementary Campus Improvement Plan (CIP) goal for the 2020-2021 school year was, "By May 2021, 70% of Cross Oaks students will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year."

From September 2020 to May 2021 the percentage of students reading on or above grade level increased from 47% to 53% in grades 1 - 5. Unfortunately, we did not meet our goal and further work is needed in the area of reading. The growth we did experience was due to systematic reading intervention systems in each grade level, an emphasis on guided reading and conferring through readers workshop, strong reading intervention provided by grade level teachers and campus interventionists, and routine progress monitoring of reading level throughout the school year.

CROSS OAKS (1-5)		At Risk	Prog.	On Lev.	Ab. Lev.
	Oct	184	91	90	155
		35%	18%	17%	30%
	Jan	177	109	93	143
		34%	21%	18%	27%
	Feb	162	90	93	184
		30%	17%	18%	35%
	Mar	156	106	97	163
		30%	20%	19%	31%
	Apr				
	May	161	92	134	152
		30%	17%	25%	28%

62% of Cross Oaks teachers agreed that this CIP goal helped improve student achievement in reading and in other content areas during the 2020-2021 school year. 68% of teachers agreed that our reading and literacy intervention systems were effective in meeting our students' learning needs. These systematic practices and interventions as well as others, should be utilized again during the 2021-2022 school year.

Teachers agreed it would be important to continue with a full time reading interventionist for grades 3 - 5 during the 2021-2022 school year.

The following data has been collected since school started in August 2021. Additional data will be available in October after assessments at all grade levels have been completed.

Student Scores - 3rd Grade BOY Benchmark 2021

3rd Grade BOY Benchmark 2021

	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	99	7	45.18%	29.29%	8.08%	2.02%	08/25/21
Economic Disadvantage	50	7	44.86%	30%	10%	4%	08/25/21
American Indian/Alaskan Native	1	6	38%	0%	0%	0%	08/25/21
Asian	5	11	66.40%	80%	40%	40%	08/25/21
Black/African American	32	7	44.56%	28.12%	12.5%	0%	08/25/21
Hispanic	24	7	45.17%	37.5%	0%	0%	08/25/21
Two or More Races	5	6	37.60%	0%	0%	0%	08/25/21
White	32	7	43.91%	21.88%	6.25%	0%	08/25/21
LEP	6	9	57.33%	66.67%	0%	0%	08/25/21
Special Ed Indicator	9	7	41%	22.22%	0%	0%	08/25/21

Student Scores - 4th Grade BOY Benchmark 21-22

	4th Grade BOY Benchmark 21-22						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	95	13	59.54%	68.42%	25.26%	7.37%	08/25/21
Economic Disadvantage	47	12	55.89%	63.83%	21.28%	2.13%	08/25/21
Black/African American	26	12	56.46%	61.54%	23.08%	7.69%	08/25/21
Hispanic	30	12	56.37%	66.67%	10%	0%	08/25/21
Native Hawaiian/Pacific Islander	1	13	59%	100%	0%	0%	08/26/21
Two or More Races	2	17	77%	100%	100%	0%	08/26/21
White	36	14	63.44%	72.22%	36.11%	13.89%	08/25/21
LEP	14	13	58.43%	64.29%	14.29%	0%	08/25/21
Special Ed Indicator	9	11	50.56%	55.56%	11.11%	0%	08/26/21

Student Scores - 5th Grade BOY Benchmark

	5th Grade BOY Benchmark						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	82	14	48.80%	32.93%	18.29%	4.88%	08/23/21
Economic Disadvantage	46	13	47.26%	32.61%	15.22%	4.35%	08/23/21
Asian	1	23	82%	100%	100%	0%	08/23/21
Black/African American	28	13	46.61%	28.57%	14.29%	3.57%	08/23/21
Hispanic	20	13	47.80%	30%	15%	5%	08/23/21
Two or More Races	9	13	45.33%	33.33%	11.11%	11.11%	08/23/21

			At Risk	Prog.	On Lev.	
White	24	15	52.13%	37.5%	25%	4.17%	08/23/21
LEP	6	16	57.17%	50%	33.33%	0%	08/23/21
Second Year of Monitoring	1	25	89%	100%	100%	100%	08/25/21
Special Ed Indicator	16	9	32.38%	12.5%	6.25%	0%	08/23/21

The second Cross Oaks Elementary Campus Improvement Plan (CIP) goal for the 2020-2021 school year was, "By May 2021, at least 60% of Cross Oaks students in grades K - 5 will be performing at grade level expectations for numeracy fluency and 80% of Cross Oaks students in grades K-5 will make at least one year's growth in their numeracy fluency skills this school year." This goal was not met during the 2020-2021 school year, and further work is needed in the area of numeracy fluency to make up significant learning gaps in mathematics.

OVERALL
Numeracy Fluency Level

		Students	At Risk	Prog.	On Lev.
Kindergarten	Sep	100	0	1	99
			0%	1%	99%
	Feb	101	4	13	84
			4%	13%	83%
	May	102	8	14	80
			8%	14%	78%
1st Grade	Sep	117	34	30	53
			29%	26%	45%
	Feb	116	39	45	32
			34%	39%	27%
	May	120	52	34	35
			43%	28%	29%
2nd Grade	Sep	108	85	14	9
			79%	13%	8%
	Feb	111	72	17	22
			65%	15%	21%
	May	109	46	24	39
			42%	22%	36%

The following math scores have been collected this for the 2021-2022 school year thus far.

Student Scores - 3rd Grade: Addition

	3rd Grade: Addition						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	101	3	51.51%	48.51%	28.71%	11.88%	09/03/21
Economic Disadvantage	51	3	45.47%	45.1%	23.53%	3.92%	09/03/21
American Indian/Alaskan Native	1	3	50%	0%	0%	0%	09/03/21
Asian	4	3	46%	50%	25%	25%	09/03/21
Black/African American	34	3	48.09%	41.18%	20.59%	8.82%	09/03/21
Hispanic	25	3	56.60%	52%	40%	12%	09/03/21
Two or More Races	5	2	33.20%	20%	20%	0%	09/03/21
White	32	3	54.75%	59.38%	31.25%	15.62%	09/03/21
LEP	5	3	53.40%	60%	40%	20%	09/03/21
Special Ed Indicator	9	2	35.22%	33.33%	11.11%	0%	09/03/21

Student Scores - 4th Grade: Place Value

	4th Grade: Place Value						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	80	7	46.41%	40%	11.25%	7.5%	09/01/21
Economic Disadvantage	42	6	39.76%	26.19%	4.76%	4.76%	09/01/21
Black/African American	27	6	39.48%	29.63%	3.7%	0%	09/01/21
Hispanic	25	8	48.16%	44%	16%	12%	09/01/21
Two or More Races	2	8	47%	50%	0%	0%	09/01/21
White	26	8	51.88%	46.15%	15.38%	11.54%	09/01/21
LEP	11	7	41.64%	27.27%	0%	0%	09/01/21
Special Ed Indicator	11	6	40%	27.27%	9.09%	0%	09/01/21

75% of teachers agreed that the Primary Numeracy and Multiplicative assessments helped our school meet student math fluency needs during the 2020-2021 school year. Teachers agreed it would be important to continue with a full time math interventionist for grades 3 - 5 during the 2021-2022 school year.

Student Learning Strengths

The percentage of 1st - 5th grade students reading on or above grade level at Cross Oaks Elementary grew from 47% in Octoer 2020 to 53% in May 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Intervention needs to be provided to all at risk students in grades K-5 in reading and math.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

- Daily 30 minute Wise time to provide intervention to at risk students
- Classroom instruction and assessments are based on TEKS
- DMTSS team tracks data from multiple sources and collaborates to address the needs of the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Schoolwide Master Schedule that allows teachers to collaborate and have PLCs during the school day to answer the 4 PLC questions

Cross Oaks Master Schedule:

When surveyed in May 2022, staff reported positively that they do feel the master schedule supports high quality Tier 1 instruction.

Strengths of master schedule include:

- Large blocks of time for instruction

- Flow of learning where subjects build on each other

The area of need for master schedule include:

- NEEDS

    - Addressing time for intervention and support

    - Possibly adding transition times

How well does our current master schedule support providing high quality tier 1 instruction to our students?

Copy

18 responses

0 (0%)   1 (5.6%)

0

1   2   3   4   5
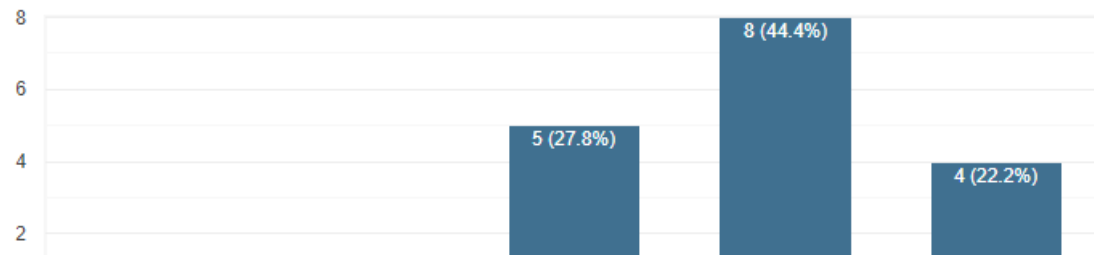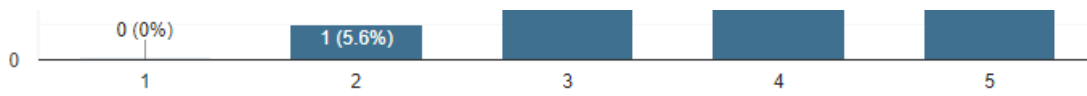
How well does our current master schedule support providing intervention and support to students who need it?

📋 Copy

18 responses
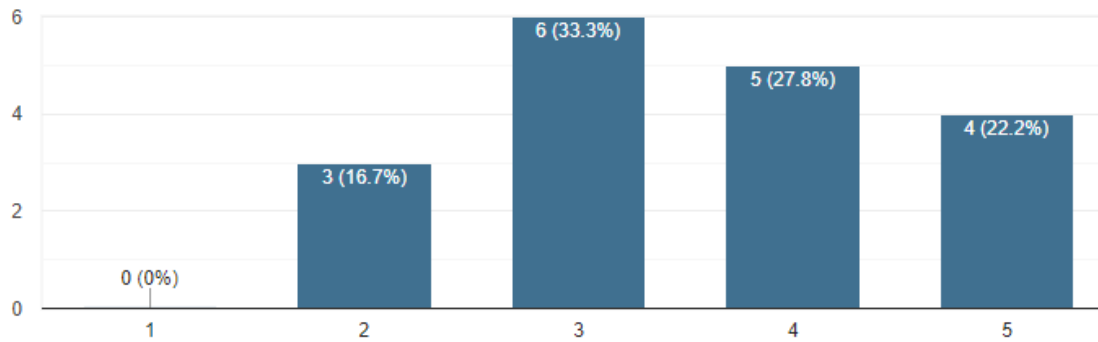
Technology

- 1:1 chromebook campus
- All staff use Seesaw as a way to communicate with parents and integrate technology into lessons
- Willingness of staff to improve technology skills and integrate technology in lessons
- Interest in additional technology training, especially more training in using the Promethean boards

School Context and Organization

- Arrival and dismissal systems in place to ensure safety and efficiency
- Teacher Leaders on campus participating in committees
- Collaboration among staff in PLC meetings, staff meetings and Team Lead meetings
- Shared leadership and site based decision making

Staff Quality, Recruitment and Retention

- Create a sense of family among the staff
- Ongoing efforts to support and appreciate all staff members

The campus CNA survey showed results for (Communities in Schools).

95% surveyed agreed bringing this program and funding the position would be supportive to our families and students.

Cross Oaks is able to bring a Community in Schools (CIS) Coordinator to our school to support students and families. The 6 components of CIS is 1.) Supportive Guidance and Counseling2.) Health and Human Services3.) Parental and Family Engagement4.) College and Career Readiness5.) Enrichment6.) Academic Support. Do you feel our students and families could benefit from this additional support?

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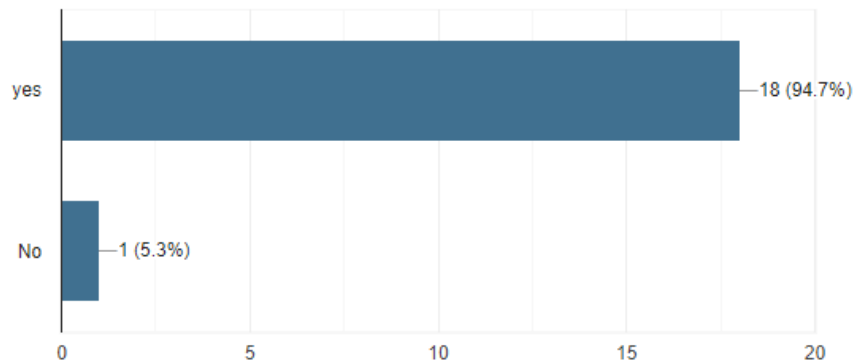
19 responses

In planning for future professional development opportunities for 2022-2023, staff responded with varying needs. Topics with most responses for future training included:

Behavior intervention support, trauma-based learning, small group intervention for reading, writing, and math, Assessment for Learning: student assessment and goal setting, and using Seesaw as a tool.

Training for these and other areas could be supported by differentiated professional development staff meeting opportunities, offering during or after school small group training on specific topics, and instructional coaches partnering with staff requesting additional training.

Possible PD TOPICS for 22-23 include:

- Behavior intervention support for non-SPED students

- Trauma-based trainin

- Small group intervention for reading, writing, and math

- AFL - student assessment and goal setting

- Using Seesaw as a tool for instruction, assessment and goal setting

School Processes & Programs Strengths

Seesaw continues to be an effective tool for parent/teacher communication, as well as a motivating tool for students in the classroom. Seesaw allows families to be better informed as to their children's learning progress in school.

Nearly 100% of staff and families agree that Cross Oaks is a safe school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional PD and support is needed for PLCs to be more effective and training on effective intervention strategies is needed

Perceptions

Perceptions Summary

In the spring of 2021, 73% of parents agreed that they receive timely and helpful feedback about student work.

I receive timely and helpful feedback from my children's teachers about their work and their
learning.
110 responses
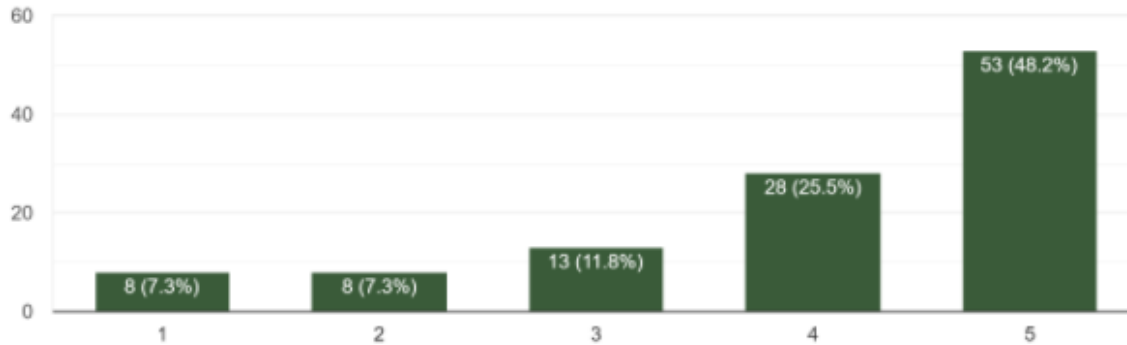
Approximately 90% of parents believe the staff at Cross Oaks maintains high expectations for teaching, learning, quality of work and behavior.

The staff of Cross Oaks Elementary maintain high expectations for teaching, learning, quality of
work, and behavior.
108 responses
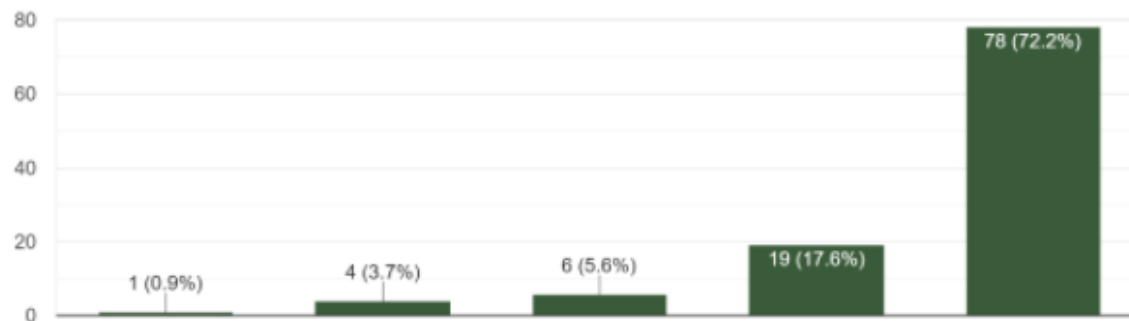
The results below are parent responses to a campus survey in April 2021.

I am warmly greeted and feel welcomed by the staff of Cross Oaks when I call or visit the school.

109 responses
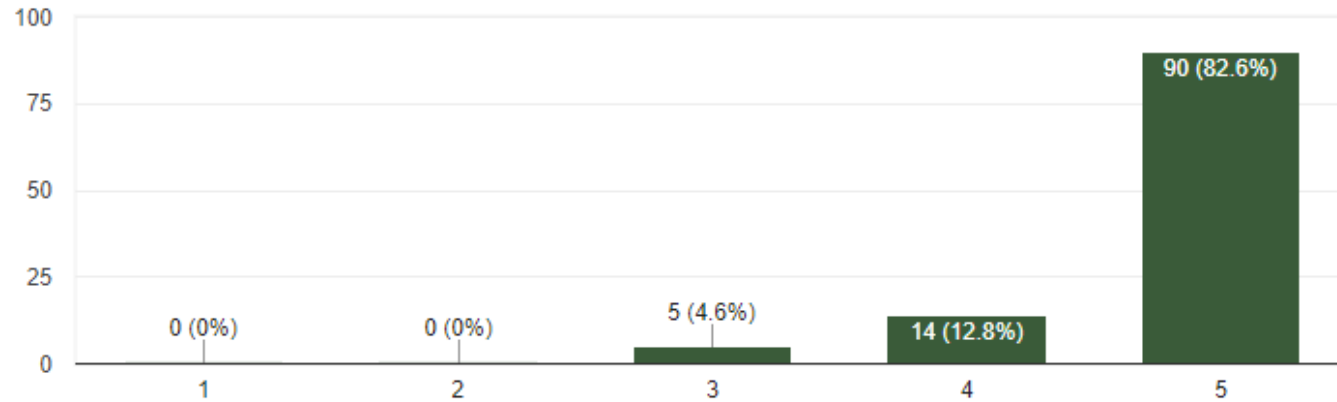
Cross Oaks is a safe school.

109 responses
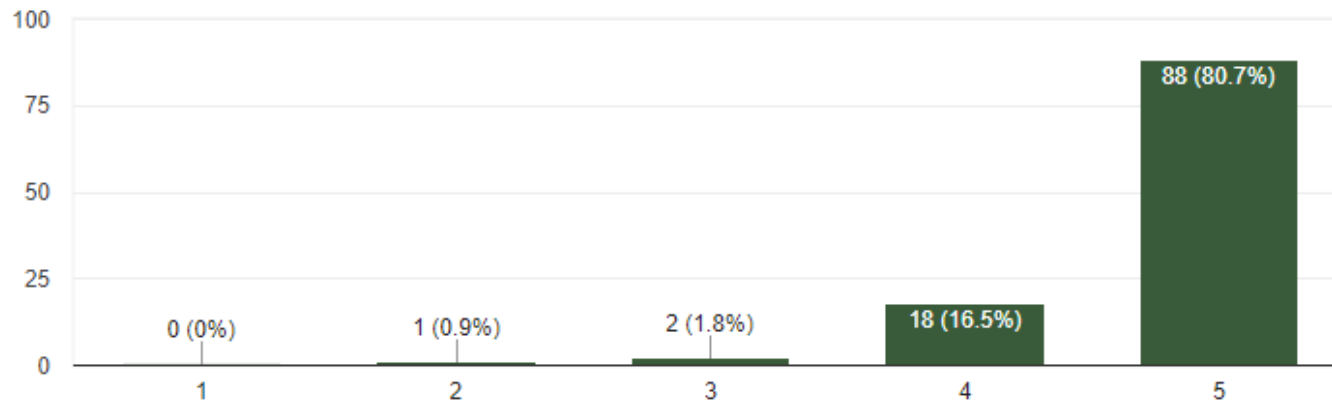
These are some comments left by parents on the survey in April 2021.

"I have never had a negative interaction with any staff member. Anyone I have ever spoken to or emailed has been extremely positive and helpful. It blows me away how consistent that has been!

Thank you! You are an amazing group of people. My family is very appreciative."

"Everyone is amazing"

"The teachers and staff at Cross Oaks are amazing. We are so grateful for your dedication and the difference you make in all our lives.

THANK YOU!!!"

"So thankful for the steadfastness, security and kindness that Cross Oaks offered last year and continued to offer this year through all the crazy! SO thankful for the entire staff, and the leadership of this school and PROUD that my children go here and will always have that OWL spirit in their hearts!"

"I've never been met by anything but kindness and a smile at Cross Oaks!"

"Our teachers are wonderful! They've made what must have been a challenging year feel seemless to us. They are always there to support us with our distance learning! So Grateful for them!"

"Thank you to All. Well done job"

Perceptions Strengths

Family and Community Involvement

72% of families feel Cross Oaks welcomes input from families. 82% strongly agree they are warmly greeted and feel welcome by the staff of Cross Oaks when they call or visit the school.

School Culture and Climate

There is much to celebrate regarding our parent responses to our campus survey in the spring of 2021. 82% of parents feel welcome at our school and 80% of parents strongly agree that Cross Oaks is a safe school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Covid 19 did not allow for parents to play an active role in their child's education at school. Opportunities for parent involvement need to be increased.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Guiding Outcomes

Guiding Outcome 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: Working as a Professional Learning Community, Cross Oaks Elementary staff will ensure all students grow a minimum of one year, or one and a half years if below grade level, in reading as evidenced by campus assessment tools such as the Developmental Reading Assessment and/or Fountas and Pinnell Reading Assessment by May 2023.

HB3 Guiding Outcome

Evaluation Data Sources: Formal and informal reading level assessments from the 2022-2023 and school year, teacher responses to a campus survey in spring of 2023

Strategy 1 Details	Formative Reviews		
Strategy 1: Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2022-2023 school year. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, reading specialists, classroom teachers **Funding Sources:** Title I funding - Title I, Part A - $71,277			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Fountas and Pinnell Reading Assessment System to support rigorous reading level assessment in grades K-5th.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Create a universal reading assessment system at Cross Oaks Elementary to assess all reading levels and all grade levels. **Staff Responsible for Monitoring:** Campus administration, campus intervention team, reading specialists, classroom teachers			

Strategy 3 Details	Formative Reviews

Strategy 3: Consistently implement Lucy Calkins reading and writing units of study curriculum in all classrooms grades K-5th, with full implementation of Lucy Calkins phonics curriculum in grades K-2.

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.

    Staff Responsible for Monitoring: Principal, assistant principal, campus reading specialists, grade level language arts teachers

Strategy 4 Details	Formative Reviews

Strategy 4: Utilize consistently implemented systems in all grade levels for guided reading, conferring, and reading intervention provided by grade level teachers, campus interventionists, and special education teachers.

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.

    Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers

Strategy 5 Details	Formative Reviews

Strategy 5: Utilize Istation assessment and intervention systems in all grade levels, systematically and strategically throughout 2022-2023 school year.

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2022-2023 school year.

    Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers

Strategy 6 Details	Formative Reviews

Strategy 6: District half day PLCs will be implemented every month to focus on identifying essential learning targets, develop engaging lessons, monitor student progress and create common assessments

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2022-2023 school year.

    Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5

Strategy 7 Details	Formative Reviews

Strategy 7: 100% of eligible students for HB4545 will be served by May 2022.

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Support significant increase in intervention provided in reading in math for 4th and 5th grade students that did not meet expectancy on the STARR in reading and math.

Strategy 8 Details	Formative Reviews

Strategy 8: PLC teams will attend staff development to improve their professional practice in an effort to help more students learn at higher levels.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grade			
Staff Responsible for Monitoring: Admin, teachers			
Funding Sources: RTi conference registration - Title I, Part A - $7,500			

Strategy 9 Details	Formative Reviews

Strategy 9: DMTSS process will be used to target individual student needs, develop goals and monitor progress	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2022-2023 school year.			
Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5			

Strategy 10 Details	Formative Reviews

Strategy 10: Monitor student progress through ongoing DMTSS meetings. Analyze data and collaborate on instructional strategies and intervention to support student's academic and behavioral needs.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grade Increase in campus attendance rate, reduce office referrals, improved student behavior, engagement and connections at school.			
Staff Responsible for Monitoring: Admin, reading recovery teacher, reading and math interventionists, reading and math teachers in grades K-5, instructional coach, LSSP, diagnostician			
Funding Sources: Laptops for progress monitoring, DMTSS meetings - Title I, Part A - $2,600			

Strategy 11 Details	Formative Reviews

Strategy 11: Literacy cadre will support 2nd and 3rd grade teachers in providing best practice literacy and phonics tier 1 instruction.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students will improve in their reading level through the use of best practices for literacy instruction and phonics.			
Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5, instructional coach			
Funding Sources: Substitute teachers to cover classes during training - Title I, Part A - $3,200			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Outcome 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: Working as a Professional Learning Community, Cross Oaks Elementary staff will ensure all students will be able to communicate their mathematical thinking in problem solving at "Met Standard" level, measured by the use of a Standards-Based Mathematical Rubric, aligned K-5th grade.

   Evaluation Data Sources: report card assessments and scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development to all teachers in the area of problem solving	**Formative**		
Strategy's Expected Result/Impact: Measured improvement in problem solving K - 5.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Grade level math teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor problem solving progress K-5 during weekly PLC and DMTSS meetings.	**Formative**		
Strategy's Expected Result/Impact: Monitor growth or lack there of in the area of problem solving K-5. Provide intervention for students not meeting proficiency in problem solving based on assessment data.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Grade level math teachers, interventionists and special ed teachers as applicable.			

Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will be trained in Stemscopes math and will implement the program with fidelity. Stemscopes will be modeled in all classrooms by instructional coaches on campus.	**Formative**		
	Dec	**Mar**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Numeracy skills incorporated into team math planning for tier 1 instruction and tier 2/3 intervention	**Formative**		
	Dec	**Mar**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: 100% of HB4545 students will be served by May 2023	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: District half day PLCs will be implemented every month to focus on identifying essential learning targets, develop engaging lessons, monitor student progress and create common assessments	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Vertical team meetings focused on math to create alignment schoolwide	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Research and Purchase Math related books to be used during instruction at all grade levels	Formative		
Funding Sources: Books that teach math concepts - Title I, Part A - $1,000	Dec	Mar	May

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

Guiding Outcome 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: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), and Cross Oaks will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

> **Evaluation Data Sources:** Parent perceptions reported on a campus survey in the spring of 2023, teacher responses to a campus survey in the spring of 2023, discipline referral data from the 2022-2023 school year

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide as many new Cross Oaks staff members as possible with Capturing Kids' Hearts two day initial training.	**Formative**		
Strategy's Expected Result/Impact: Full campus implementation of Capturing Kids' Hearts practices	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: All Cross Oaks staff members			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue formal use of Playworks program for all PK-5th grade students to address social and emotional learning through formal instruction of safe and healthy recess play activities.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school **Staff Responsible for Monitoring:** Admin, Counselor, Teachers, Playworks coach			

Strategy 3 Details	Formative Reviews

Strategy 3: Appreciation & Recognition for staff & students, including, but not limited to:

~CHAMPS rewards
~Leadership tickets
~Staff Shout outs monthly from colleagues, students and parents
~Teacher of the Year
~Appreciation items
~Appreciation cards
~Provide opportunities for staff to influence decisions
~Student incentives
~Staff meeting compliments (Owl, Golden Apple Award, positive affirmation rotations)
~Sunshine Committee
~PTA recognitions for students and staff
~Super Star Awards at staff meetings

> **Strategy's Expected Result/Impact:** Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school
> Increases in staff feeling appreciated and valued members of the Cross Oaks family
>
> **Staff Responsible for Monitoring:** Admin, attendance clerk, teachers

	Formative	
Dec	**Mar**	**May**

Strategy 4 Details	Formative Reviews

Strategy 4: The teachers and staff of Cross Oaks Elementary School will engage in staff development and tools related to supporting students' social and emotional needs at school, particularly students who have experienced long-term or short-term trauma.

> **Strategy's Expected Result/Impact:** Reduce the number of office referrals and improve student engagement and time in class.
>
> **Staff Responsible for Monitoring:** Admin, classroom teachers, counselor, LSSP

	Formative	
Dec	**Mar**	**May**

Strategy 5 Details	Formative Reviews

Strategy 5: School administrators, LSSP and counselor will meet weekly to review behavior data including admin assistance calls, office referrals, observations.

> **Strategy's Expected Result/Impact:** Behavior support will be provided to students and staff in a timely manner. Positive Behavior Supports and Interventions will be implemented including positive behavior charts and check in check out which will lead to improved student behavior, engagement and connections at school.
>
> **Staff Responsible for Monitoring:** School admin, LSSP, counselor

	Formative	
Dec	**Mar**	**May**

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Utilize calm down stations in each classroom to allow students to take a break, but remain in the classroom when starting to feel frustrated or overwhelmed.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Behavior intervention will be provided to students in a timely manner. Positive Behavior Supports and Interventions will be implemented in the classroom including access to the calm down center, fidgets, timers and sensory items to help the student regulate their emotions and return to learning. Removal from the classroom and loss of instructional time will decrease. **Staff Responsible for Monitoring:** Classroom teacher, school counselor, LSSP, admin **Funding Sources:** - Title I, Part A - $1,000			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Utilize sensory paths in all grade level hallways to support student's social emotional and sensory needs throughout the day.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be more regulated throughout the day and be able and ready to learn. **Staff Responsible for Monitoring:** Admin, behavior team, classroom teacher, special ed teachers, counselor, OT **Funding Sources:** Sensory paths - Title I, Part A - $7,000			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: In collaboration with the Denton ISD Counseling and Social Work Department, elementary campuses within the Braswell Zone will create the Ubuntu program as a means of teaching expected behaviors as well as effective communication skills lending to an increase in desired student behaviors while decreasing student suspensions by a minimum of 205%	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: A minimum of a 20% decrease in campus suspensions to include ISS, OSS and DAEP. Increase of at least 20% of students being able to remain in the classroom for instruction. **Staff Responsible for Monitoring:** Principal, assistant principal **Funding Sources:** Paraprofessional staff - Title I, Part A - $8,000			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Cross Oaks will collaborate with Communities in Schools North Texas to provide support students and families by fulfilling the following mission: The mission of Communities In Schools of North Texas is to surround students with a community of support, empowering them to stay in school and achieve in life.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Reduction of office referrals, overall improvement of student behavior on campus support for parents/ **Staff Responsible for Monitoring:** Admin, CIS coordinator			

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

State Compensatory

Budget for Cross Oaks Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Cross Oaks Elementary

Name	Position	FTE
Angela Marshall	Reading Recovery Teacher	1
Kristine Daniel	Reading/Math Interventionist	0.5
Robert Strong	Reading/Math Interventionist	0.5

Title I Personnel

Name	Position	Program	FTE
Caroline Brown	Math Interventionist	Mathematics, 3-5	.5
Robert Strong	Reading Interventionist	Reading, 3-5	.5

Campus Funding Summary

			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title I funding		$71,277.00
1	1	8	RTi conference registration		$7,500.00
1	1	10	Laptops for progress monitoring, DMTSS meetings		$2,600.00
1	1	11	Substitute teachers to cover classes during training		$3,200.00
1	2	8	Books that teach math concepts		$1,000.00
2	1	6			$1,000.00
2	1	7	Sensory paths		$7,000.00
2	1	8	Paraprofessional staff		$8,000.00
				Sub-Total	$101,577.00

Denton Independent School District

Paloma Creek Elementary

2022-2023 Campus Improvement Plan

PALOMA CREEK

Mission Statement

Inspiring passionate learners

Vision

We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrates success.

Values

- Respect: We will show respect to others and ourselves.

- Advocate for others: We will advocate for the needs of our friends and ourselves.

- Creative Thinker: We will create solutions to problems by thinking creatively and working collaboratively with others.

- Growth: We will set personal goals to improve academically and behaviorally as we monitor our progress.

- Engaged Learner: We will engage in meaningful learning opportunities and encourage our peers to learn with us.

Falcon Pledge

Friends respect everyone

Advocate for others

Lift others with words

Create solutions to problems

Optimize our learning targets

Never give up

Soar like a **FALCON**

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Los services 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

Paloma Creek Elementary opened its doors in 2007. We strive to develop community-minded, lifelong learners who are committed to learning and growing in our core values of respect, advocating for the needs of ourselves and others, growing as learners, and creative thinkers who create solutions to problems. School families have come to expect a friendly environment where students are nurtured, parent involvement is welcome and business partnerships abound.

Paloma Creek is one of 7 elementary schools located in the Braswell zone. According to the Templeton growth reports for Denton ISD, our zone is one of the fastest growing areas in the district. The campus is predominantly a neighborhood school that has been rezoned five times over the last 10 years to accommodate the growth.

Demographics- Description of the School

Percent of Pop.

2 or more races
4.9%
American indian/Ala…
0.3%
White
25.6%
Native Hawiian/Pacific
1.0%
Hispanic
18.6%
Asian
4.7%
Black
44.8%
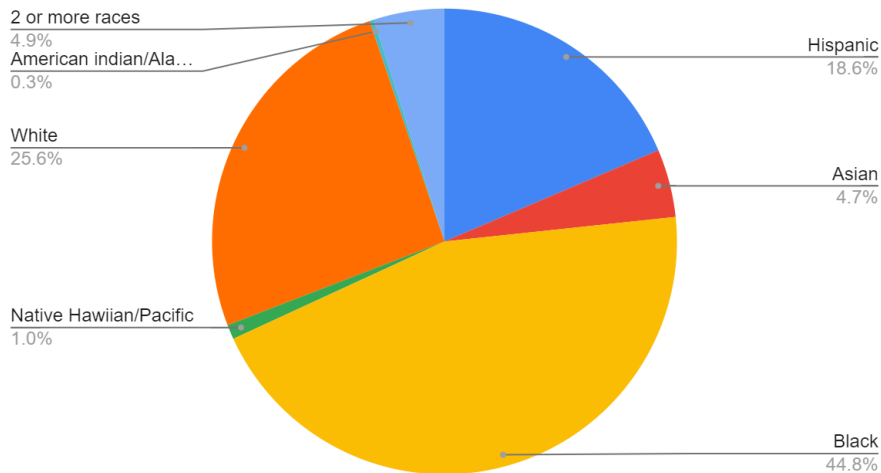
What Student Groups do we serve?

List the percentage in each group:

- Economically disadvantaged: 54% (20-21 TAPR)

- English learner : 9% of population (72 students, 22 different languages)

- Special education 16.4% (125 students) [Demographics breakdown](#)

- Former special education

- Continuously enrolled and non-continuously enrolled

- Dyslexia 5.4% (41 Students)

Demographics- Description of the School

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

Suspensions	Orange Dot Admin Support	Trends

-62 Total
In School Suspension - 58%
   - 18 Fighting
   - 4 Defiance
   - 4 Offensive Actions
   - 3 Threats
   - 2 Inappropriate Actions
   - 1 Stealing
   - 1 Destruction
Out of School Suspension - 42%
   - 11 fights
   - 4 Threats
   - 3 Inappropriate Actions
   - 2 Defiance
 	
5th - 35 Suspensions= 56% by 17 Students
4th - 18 Suspensions= 30% by 9 Students
3rd - 9 Suspensions =14% by 3 Students
	57 Total(28 before 12pm, 29 after)
	   - 5th - 4 by 3 students
	   - 4th - 2 by 1 student
	   - 3rd - 2 by 2 students
	   - 2nd - 21 by 13 students
	   - 1st - 7 by 5 students
	   - K - 1 by 1 student
	   - PK - 2 by 1 student
	   - Unknown / Special Areas - 2
	   - Specials - 15 by 10 students
	     - 11 orange dots during 4th and 5th grade specials
		Most behaviors are due to students putting their hands on other students (fighting). Next common offense was being disrespectful to others (teachers and students).
		   - Hands on others - 31 orange dots
		   - Disrespecting others - 20 orange dots
		   - Disrespecting school - 3 orange dots

Demographics- Description of the School

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and

learning?

Solutions:

- Campus culture must come first or academics will not catch up.

- Mandatory morning meetings focusing on conflict resolution skills.

- Content will be provided by the counseling department and Community and Family Engagement Coaches

- Resources should be scaffolded that will build on each other each year.

- Unified campus focus FALCONS

    ◦ One part of the Falcon pledge will be the focus each month/ every other month (similar to Words Matter Campaign.)

½ day Self-Regulation and Connection time/activities for our monthly early release days - build community across the grade level.

Barriers:

Staff training - Staff must understand the process and goals to create community between students; support in unpacking the Positive Behavior Character TEKS and designing lessons.

Student buy in - content must be engaging

Previous relationships between students still lingering from previous years together

Demographics Strengths

Teachers and staff learned self-regulation strategies to support students.

Consistent learning opportunities were provided through our Community and Family Engagement coach targeted for self-care growth for staff and students.

Decrease in students in need of tier 3 behavior intervention supports from August to May.

Orange Dot data provided opportunity to identify areas in need of targeted support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggled with conflict resolution skills and demonstrated the need to build capacity for demonstrating respect to peers and adults. **Root Cause:** Students are lacking the skills necessary to collaborate and share learning experiences with peers and adults. This is attributed to the lack of interaction during the pandemic.

Problem Statement 2: Student discipline is affecting the learning and instructional time in the classroom. **Root Cause:** Student discipline is frequent and repetitive taking the teachers focus from the instruction or the student being removed from the classroom.

Student Learning

Student Learning Summary

Student Learning- Student Performance

What progress has been made by students?

Reading

Grade	Meets/Tier 1	At-Risk- Tier 3
K	59% 63 Students	41% 43 Students
1	59% 122 Students	41% 84 Students
2	47% 98 Students	53.3% 112 Students
3	43% 99 Students	56% 127 Students
4	48% 110 Students	52% 118 Students
5	50% 109 Students	50% 109 Students

Math

Grade	Meets/Tier 1	Progressing/Tier 2	At-Risk- Tier 3
K	77% 82 Students	15% 16 Students	7.5% 8 Students
1	71% 150 Students	23% 49 Students	5% 11 Students
2	62% 131 Students	30% 64 Students	8% 18 Students
3	43.9% 101 Students	47.8% 110 Students	8% 19 Students
4	25% 57 Students	67.9% 55 Students	2% 5 Students
5	24.6% 53 Students	60.9% 131 Students	3.7% 8 Students

How do we perform compared to a similar campus?

Paloma Creek/District							Grade	DN
Reading								
Grade	**DNM**	**Approaches**	**Meets**	**Masters**	**Passed**		**Grade**	**DN**
3rd Grade	32%/23% (-10%)	27%/25% (+2%)	23%/20% (+3%)	18%/32% (-14%)	68%		3rd Grade	34%/23%
4th Grade	34%/23% (-11%)	27%/23% (+4%)	21%/25% (-4%)	19%/29% (-10%)	66%		4th Grade	32%/23%
5th Grade	24%/19% (-5%)	31%/22% (+9%)	19%/22% (-3%)	25%/36% (-11%)	76%		5th Grade	28%/19%
Math								
Grade	**DNM**	**Approaches**	**Meets**	**Masters**			**Grade**	**DN**
3rd Grade	55.%/34% (-21%)	30%/29% (+1%)	9%/20% (-11%)	6%/17% (-11%)	45%		3rd Grade	48%/34%
4th Grade	54%/35% (-19%)	23%/28% (-5%)	17%/18% (-1%)	6%/19% (-13%)	46%		4th Grade	52%/35%

| 5th Grade | 50%/27% (-23%) | 34%/33% (+1%) | 12%/21% (-9%) | 4%/20% (-16%) | | 50% | | 5th Grade | | 44%/27% |

	Science									
Grade	DNM	Approaches	Meets	Masters				Grade		DI
5th Grade	48%/36% (-12%)	31%/29% (+2%)	13%/19% (-6%)	8%/16% (-8%)		52%		5th Grade		50%/36%

	#students	econ dis	EL	mobility rate	spec. ed
PALOMA CREEK	647	53.9	8.5	11.9	14.4
BELL	653	50.1	7.4	12.2	9.6

Student Learning Strengths

Math:

Kindergarten and first grades utilized the Building Fact Fluency kits and achieved growth in math concepts from 2021 to 2022.

Second grade utilized Building Fact Fluency kits and Primary Numeracy Assessment data to plan tier 2 interventions and achieved growth in math concepts from 2021 to 2022.

The total number of at-risk students, who were returning students, decreased.

Reading:

Kindergarten and first grades demonstrated the most growth in reading as teachers implemented the Units of Study Phonics and phonological awareness interventions they learned in the Braswell zone literacy cadre.

3rd-5th grade students increased performance on STAAR from 2021-22 in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Common Formative Assessment development training is needed to develop routine assessments to match the rigor of the TEKS. **Root Cause:** Professional development opportunities needed to support campus growth

Problem Statement 2: Second and Third grade teachers need support in identifying and developing best practice teaching and intervention for at-risk readers. **Root Cause:** Phonics and phonological awareness skills for at-risk readers were not the focus prior to the Science of Teaching Reading

School Processes & Programs

School Processes & Programs Summary

How is student behavior impacting classroom instruction?

- Classroom instruction decreases when students are unable to honor authority.

- Frustrations occur for both students and teachers when student behaviors are off task.

- Relationships between teachers and students have been hindered by misbehavior.

School Processes & Programs Strengths

The Community and Family Engagement coach provided training for best practices in self-regulation behaviors to all staff members resulting in a decrease of student conflicts from January to May.

The Orange Dot referral process was created in alignment with the Denton ISD MTSS Behavior committee. Our data provided an opportunity to determine places, times of day, and grade level supports needed to improve the safety of our school as it is compared to student ability to resolve conflicts appropriately.

Pre-K- 3rd grades implemented new self-regulation strategies with fidelity and consistency resulting in a significant decrease of inappropriate unregulated student behaviors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The fidelity in all classrooms, PK-5, of following CHAMPs principles and self-regulation strategies. **Root Cause:** All staff members need access to training and coaching in implementation of CHAMPS and self-regulation strategies.

Problem Statement 2: The master schedule needs to include an appropriate amount of time for morning meetings to occur consistently. **Root Cause:** Special areas begins at 7:50 and too many students are arriving to school after 7:40.

Problem Statement 3: The counseling curriculum needs to align with the self-regulation strategies and core values of the campus. **Root Cause:** The Positive Behavior and Character Traits TEKS released in July of 2021 provided an opportunity to determine alignment needs across departments and the campus.

Perceptions

Perceptions Summary

One of our core beliefs at Paloma Creek is that students learn best in a safe environment where they can engage in taking risks, learning from their mistakes, and demonstrating a sense of advocacy for one another. We are FALCONS soaring to new heights with 'Hustle and Heart.' With the rapid growth of the Braswell zone, we are establishing common communication of how we are #BuiltDifferent. We work alongside incredible principals and assistant principals across the Braswell zone. Our collective goal is to grow inspired passionate learners through increasing their capacity to be responsible and resilient.

<div align="center">

re·sil·ient

Adjective

'a person able to withstand or recover quickly from difficult conditions.'

</div>

 All of our Braswell zone teachers establish a positive and collaborative culture in their classrooms where students know the expectations, get the opportunity to practice while receiving feedback as they grow on this journey. Our Area Superintendent, Dr. Jeff Russell, launched our year by sharing these thoughts by, Mr. Fred Rogers, featured in the documentary, *Won't You be My Neighbor?:*

"One of the things that you may not know about Mr. Rogers is that each day he would swim, he would weigh himself, and for many years he weighed 143 pounds. He viewed this as a sign of God winking at him and telling him that was loved.

We are built different because as a system we build in strong, positive and meaningful relationships. I witness this each day that I am in our zone."- Dr. Jeff Russell

With our district's rapid growth, we are finding ourselves relating to all our new Braswell zone students and families. We make at least one mistake everyday as we're incorporating new district systems, but we are honored to serve the fastest and largest zone in Denton ISD! Isn't it funny how we as adult learners are much like our kid learners? There's a fine line between extending grace and holding the boundary. We are leading in this effort with grace and courage.

We appreciate all you're doing to grow in your level of resiliency while also supporting our Braswell zone learners to do the same! Learning new systems, procedures, and policies is hard! We will continue to strive and thrive as we work together to support everyone towards mastery of the goal. We invite you *'to be our neighbor'* as we support all of Braswell zone community. #builtdifferent #143on380

Paloma Creek works to close the performance gaps of all students while also promoting the social emotional well-being of students and staff. Our master schedule is comprised of a [morning meeting](#) time for all Falcons to connect with their peers and teachers. Based on student behavior support data, a focused year two plan was developed for the 2022-23 school year to specifically target the needs of 3rd-5th grade students. We are also offering multiple extracurricular activities for students to engage in meaningful connections as we are preparing them to become future Braswell Bengals.

Additionally, students receive support through individualized positive behavior support plans to increase their capacity to employ self-regulating techniques. This also leads to more productive time to participate in learning in order to progress towards mastery of grade level content. Our Community and Family Engagement coaches will focus on supporting teachers with appropriate self-regulation strategies to build and repair relationships with students in need of social and emotional supports.

The Braswell zone elementary principals are developing a tier 2 intervention in partnership with the Denton ISD Counseling and Social Work Department to create a safe place students to learn how to employ the TEKS for Positive Character Traits and Personal Skill. This tier 2 intervention is **Ubuntu,** *humanity*... ***"I am because we are."*** Using the idea behind humanity, the program will look at the skills students are lacking as a need for connection and community to bring community and collaborative support for students.

Increasing parent involvement through providing more opportunities in giving parents a voice in decisions being made for our school is a focus point for the 2022-23 school year. We began developing a 'New Falcon Parent' learning track in partnership with our PTA board. We are inviting parents and our Paloma Creek HOA and Union Park HOA to help make decisions regarding family and community engagement events. Additionally, the 'New Falcon Parent Mentoring/Mentee' program is also targeting connection with families in an effort to reduce our mobility rate.

Perceptions Strengths

 The Braswell zone is supporting each school community as it grows and evolves as we are aligning our practices in growing future Braswell Bengals.

Our community partnerships are increasing with all stakeholders including the Home Owners Associations, businesses, and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement in the PTA is low while membership in PTA increases **Root Cause:** PTA meetings are held outside of other community engagement events.

Priority Problem Statements

Problem Statement 2: Students struggled with conflict resolution skills and demonstrated the need to build capacity for demonstrating respect to peers and adults.

Root Cause 2: Students are lacking the skills necessary to collaborate and share learning experiences with peers and adults. This is attributed to the lack of interaction during the pandemic.

Problem Statement 2 Areas: Demographics

Problem Statement 1: The fidelity in all classrooms, PK-5, of following CHAMPs principles and self-regulation strategies.

Root Cause 1: All staff members need access to training and coaching in implementation of CHAMPS and self-regulation strategies.

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR released test questions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Guiding Outcomes

Guiding Outcome 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: Paloma Creek Elementary students will be able to communicate their mathematical thinking in problem solving at mastery level, measured by the use of a Mathematical Communication rubric, aligned K-5th grade.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: common formative assessments and end of unit tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of building fact fluency routines for daily number sense activities in 1st, 2nd, 4th and 5th grades. 3rd will utilize Stemscopes daily numeracy routines.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will receive instruction matching the rigor of the TEKS, participate in Tier 2 interventions to close achievement gaps, or participate in extension opportunities to ensure one year's growth. **Staff Responsible for Monitoring:** Administration team, teachers, specialists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **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			

Strategy 2 Details	Formative Reviews		
Strategy 2: Curriculum department will provide unit previews throughout the year to prepare teachers for upcoming units.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive appropriate support to prepare engaging learning opportunities for students to engage at high levels of learning. **Staff Responsible for Monitoring:** Grade level PLC teams, administrators, support staff **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- 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	**Dec**	**Mar**	**May**

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

Guiding Outcome 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: Paloma Creek Elementary students will achieve a minimum of one year's growth in reading as measured through beginning, middle, and end of the year district assessments ; common formative assessments, and guided reading text levels. The percent of 3rd grade students' levels of mastery will increase as follows: Approaches 65%-75% or higher, Meets 51% or higher, Read on grade level 76% or higher and I-Station/reading comprehension will be at 78% or higher.

High Priority

Evaluation Data Sources: District assessments, common formative assessments, and guided reading text levels.

Strategy 1 Details	Formative Reviews		
Strategy 1: District half day PLC's will be implemented every month to focus on identifying essential learning targets, develop engaging lessons, monitor student progress and create common assessments.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Vertical alignment and growth in student performance **Staff Responsible for Monitoring:** PLCs, administration team, interventionists, DMTSS committee **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: The Braswell Zone Literacy Cadre will support Second and Third grade teachers in providing best practice literacy and phonics tier 1 instruction. Strategy's Expected Result/Impact: Units of Study Reading and Phonics will be implemented with fidelity through supporting teachers and providing opportunities for professional growth. Students will achieve a minimum of one year's growth in reading.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of students will achieve a minimum of one year's growth **Staff Responsible for Monitoring:** PLC team, interventionists, administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Substitute Teachers - Title I, Part A - $1,120			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: 100% of HB4545 students will be served by May of 2023.	**Formative**		
Strategy's Expected Result/Impact: Students will demonstrate mastery of grade level content.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: PLC teams, MTSS Committee, interventionists, administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Full Time Reading Interventionist - Title I, Part A - $35,000			

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

Guiding Outcome 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 3: Paloma Creek Elementary students will achieve a minimum of one year's growth in science as measured through beginning, middle, and end of the year assessments.

5th Grade Science Approaches will increase from 52%-62% and Meets grade level or above on STAAR will be at 41% or higher.

High Priority

Evaluation Data Sources: common formative assessments, STEMscopes data, Tier 2 data, STAAR Science

Strategy 1 Details	Formative Reviews		
Strategy 1: District elementary science coordinator will collaborate with science teachers to implement the STEM lab and STEMscopes curriculum with fidelity through monthly professional development sessions.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Providing teachers with support in planning highly engaging science learning opportunities will increase student mastery. **Staff Responsible for Monitoring:** Administration team, teachers **Title I:** 2.4, 2.5, 2.6 **- 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			
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

Guiding Outcome 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: All staff and students will demonstrate evidence of knowing what is expected of our Paloma Creek Falcon community to engage at high levels as measured by attendance rates, participation in community events, and, participation in extra-curricular activities.

> **High Priority**
>
> **Evaluation Data Sources:** Demographics of students in need of Tier 3 behavior interventions will be equitable to those of the campus
> Attendance
> Parent survey beginning, middle, and end of year
> Orange Dot data
> PTA Membership data
> Parent Involvement data
> Participation in Extracurricular data

Strategy 1 Details	Formative Reviews		
Strategy 1: PK-5th grade classes will engage in morning meetings from 7:40-8:00 a.m. daily. All morning meetings align with our core values, the Essential 8, and the Positive Character Traits and Personal Skills TEKS.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students and staff will build their capacity to connect with others while employing self-regulation strategies and remain engaged in the learning environment. **Staff Responsible for Monitoring:** Administration team, counselor, CIS, Community and Family Engagement Coaches, Behavior MTSS Committee, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: PK-5th Grade Classes will engage in following our CHAMPs expectations outlined in our Paloma Creek Playbook.	**Formative**		
Strategy's Expected Result/Impact: Safe and civil school in which all staff and students are respected, included, and secure.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Grade level teams, counselors, support staff, and administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: The Counseling & Social Work Department site team and the Community and Family Engagement personnel will be cooperating towards full implementation of Essential 8 principles (from https://www.dentonisd.org/counseling) in classroom guidance lessons, morning meetings, and other student interventions.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: provide capacity for students to self-regulate behaviors while also closing achievement gaps specifically in math			
Staff Responsible for Monitoring: administrators, teachers, CIS staff member **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Community and Family Engagement Coach - Title I, Part A - $35,000, Communities in Schools - Title I, Part A - $12,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Communities in Schools (CIS) will to conduct more small group interventions, in both grades Kinder-2nd and grades 3rd-5th, encouraging positive leadership during the 2022-2023 school year.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Growth in student leadership			
Staff Responsible for Monitoring: CIS, Behavior MTSS Committee **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
Strategy 5: In collaboration with the Denton ISD Counseling and Social Work Department, elementary campuses within the Braswell zone will create the Ubuntu program as a means of teaching expected behaviors as well as effective communication skills leading to an increase of desired student behaviors, while decreasing student suspensions to a minimum of 20%.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: A minimum of 20% decrease in student suspensions to include ISS, OSS, and DAEP Increase of a minimum of 20% of student to remain in the classroom for instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Community and Family Engagement Coach **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Paraprofessional - Title I, Part A - $5,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Students will participate in extracurricular activities to increase student engagement and motivation to perform well socially, emotionally, and academically.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase student engagement and motivation **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide support for new parents joining Paloma Creek through establishing a 'Falcon Parent Mentoring' club.	Formative		
Strategy's Expected Result/Impact: Increase a sense of belonging for all new Falcon Families	Dec	Mar	May
Staff Responsible for Monitoring: Counselor, CIS, SEL Coach, Administration **Title I:** 4.1, 4.2			

Strategy 8 Details	Formative Reviews		

Strategy 8: Community stakeholders will partner with the school in honoring our staff through community brags, special staff treat days, and through providing a quiet place for reflection and self-care during the school day.
 	
    Strategy's Expected Result/Impact: Staff members will know they are valued and appreciated.
    Staff Responsible for Monitoring: Sunshine committee, team leads, office staff, community CLT members
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
	Formative		

	Dec	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Paloma Creek Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Paloma Creek Elementary

Name	Position	FTE
Cassandra Thomas	Math Interventionist	0.5
Genelle Anderson	Reading Interventionist	0.5

Title I Personnel

Name	Position	Program	FTE
Cassandra Thomas	Math Interventionist	2nd-5th Grade Math Intervention	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5
Valeria Corrales	Community in Schools	CIS	.25

Campus Leadership Team

Committee Role	Name	Position
Administrator	Natalie Mead	Principal/ 2nd Grade Instructional Math Support
Administrator	Lori Robertson	Assistant Principal/ 3rd-5th Instructional Math Support
Classroom Teacher	Kristal Basham	PK Teacher
Classroom Teacher	Courtney Wilson	Kindergarten Teacher
Classroom Teacher	Amanda Shivers	First Grade Teacher/Instructional Math Support
Non-classroom Professional	Zan Abbott	Reading Recovery Teacher/Kindergarten Instructional Support
Non-classroom Professional	Charlene Stone	ESL Specialist/ Kindergarten Math Instructional Support
Non-classroom Professional	Abriana Taylor	Cafe and Community Engagement Coach/ 4th Grade Literacy Instructional Support
Non-classroom Professional	Sheena Andrews	Reading and Math Instructional Coach
Classroom Teacher	Alejandro Cervantes	Music Teacher
Classroom Teacher	Ashley Clay	Special Programs Teacher
Paraprofessional	Alison Gravley-Strickland	Paraprofessional
Parent	Tenesha Yates	PTA President
Parent	Cherly Furdge	Parent Involvement
District-level Professional	Tosha Hoefert	Elementary Curriculum Coordinator
Classroom Teacher	Sanlyn Ferguson	Special Education Classroom Teacher
Non-classroom Professional	Marshall Grant	Counselor
Non-classroom Professional	Valeria Corrales	Community In Schools
Non-classroom Professional	Genelle Anderson	Reading Interventionist/ 3rd Grade Literacy Instructional Support
Non-classroom Professional	Heather Hauck	Dyslexia Specialist/2nd Grade Literacy Instructional Support
Parent	Tenesha Yates	PTA Membership
Business Representative	Nicki Rodgers	Community Business Representative/ Teacher and Community Engagement
Parent	Amanda Mayo	Union Park Parent and Community Engagement

Campus Funding Summary

			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Substitute Teachers		$1,120.00
1	2	3	Full Time Reading Interventionist		$35,000.00
2	1	3	Community and Family Engagement Coach		$35,000.00
2	1	3	Communities in Schools		$12,000.00
2	1	5	Paraprofessional		$5,000.00
				Sub-Total	$88,120.00

Denton Independent School District

Providence Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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

School Mission: Providence Elementary will develop and cultivate a community of Learners with Pride, Perseverance and Purpose.

Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused, engaged learning environment while educating students to their highest potential.

Value Statement

The core values of Providence Elementary are:

- Respect
- Responsibility
- Perseverance
- Empathy

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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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- BOY, MOY, EOY Student Inventory assessments
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices

Demographics

Demographics Summary

The Providence Campus Leadership Team reviewed data to complete a Comprehensive Campus Needs Assessment. Current Demographic Data for Providence Elementary is as follows:

Student Demographics

Group	Count	Percent
All	648	100%
Pre-Kindergarten	65	10.03%
Kindergarten	88	13.58%
1st Grade	111	17.13%
2nd Grade	105	16.20%
3rd Grade	98	15.12%
4th Grade	93	14.35%
5th Grade	88	13.58%
African American	254	39.20%
Hispanic	139	21.50%
White	184	28.40%
Other (Asian, American Indian, 2+ Races)	31	4.80%
504	39	6.02%
Special Education	85	13.11%
ESL	53	8.17%
Gifted & Talented	15	2.31%
Economically Disadvantaged	342	52.77%

Staff Demographics

Group	Count	Percent
African American	17	24.3%
Hispanic	7	10%
White	48	68.6%
Other (Asian, American Indian, 2+ Races)	8	11.4%

Demographics Strengths

- Enrollment increase of more than 100 students from last school year to current school year
- Braswell attendance zone and school numbers demonstrate rapid student growth
- Economically disadvantaged numbers have grown resulting in the increase of Title I funds
- Campus diversity of the student body and staff has steadily grown over the last 3-4 years
- Geographical zone has expanded to included new neighborhoods and apartment complexes
- Many new housing subdivisions are currently under construction which will result in continued increases in student enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1: While student enrollment is quickly increasing, student mobility rates have also increased.

Student Learning

Student Learning Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring new knowledge and skills expected for each grade level and course of study.

Data points included the following:

- TELPAS
- STAAR Data 2020-2021, 2021-2022
- Common Assessments
- Primary Numeracy Data 2021-2022
- TPRI Data 2021-2022

STAAR Data 2021-2022

Texas Education Agency
2022 STAAR Performance
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	62%	46%	62%	77%	55%	100%	-	-	56%	74%	74%	47%	65%	64%	61%
At Meets GL Standard or Above	37%	25%	34%	49%	27%	60%	-	-	32%	45%	45%	33%	39%	37%	36%
At Masters GL Standard	16%	9%	16%	25%	0%	10%	-	-	12%	24%	24%	11%	26%	17%	15%
Number of Tests															
At Approaches GL Standard or Above	403	113	80	194	6	10	-	-	200	28	28	44	15	202	201
At Meets GL Standard or Above	237	62	44	122	3	6	-	-	115	17	17	31	9	118	119
At Masters GL Standard	104	21	20	62	0	1	-	-	42	9	9	10	6	53	51
Total Tests	647	246	129	251	11	10	-	-	360	38	38	94	23	315	332
Participation															
% participation 2020-21	98%	96%	100%	98%	*	100%	-	100%	98%	100%	100%	100%	100%	97%	99%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	60%	75%	82%	*	100%	-	-	68%	82%	82%	58%	67%	73%	72%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	50%	40%	45%	60%	*	80%	-	-	45%	53%	53%	40%	22%	50%	50%
At Masters GL Standard	24%	17%	22%	34%	*	20%	-	-	19%	24%	24%	15%	11%	23%	25%
Number of Tests															
At Approaches GL Standard or Above	197	61	41	87	*	**	-	-	101	14	14	23	6	95	102
At Meets GL Standard or Above	136	41	25	64	*	**	-	-	67	9	9	16	2	65	71
At Masters GL Standard	66	17	12	36	*	**	-	-	29	4	4	6	1	30	36
Total Tests	272	102	55	106	*	**	-	-	149	17	17	40	9	130	142
Participation															
% participation 2020-21	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	100%	97%	99%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	57%	39%	53%	74%	*	100%	-	-	49%	65%	65%	45%	67%	61%	53%
At Meets GL Standard or Above	29%	18%	29%	42%	*	40%	-	-	26%	41%	41%	33%	44%	33%	26%
At Masters GL Standard	11%	4%	13%	18%	*	0%	-	-	7%	24%	24%	10%	33%	14%	8%
Number of Tests															
At Approaches GL Standard or Above	154	40	29	78	*	**	-	-	73	11	11	18	6	79	75
At Meets GL Standard or Above	80	18	16	44	*	**	-	-	39	7	7	13	4	43	37
At Masters GL Standard	30	4	7	19	*	**	-	-	11	4	4	4	3	18	12

Texas Education Agency
2022 STAAR Performance
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	272	102	55	106	*	**	-	-	149	17	17	40	9	130	142
Participation															
% participation 2020-21	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	100%	97%	99%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	50%	29%	53%	74%	*	-	-	-	42%	*	*	21%	60%	51%	50%
At Meets GL Standard or Above	20%	7%	16%	36%	*	-	-	-	15%	*	*	14%	60%	18%	23%
At Masters GL Standard	8%	0%	5%	18%	*	-	-	-	3%	*	*	0%	40%	9%	6%
Number of Tests															
At Approaches GL Standard or Above	52	12	**	29	*	-	-	-	26	*	*	3	3	28	24
At Meets GL Standard or Above	21	3	**	14	*	-	-	-	9	*	*	2	3	10	11
At Masters GL Standard	8	0	**	7	*	-	-	-	2	*	*	0	2	5	3
Total Tests	103	42	**	39	*	-	-	-	62	*	*	14	5	55	48
Participation															
% participation 2020-21	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%

2022 Academic Growth

PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Academic Growth Score

.		0 Point		1/2 Point		1 Point		Calculations		
		Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects		54	0.0	15	7.5	261	261.0	268.5	330	81
Reading / ELA		14	0.0	5	2.5	146	146.0	148.5	165	90
Mathematics		40	0.0	10	5.0	115	115.0	120.0	165	73

Number of Assessments

			2021-22				
	2020-21		Did Not Meet	Approaches	Meets	Masters	Count
		Both Subjects					330
		Did Not Meet	31	74	0	46	16	4	171
Both Subjects	**Approaches**	10	0	7	21	30	19	87
	Meets	0		6		8	10	22	46
	Masters	0		3		4	19	26
		Reading / ELA					165
	Did Not Meet	10	33	0	23	10	4	80
Reading / ELA	**Approaches**	0	0	2	10	21	15	48
	Meets	0		1		3	1	16	21
	Masters	0		0		3	13	16
		Mathematics					165
	Did Not Meet	21	41	0	23	6	0	91
Mathematics	**Approaches**	10	0	5	11	9	4	39
	Meets	0		5		5	9	6	25
	Masters	0		3		1	6	10

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	9	16	56%	30%	16.8
Growth Status	12	14	86%	50%	43.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	2	9	22%	10%	2.2
Closing the Gaps Score					72

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes					Yes		Yes		Yes	Yes		
% at Meets GL Standard or Above	50%	40%	45%	60%	*	80%	-	-	45%	53%	40%	22%	50%	50%		
# at Meets GL Standard or Above	136	41	25	64	*	**	-	-	67	9	16	2	65	71		
Total Tests (Adjusted)	272	102	55	106	*	**	-	-	149	17	40	9	130	142		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No		Yes		No	No		
% at Meets GL Standard or Above	29%	18%	29%	42%	*	40%	-	-	26%	41%	33%	44%	33%	26%		
# at Meets GL Standard or Above	80	18	16	44	*	**	-	-	39	7	13	4	43	37		
Total Tests (Adjusted)	272	102	55	106	*	**	-	-	149	17	40	9	130	142		
Total Indicators															9	16

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes					Yes				Yes	Yes		
Academic Growth Score	90%	90%	88%	91%	*	*	-	-	91%	91%	82%	100%	88%	92%		
Growth Points	148.5	56.5	26.5	62.0	*	*	-	-	83.5	10.0	18.0	7.0	72.5	76.0		
Total Tests	165	63	30	68	*	*	-	-	92	11	22	7	82	83		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes	Yes	Yes	No					Yes				Yes	No		
Academic Growth Score	73%	72%	80%	73%	*	*	-	-	73%	82%	75%	86%	79%	66%		
Growth Points	120.0	45.5	24.0	49.5	*	*	-	-	67.5	9.0	16.5	6.0	65.0	55.0		
Total Tests	165	63	30	68	*	*	-	-	92	11	22	7	82	83		
Total Indicators															12	14
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										70%						

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
TELPAS Progress										19						
TELPAS Total										27						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No					No	Yes	Yes		No	No		
STAAR Component Score	38	27	37	50	27	57	-	-	33	48	30	43	39	37		
% at Approaches GL Standard or Above	62%	46%	62%	77%	55%	100%	-	-	56%	74%	47%	65%	64%	61%		
% at Meets GL Standard or Above	37%	25%	34%	49%	27%	60%	-	-	32%	45%	33%	39%	37%	36%		
% at Masters GL Standard	16%	9%	16%	25%	0%	10%	-	-	12%	24%	11%	26%	17%	15%		
Total Tests	647	246	129	251	11	10	-	-	360	38	94	23	315	332		
Total Indicators															2	9
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	97%	99%		
# Participants	262	78	62	108	*	*	-	10	127	17	41	5	139	123		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Tests Mathematics	267	81	62	110	*	*	-	10	130	17	41	5	143	124		
% Participation	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	97%	99%		
# Participants	262	78	62	108	*	*	-	10	127	17	41	5	139	123		
Total Tests Participation 2021-22	267	81	62	110	*	*	-	10	130	17	41	5	143	124		
Target ELA/Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
% Participation	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	331	142	59	118	5	7	-	-	189	19	52	11	137	194		
Total Tests Mathematics	331	142	59	118	5	7	-	-	189	19	52	11	137	194		
% Participation	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	331	142	59	118	5	7	-	-	189	19	52	11	137	194		
Total Tests	331	142	59	118	5	7	-	-	189	19	52	11	137	194		

STAAR Data 2020-2021

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	49%	30%	39%	66%	100%	60%	-	38%	36%	34%	34%	28%	60%	54%	42%
At Meets GL Standard or Above	24%	12%	18%	34%	75%	20%	-	15%	15%	11%	11%	21%	27%	28%	18%
At Masters GL Standard	10%	3%	9%	16%	25%	0%	-	4%	6%	5%	5%	7%	0%	13%	6%
Number of Tests															
At Approaches GL Standard or Above	318	56	62	183	4	3	-	10	112	13	13	30	9	190	128
At Meets GL Standard or Above	154	22	29	95	3	1	-	4	48	4	4	22	4	98	56
At Masters GL Standard	66	5	14	45	1	0	-	1	18	2	2	7	0	47	19
Total Tests	654	186	157	276	4	5	-	26	314	38	38	106	15	350	304
Participation															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	98%	96%	100%	98%	100%	100%	-	100%	98%	100%	100%	100%	100%	97%	99%
ELA/Reading															
Percent of Tests															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	55%	41%	44%	71%	100%	50%	-	44%	46%	29%	29%	26%	60%	58%	52%
At Meets GL Standard or Above	30%	14%	28%	40%	100%	0%	-	22%	19%	14%	14%	23%	20%	34%	25%
At Masters GL Standard	16%	4%	14%	24%	50%	0%	-	11%	8%	14%	14%	8%	0%	18%	12%
Number of Tests															
At Approaches GL Standard or Above	135	29	25	74	2	1	-	4	54	4	4	10	3	76	59
At Meets GL Standard or Above	72	10	16	42	2	0	-	2	22	2	2	9	1	44	28
At Masters GL Standard	38	3	8	25	1	0	-	1	10	2	2	3	0	24	14
Total Tests	244	70	57	104	2	2	-	9	118	14	14	39	5	130	114
Participation															
% participation 2018-19	100%	98%	100%	100%	100%	100%	100%	100%	99%	100%	100%	98%	100%	99%	100%
% participation 2020-21	98%	96%	100%	98%	100%	100%	-	100%	98%	100%	100%	100%	100%	97%	99%

Mathematics

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
At Approaches GL Standard or Above	45%	23%	32%	64%	100%	100%	-	44%	27%	50%	50%	31%	60%	52%	37%
At Meets GL Standard or Above	20%	10%	14%	31%	50%	50%	-	11%	13%	14%	14%	21%	20%	23%	18%
At Masters GL Standard	8%	1%	7%	13%	0%	0%	-	0%	4%	0%	0%	5%	0%	12%	4%
Number of Tests															
At Approaches GL Standard or Above	109	16	18	67	2	2	-	4	32	7	7	12	3	67	42
At Meets GL Standard or Above	50	7	8	32	1	1	-	1	15	2	2	8	1	30	20

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	19	1	4	14	0	0	-	0	5	0	0	2	0	15	4
Total Tests	244	70	57	104	2	2	-	9	118	14	14	39	5	130	114
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	96%	100%	98%	100%	100%	-	100%	98%	100%	100%	100%	100%	97%	99%

Writing

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
At Approaches GL Standard or Above	38%	19%	37%	55%	-	-	-	17%	30%	0%	0%	24%	75%	41%	35%
At Meets GL Standard or Above	11%	8%	0%	21%	-	-	-	0%	11%	0%	0%	12%	50%	18%	3%
At Masters GL Standard	1%	0%	0%	3%	-	-	-	0%	0%	0%	0%	6%	0%	2%	0%
Number of Tests															
At Approaches GL Standard or Above	34	5	7	21	-	-	-	1	13	0	0	4	3	20	14
At Meets GL Standard or Above	10	2	0	8	-	-	-	0	5	0	0	2	2	9	1
At Masters GL Standard	1	0	0	1	-	-	-	0	0	0	0	1	0	1	0
Total Tests	89	26	19	38	-	-	-	6	44	3	3	17	4	49	40
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	97%	93%	100%	98%	-	-	-	100%	96%	100%	100%	100%	100%	96%	98%

Science

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
At Approaches GL Standard or Above	52%	30%	50%	70%	-	0%	-	50%	38%	29%	29%	36%	0%	66%	36%
At Meets GL Standard or Above	29%	15%	21%	43%	-	0%	-	50%	18%	0%	0%	27%	0%	37%	19%
At Masters GL Standard	10%	5%	8%	17%	-	0%	-	0%	9%	0%	0%	9%	0%	17%	3%
Number of Tests															

At Approaches GL Standard or Above	40	6	12	21	-	0	-	1	13	2	2	4	0	27	13
At Meets GL Standard or Above	22	3	5	13	-	0	-	1	6	0	0	3	0	15	7
At Masters GL Standard	8	1	2	5	-	0	-	0	3	0	0	1	0	7	1
Total Tests	77	20	24	30	-	1	-	2	34	7	7	11	1	41	36
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	244	244	89	77		654	
Approaches GL or Above	135	109	34	40		318	49%
Meets GL or Above	72	50	10	22		154	24%
Masters GL	38	19	1	8		66	10%
Total Percentage Points							83%
Component Score							28

Students scored lower in math and science academic areas as compared to previous years. Based on the findings above, we want to be intentional with our PLC work during the school year to ensure our Tier 1 instruction as well as our Tier 2 and Tier 3 supports are effective. Our campus will focus on how to work together as teams to incorporate strong interventions for students to close gaps. Teachers will benefit from meeting with other teachers to discuss ideas, data, and behavior techniques.

Student Learning Strengths

- Students routinely receive Common Formative Assessments
- Multiple students progressed in TELPAS domains

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student assessment data yielded a decline in many assessment areas. **Root Cause:** Loss of instructional time as a result of COVID-19 cases/quarantines led to decreases in student achievement.

School Processes & Programs

School Processes & Programs Summary

<u>Curriculum, Instruction, and Assessment</u> - 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.

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

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

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

- Campus information is shared using: The Patriot Press Newsletters, DentonISD website, Providence Elementary website, Providence Patriot Parent Toolkit, Providence Facebook page, and Seesaw

For the 2022-2023 school year, Providence will begin with 20 new-to-the-campus teachers (to include 6 first-year teachers) and 5 new paraprofessionals. Deliberate and intentional training and supports will be planned, considered, and implemented to onboard and support new staff members. A comprehensive Mentor Program will be developed and rolled out to support new teachers.

School Processes & Programs Strengths

<u>Curriculum, Instruction, and Assessment</u>

- Creation of a Master Schedule that allows all grade level teachers to collaborate and have PLCs during the school day
- Creation of a Master Scheuled that allows for targeted intervention and accelerated learning time
- Common assessment data is analyzed during PLCs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Increased use of technology in all classrooms
- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)
- All staff trained in the SeeSaw Learning Management system
- Willingness of staff to improve technology skills and integrate technology in the classroom

Technology

- All staff completed multiple professional development hours for SeeSaw learning management system
- Rollout of 1:1 Chromebook devices began
- Teacher use of Promethean Smart Board panels increased
- Student use of Promethean Smart Board panels increased
- Effective use of technology within the classrooms

School Context and Organization

- Providence has a Leadership Team with staff representation from all grade levels, special education, special areas, and support programs
- Staff utilize SeeSaw and email to communicate with parents
- Organized duty schedule
- Master schedule allows for implementation of WIN Time (What I Need Time) to allow for intervention, acceleration, and remediation as needed
- Safety protocols are followed
- Teachers routinely input student progress monitoring data into electronic campus progress monitoring document
- Follow through of safety protocols

Staff Quality, Recruitment, and Retention

- Professional development hours
- Student teacher program
- Staff recruitment
- Staff reported appreciation for receiving more planning time during scheduled PD days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 2021-2022 school year, Providence will begin with 15 new-to-the-campus teachers (to include 4 first-year teachers) and 4 new paraprofessionals.
Root Cause: Navigating COVID-19 parameters and protocols provided difficult. Staff members who left the district or profession cited high classroom ratios/enrollment, difficulty of simultaneously providing face-to-face and virtual instruction, and uncertainty related to COVID-19 as reasons for leaving.

Perceptions

Perceptions Summary

<u>Family and Community Involvement</u> - 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.

<u>School Culture and Climate</u> - School culture refers to the organization's vlaues, beliefs, transitions, 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.

Staff at Providence Elementary completed an anonymous survey to share input and feelings related to the organization, discipline, processes, and systems. Survey results indicated the following:

Student behavior was a concern and significant challenge for the campus. With safety protocols and practices related to mitigating the spread of COVID-19 and the non-traditional start of the 2020-2021 school year may have had an impact on student behavior. A school wide behavior program could benefit students and teachers next school year such as CHAMPS or something similar. Professional development time throughout the school year is necessary to discuss, plan, and implement ways to encourage positive behavior. The use of CHAMPS or similar programs programs focused on unifying behavioral expecations must be implemented with fidelity by all staff members.

School Culture and Climate Perceptions from shared survey:

Staff to Student

-61.5% agree/strongly agree that all students are treated fairly at our school.

Two comments: why do we feel that not all students are treated fairly by staff? A conversation is necessary.

One comment: We could use extra support for Non-SpEd behavioral issues.

Safety

Physical Environment

-66.9% feel our school is well maintained.

One comment: Custodial staff had a lot of extra demands made on them b/c of COVID & did not have extra resources available.

Student to Student

-35.9% agree/greatly agree students treat each other with respect.

-41% disagree that students show behavior that allows teachers to teach and students to learn.

Seven comments: This is an area of particular need-student behavior is a problem. (recommendation-team-building activities by grade level); A schoolwide conversation and plan of action is needed to address this area.

Parent Involvement

-30.8% agree/greatly agree that parents attend PTA and conferences. 59% neutral. Only 7.7% disagree.

Perceptions Strengths

School Culture and Climate Perceptions from shared survey:

Staff to Staff

- 94.9% agree/strongly agree of staff feels supported and gets along with others
- 71.8% agree/strongly agree of staff feels like they are an important part of our school
- 84.6% agree/strongly agree of staff enjoys working in teams
- 87.2% agree/strongly agree of staff feels connected to the teachers

Four comments: Kudos to our admin team for turning the culture/climate around. Most feel supported & enjoy working with their team.

Staff to Student

- 76.9% agree/strongly agree and only 3 people disagree/strongly disagree that teachers recognize students for good behavior
- 82.1% agree/strongly agree that our school promotes academic success for all students.

One comment: Recognizing positive student behavior is a glow for our school.

Safety

- 82% of staff feel safe at school
- 5.1% have been concerned about their physical safety at our school.
- 71.8% agree/strongly agree that if they report unsafe/dangerous behavior it will be taken care of. 17% disagree.
- 97.9% feel safe entering and leaving the building.

One comment: This is an area of strength-we feel safe at Providence.

Physical Environment

- 69.2% agree that instructional materials are up to date
- 66.6% agree/greatly agree that teachers keep their classrooms clean and organized

Student to Student

- 61.5% agree/greatly agree that students will help another student being bullied
- 51.3% agree/greatly agree that students get along with each other
- 20.5% disagree that students get along with each other
- 33.3% disagree that students treat each other with respect
- 59% agree/greatly agree that students treat each other with respect regardless of race, ethnicity or culture
- 17.8% disagree that students treat each other with respect regardless of race, ethnicity or culture
- 61.5% agree/greatly agree that students show respect to other students regardless of their academic success
- 12.8% disagree that students show respect to other students regardless of their academic success
- 33.4% agree/greatly agree that students show behavior that allows teachers to teach and students to learn
- 20.5% disagree that students show respect to other students regardless of their academic success (25% neutral)

Parent Involvement

- 30.8% agree/greatly agree that parents attend PTA and conferences. 59% neutral. Only 7.7% disagree.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a common PBIS focus, social-emotional learning component, and a consistent campus-wide expectation/model for behavior. **Root Cause:** With an increase in student mobility as well as safety protocols, not all students (and/or staff) have become familiar with behavior expectations.

Priority Problem Statements

Problem Statement 1: Student assessment data yielded a decline in many assessment areas.

Root Cause 1: Loss of instructional time as a result of COVID-19 cases/quarantines led to decreases in student achievement.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Guiding Outcomes

Guiding Outcome 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: * Working as a Professional Learning Community (PLC), staff at Providence Elementary will design and implement a systemic intervention plan to include professional development on effective Tier I instruction and a Multi-Tiered System of Supports coupled with a defined intervention (What I Need or WIN time) Tier II block that will yield a minimum of a 15% increase in growth for students performing on grade level math expectations as evidenced by Primary Numeracy assessments, Imagine Math assessments, grade level common formative assessments, benchmark assessments and STAAR scores.

High Priority

Evaluation Data Sources: -Primary Numeracy Assessment Scores (BOY, MOY, EOY)
-Math Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)
-Monthly Imagine Math Assessments
-Student Data Binders
-Grade Level/Teacher Intervention and WIN Time Plans/Documentation
-STAAR Benchmarks
-STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Working in collaboration with District Elementary Math Coordinator and Campus Instructional Coach, professional development will be provided to all staff to support identifying Essential Math Standards, development of math common formative assessments, and providing targeted small group instruction during the Math Workshop Block.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students will demonstrate a minimum of 15% increase in students meeting mastery as evidenced by quarterly common formative assessments, Primary Numeracy assessments, Imagine Math assessments, and STAAR summative assessments. **Staff Responsible for Monitoring:** -Campus Instructional Coach -Math Interventionist -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify math Essential Learning Standards, create Learning Targets, plan for reading instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students identified as meeting math standards will in increase by a minimum of 15% as evidenced by Patriot Progress Monitoring digital tool, Common Formative Assessments, District Assessments, and STAAR. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Campus administrators will hold monthly focused Math Learning Walks in all math classrooms to ensure 100% of all classrooms are aligned in instructional expectations as it relates to Math Learning Targets, Math Workshop, Small Guided Math Groups, and Math Assessment for Learning Practices	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of classrooms will meet expectations demonstrating aligned instructional expectations for Learning Targets, Math Workshop, Small Guided Math Groups, and Math Assessment for Learning Practices. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Utilize campus K-2 Interventionist to provide Tier II differentiated instruction in both intervention block as well as push-in services within the general education classroom.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: All students will yield gains from BOY - MOY - EOY math assessments (Primary Numeracy, Imagine Math, Common Formative Assessments) **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 5 Details		**Formative Reviews**	
Strategy 5: Implement a campus-wide Tier II What I Need (WIN) time block to provide differentiated small group instruction and supports in math to include: Primary Numeracy targeted lessons, math fact fluency, and problem solving.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: All students will demonstrate growth from BOY - MOY - EOY inventory assessments, pre- and post- assessments, and common formative assessments.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Interventionists				
Classroom Teachers				
Title I:				
2.4, 2.5, 2.6				
- **TEA Priorities:**				
Build a foundation of reading and math				
- **ESF Levers:**				
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Funding Sources: Math Interventionist Teacher - State Compensatory Education (SCE) - 195 - $36,558.50, Math Interventionist Teacher - Title I, Part A - 211 - $36,558.50				

Strategy 6 Details		**Formative Reviews**	
Strategy 6: 100% of eligible HB4545 students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, Accelerated Learning Committees, and Progress Monitoring (as appropriate) by May 2023.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students identified as approaches and/or meets grade level standards on STAAR math assessments will increase by a minimum of 15%.				
Staff Responsible for Monitoring: -Principal				
-Assistant Principal				
-Interventionists				
Title I:				
2.4, 2.5, 2.6				
- **TEA Priorities:**				
Build a foundation of reading and math				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

Guiding Outcome 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: Working as a Professional Learning Community (PLC), staff at Providence Elementary will design and implement a systemic intervention plan to include a Multi-Tiered System of Supports coupled with a defined intervention (What I Need or WIN) block that will yield a minimum of 1.5 year's growth for students reading below grade level as evidenced by independent reading levels, iStation assessments, student reading inventory assessments, grade level common formative assessments, and STAAR scores.

> **Evaluation Data Sources:** -Monthly Reading Patriot Progress Monitoring Tool
> -Monthly iStation Assessments
> -Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)
> -STAAR Benchmarks
> -STAAR Scores
> -Student Data Binders
> -Grade Level/Teacher Intervention and WIN Time Plans/Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide targeted Professional Development for 2nd and 3rd grade teachers focused on differentiation strategies related to phonics, guided reading/writing, shared reading, and conferring with students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students identified as meeting reading expectations will increase by a minimum of 20% on Campus Progress Monitoring Tool, common formative assessments, district assessments, iStation monthly assessments, and STAAR. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Interventionists -Campus Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize campus interventionists to provide Tier II differentiated reading instruction in both the intervention block as well as push-in services within the general education classroom.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: For students not meeting reading standards on district Beginning of Year Assessments, students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY reading inventories, STAAR growth measure, and common formative assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists **Title I:** 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:** Reading Interventionist Teacher - Title I, Part A - 211 - $36,116, Reading Recovery Teacher - State Compensatory Education (SCE) - 195 - $70,000			

Strategy 3 Details	Formative Reviews

Strategy 3: Implement a campus-wide Tier II What I Need (WIN) time block to provide differentiated small group instruction and supports in reading to include: focus on phonics, reading comprehension, fluency building, writing comprehension, and vocabulary development.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: For students not meeting reading standards on district Beginning of Year Assessments, students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY reading inventories, STAAR growth measure, and common formative assessments. **Staff Responsible for Monitoring:** -Principal -Campus Instructional Coach -Interventionists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading Interventionist Teacher - State Compensatory Education (SCE) - 195 - $36,116			

Strategy 4 Details	Formative Reviews

Strategy 4: Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify Essential Learning Standards, create Learning Targets, plan for reading instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: -Student reading levels will increase monthly. -85% of students will meet or exceed standards on benchmarks and/or common formative assessments as evidenced by Campus Progress Monitoring Document. -iStation assessment scores will demonstrate student growth **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches/Interventionists **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: 100% of eligible HB4545 students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, Accelerated Learning Committees, and Progress Monitoring (as appropriate) by May 2023.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students identified as approaches and/or meets grade level standards on STAAR reading assessments will increase by a minimum of 15%. **Staff Responsible for Monitoring:** Principal Assistant Principal Interventionists **TEA Priorities:** Build a foundation of reading and math			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Outcome 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: The staff of Providence Elementary will foster a welcoming, supportive learning environment where high expectations for success are upheld by implementing a campus-wide Positive Behavior Intervention System in which students, staff, and all stakeholders celebrate, respect, and promote the value of diversity within our community as evidenced by a minimum of 95% of students meeting behavior expectations (as evidenced by discipline referral data), a minimum of 90% of staff indicating a positive culture and climate (as evidenced by staff survey data), and a minimum of 90% of family/community members indicating a positive culture and climate (as evidenced by family and community survey data).

    Evaluation Data Sources: -Campus Behavior Referral and Discipline Data
    -Attendance Data
    -Staff Surveys
    -Family and Community Surveys
    -Awards Presentations
    -Positive Patriot Office Referrals
    -Staff Positive Patriot Difference Maker Awards
    -Student Engagement (based on classroom learning walks)

Strategy 1 Details	**Formative Reviews**		
Strategy 1: Campus administrators will work directly with the Denton ISD Counseling & Social Work Department to hire a Community and Family Engagement Coach to work directly with students, staff, and families to teach behavior essential standards, de-escalation techniques, social interaction skills, and provide community supports as a means to decrease campus-wide discipline referrals and/or suspensions.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: -Campus discipline referrals will decrease by a minimum of 20% -Students with previous disciplinary referrals will show an increase in student achievement as evidenced by common formative assessments, benchmarks, and campus Progress Monitoring tool. **Staff Responsible for Monitoring:** -Community and Family Engagement Coach -Assistant Principal -Principal **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CAFE Coach - Title I, Part A - 2113 13 00 117 24 000 6100 - $37,805			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: 100% of classrooms at Providence Elementary will utilize the Restorative Practices Framework to encourage the development of positive relationships through the use of circle times, classroom Spark Plans, co-created Classroom Treatment agreements, and conflict resolution.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2022. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers and campus staff will refer students to the office by means of submitting Positive Patriot Office Referrals to recognize students who display campus core values.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: -A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2022. -End of year culture and climate survey will yield a minimum increase of 15% points in the area of staff perceptions of students demonstrating respect to peers and other staff members. **Staff Responsible for Monitoring:** -Assistant Principal -Principal -Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: In collaboration with the Providence Elementary PTA, a campus-wide PBIS token incentive (or Patriot Bucks) system will be established as a means of allowing students to trade tokens (earned from displaying positive behaviors and campus-wide expectations) for prizes/rewards.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: -The need for Tier 2 and Tier 3 Behavior Plans will decrease by a minimum of 20%. **Staff Responsible for Monitoring:** -Assistant Principal -Principal -Counselor **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
Strategy 5: In collaboration with the Denton ISD Counseling & Social Work Department, elementary campuses within the Braswell Zone will create the UBUNTU Program as a means of teaching expected behaviors as well as effective communication skills lending to an increase in desired student behaviors while decreasing student suspensions by a minimum of 20%.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: -A minimum of a 20% decrease in campus suspensions to include ISS, OSS, and DAEP -Increase of at least 20% of students being able to remain in the classroom for instruction **Staff Responsible for Monitoring:** -Principal -Assistant Principal -CAFE Coach **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Paraprofessional Staff to Serve at Paloma Creek UBUNTU - Title I, Part A - $5,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: The Providence Leadership Team, Providence CLT, and Providence Sunshine Community will work collaboratively with campus administrators to gather feedback from Patriot staff on preferred methods of recognition and will further work to implement feedback to find opportunities to recognize staff members for their work.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Employee Engagement scores related to staff members feeling recognized and appreciated will increase showing a minimum of 90% of staff members feel recognized and appreciated for their work. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor -Campus Leadership Team -Team Leaders -Sunshine Committee **ESF Levers:** Lever 3: Positive School Culture			

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

Title I Personnel

Name	Position	Program	FTE
Abrianna Taylor	Community and Family Engagement Coach	Behavior Restorative Practices	.5
Giselle Moura	K-2 Interventionist	Reading	1 - FTE
Janie Stitts	Campus Instructional Coach	Reading/Math	.5

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Jairia Diggs	Principal
Administrator	Christina Weiper	Assistant Principal
Non-classroom Professional	Lauren Miller	Counselor
Classroom Teacher	Brittany Bradshaw-Petri	Kindergarten Teacher
Classroom Teacher	Presaphanie Thomas	Classroom Teacher
Classroom Teacher	Christina Bridges	Classroom Teacher
Classroom Teacher	Alex Segovia	Classroom Teacher
Classroom Teacher	Haley Kim	Classroom Teacher
Classroom Teacher	Aaron Martin	Classroom Teacher
Non-classroom Professional	Spencer Wolf	Library Media Specialist
Classroom Teacher	Jasmine Booth	Special Education Classroom Teacher
Classroom Teacher	Jordan Burns	Classroom Teacher
Paraprofessional	Jasmine Homer	Classroom Paraprofessional
District-level Professional	Beth Avery	Curriculum Coordinator
Community Representative	Brian Roberson	Providence Village City Manager
Community Representative	Jeremy Johnson	Aubrey Chief of Police
Business Representative	Linda Janssen	Lifetouch Business Community Partner
Parent	Stephanie Campbell	Parent
Parent	Ashley Long	Parent
Classroom Teacher	Janie Stitts	Interventionist
Non-classroom Professional	Haley Horner	Instructional Coach
Non-classroom Professional	Abby Taylor	Community and Family Engagement Coach

Campus Funding Summary

			State Compensatory Education (SCE)		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Math Interventionist Teacher	195	$36,558.50
1	2	2	Reading Recovery Teacher	195	$70,000.00
1	2	3	Reading Interventionist Teacher	195	$36,116.00
				Sub-Total	$142,674.50
			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Math Interventionist Teacher	211	$36,558.50
1	2	2	Reading Interventionist Teacher	211	$36,116.00
2	1	1	CAFE Coach	2113 13 00 117 24 000 6100	$37,805.00
2	1	5	Paraprofessional Staff to Serve at Paloma Creek UBUNTU		$5,000.00
				Sub-Total	$115,479.50

2020-21 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: PROVIDENCE EL

Campus Number: 061901117

2021 Accountability Rating: Not Rated: Declared State of Disaster

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	**62%**	46%	36%	78%	*	*	-	*	27%	-	60%	63%	48%	*
	2019	76%	77%	**79%**	38%	85%	92%	-	-	-	-	33%	-	78%	82%	67%	40%
At Meets Grade Level or Above	2021	39%	38%	**31%**	13%	21%	42%	*	*	-	*	27%	-	30%	32%	18%	*
	2019	45%	45%	**62%**	23%	69%	73%	-	-	-	-	17%	-	63%	59%	43%	40%
At Masters Grade Level	2021	19%	19%	**15%**	4%	7%	25%	*	*	-	*	9%	-	15%	16%	8%	*
	2019	27%	27%	**33%**	8%	31%	43%	-	-	-	-	0%	-	37%	27%	19%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	63%	**51%**	25%	29%	72%	*	*	-	*	36%	-	58%	45%	30%	*
	2019	79%	80%	**83%**	54%	69%	97%	-	-	-	-	33%	-	85%	77%	71%	60%
At Meets Grade Level or Above	2021	31%	29%	**27%**	17%	21%	33%	*	*	-	*	27%	-	25%	29%	23%	*
	2019	49%	49%	**56%**	15%	46%	73%	-	-	-	-	33%	-	59%	50%	38%	20%
At Masters Grade Level	2021	14%	12%	**8%**	0%	14%	11%	*	*	-	*	0%	-	8%	8%	5%	*
	2019	25%	24%	**37%**	8%	31%	49%	-	-	-	-	0%	-	39%	32%	29%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	61%	**44%**	31%	32%	61%	-	-	-	33%	18%	*	47%	40%	39%	*
	2019	75%	77%	**74%**	50%	89%	76%	-	*	-	*	50%	*	75%	74%	64%	*
At Meets Grade Level or Above	2021	36%	33%	**18%**	8%	11%	29%	-	-	-	17%	18%	*	20%	15%	9%	*
	2019	44%	47%	**52%**	29%	67%	52%	-	*	-	*	35%	*	51%	55%	45%	*
At Masters Grade Level	2021	17%	16%	**6%**	0%	0%	11%	-	-	-	17%	12%	*	6%	5%	2%	*
	2019	22%	23%	**27%**	7%	33%	30%	-	*	-	*	15%	*	29%	23%	24%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	62%	**34%**	15%	16%	55%	-	-	-	33%	24%	*	39%	28%	20%	*
	2019	75%	81%	**83%**	57%	100%	85%	-	*	-	*	50%	*	84%	81%	79%	*
At Meets Grade Level or Above	2021	36%	36%	**10%**	4%	0%	21%	-	-	-	0%	12%	*	14%	5%	2%	*
	2019	48%	54%	**59%**	29%	67%	61%	-	*	-	*	45%	*	61%	55%	52%	*
At Masters Grade Level	2021	21%	20%	**2%**	0%	0%	5%	-	-	-	0%	6%	*	4%	0%	0%	*
	2019	28%	34%	**32%**	7%	33%	37%	-	*	-	*	20%	*	31%	32%	30%	*
Grade 4 Writing																	

2020-21 STAAR Performance (TAPR)
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	53%	**38%**	19%	37%	55%	-	-	-	17%	24%	*	41%	35%	30%	*
	2019	67%	72%	**71%**	43%	89%	74%	-	*	-	*	35%	*	71%	71%	67%	*
At Meets Grade Level or Above	2021	27%	26%	**11%**	8%	0%	21%	-	-	-	0%	12%	*	18%	3%	11%	*
	2019	35%	40%	**49%**	36%	67%	48%	-	*	-	*	30%	*	47%	52%	48%	*
At Masters Grade Level	2021	8%	7%	**1%**	0%	0%	3%	-	-	-	0%	6%	*	2%	0%	0%	*
	2019	11%	13%	**18%**	21%	22%	17%	-	*	-	*	10%	*	18%	19%	15%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	**62%**	50%	58%	77%	-	*	-	*	36%	*	71%	53%	53%	29%
	2019	86%	91%	**87%**	80%	86%	88%	*	*	*	-	62%	-	94%	76%	79%	*
At Meets Grade Level or Above	2021	46%	46%	**42%**	25%	46%	53%	-	*	-	*	27%	*	54%	28%	32%	29%
	2019	54%	63%	**62%**	70%	57%	60%	*	*	*	-	38%	-	72%	48%	50%	*
At Masters Grade Level	2021	30%	31%	**27%**	10%	29%	40%	-	*	-	*	0%	*	37%	17%	18%	29%
	2019	29%	35%	**36%**	10%	43%	38%	*	*	*	-	0%	-	39%	32%	13%	*
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	72%	**51%**	30%	46%	67%	-	*	-	*	36%	*	61%	39%	32%	57%
	2019	90%	94%	**89%**	100%	86%	85%	*	*	*	-	62%	-	97%	76%	88%	*
At Meets Grade Level or Above	2021	44%	46%	**26%**	10%	21%	40%	-	*	-	*	27%	*	32%	19%	15%	14%
	2019	58%	65%	**72%**	50%	86%	73%	*	*	*	-	46%	-	86%	52%	54%	*
At Masters Grade Level	2021	25%	26%	**14%**	5%	8%	27%	-	*	-	*	9%	*	24%	3%	9%	0%
	2019	36%	43%	**52%**	30%	43%	55%	*	*	*	-	38%	-	64%	36%	29%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	**52%**	30%	50%	70%	-	*	-	*	36%	*	66%	36%	38%	29%
	2019	75%	79%	**82%**	80%	86%	80%	*	*	*	-	62%	-	94%	64%	71%	*
At Meets Grade Level or Above	2021	31%	30%	**29%**	15%	21%	43%	-	*	-	*	27%	*	37%	19%	18%	0%
	2019	49%	54%	**66%**	30%	57%	73%	*	*	*	-	46%	-	81%	44%	46%	*
At Masters Grade Level	2021	13%	12%	**10%**	5%	8%	17%	-	*	-	*	9%	*	17%	3%	9%	0%
	2019	24%	27%	**33%**	20%	29%	33%	*	*	*	-	15%	-	39%	24%	17%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**49%**	30%	39%	66%	*	60%	-	38%	28%	60%	54%	42%	36%	34%
	2019	78%	81%	**80%**	60%	85%	84%	*	100%	*	89%	50%	100%	84%	75%	73%	58%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	42%	**24%**	12%	18%	34%	*	20%	-	15%	21%	27%	28%	18%	15%	11%
	2019	50%	54%	**59%**	34%	64%	63%	*	100%	*	78%	38%	67%	63%	52%	47%	37%
At Masters Grade Level	2021	18%	18%	**10%**	3%	9%	16%	*	0%	-	4%	7%	0%	13%	6%	6%	5%
	2019	24%	26%	**33%**	13%	32%	36%	*	92%	*	0%	14%	0%	36%	28%	22%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	**55%**	41%	44%	71%	*	*	-	44%	26%	60%	58%	52%	46%	29%
	2019	75%	78%	**80%**	54%	86%	84%	*	*	*	*	51%	*	81%	77%	69%	50%
At Meets Grade Level or Above	2021	45%	46%	**30%**	14%	28%	40%	*	*	-	22%	23%	20%	34%	25%	19%	14%
	2019	48%	52%	**58%**	38%	66%	60%	*	*	*	*	33%	*	61%	54%	46%	38%
At Masters Grade Level	2021	18%	19%	**16%**	4%	14%	24%	*	*	-	11%	8%	0%	18%	12%	8%	14%
	2019	21%	24%	**32%**	8%	34%	36%	*	*	*	*	8%	*	34%	27%	19%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	67%	**45%**	23%	32%	64%	*	*	-	44%	31%	60%	52%	37%	27%	50%
	2019	82%	85%	**84%**	68%	83%	89%	*	*	*	*	51%	*	88%	78%	79%	63%
At Meets Grade Level or Above	2021	37%	37%	**20%**	10%	14%	31%	*	*	-	11%	21%	20%	23%	18%	13%	14%
	2019	52%	55%	**62%**	30%	62%	68%	*	*	*	*	44%	*	67%	53%	49%	38%
At Masters Grade Level	2021	18%	16%	**8%**	1%	7%	13%	*	*	-	0%	5%	0%	12%	4%	4%	0%
	2019	26%	29%	**39%**	14%	34%	46%	*	*	*	*	23%	*	43%	33%	29%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	61%	**38%**	19%	37%	55%	-	-	-	17%	24%	*	41%	35%	30%	*
	2019	68%	74%	**71%**	43%	89%	74%	-	*	-	*	35%	*	71%	71%	67%	*
At Meets Grade Level or Above	2021	30%	32%	**11%**	8%	0%	21%	-	-	-	0%	12%	*	18%	3%	11%	*
	2019	38%	44%	**49%**	36%	67%	48%	-	*	-	*	30%	*	47%	52%	48%	*
At Masters Grade Level	2021	9%	9%	**1%**	0%	0%	3%	-	-	-	0%	6%	*	2%	0%	0%	*
	2019	14%	17%	**18%**	21%	22%	17%	-	*	-	*	10%	*	18%	19%	15%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	**52%**	30%	50%	70%	-	*	-	*	36%	*	66%	36%	38%	29%
	2019	81%	84%	**82%**	80%	86%	80%	*	*	*	-	62%	-	94%	64%	71%	*
At Meets Grade Level or Above	2021	44%	43%	**29%**	15%	21%	43%	-	*	-	*	27%	*	37%	19%	18%	0%
	2019	54%	58%	**66%**	30%	57%	73%	*	*	*	-	46%	-	81%	44%	46%	*
At Masters Grade Level	2021	20%	17%	**10%**	5%	8%	17%	-	*	-	*	9%	*	17%	3%	9%	0%
	2019	25%	27%	**33%**	20%	29%	33%	*	*	*	-	15%	-	39%	24%	17%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	61	**66**	54	81	65	-	*	-	*	68	*	69	60	52	*
	2018	63	63	**61**	60	63	63	*	*	*	-	56	*	67	54	68	*
Grade 4 Mathematics	2019	65	73	**61**	38	56	64	-	*	-	*	50	*	58	67	58	*
	2018	65	67	**66**	45	69	71	*	*	*	-	38	*	77	52	50	*
Grade 5 ELA/Reading	2019	81	84	**82**	83	86	82	*	*	*	-	82	-	83	80	83	*
	2018	80	82	**75**	73	*	78	*	*	-	-	79	*	72	80	69	*
Grade 5 Mathematics	2019	83	89	**93**	94	86	93	*	*	*	-	82	-	97	86	88	*
	2018	81	83	**79**	100	*	72	*	*	-	-	100	*	73	87	92	*
All Grades Both Subjects	2019	69	70	**74**	64	77	75	*	100	*	83	68	*	75	72	67	67
	2018	69	70	**71**	70	69	71	*	83	*	-	67	58	72	68	70	70
All Grades ELA/Reading	2019	68	69	**73**	66	83	72	*	*	*	*	73	*	75	69	64	*
	2018	69	70	**69**	67	63	71	*	*	*	-	67	*	70	67	69	70
All Grades Mathematics	2019	70	72	**75**	61	70	77	*	*	*	*	62	*	74	76	70	*
	2018	70	70	**73**	74	75	72	*	*	*	-	67	*	75	70	70	70

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	**49%**	-	-	-	-	-	-	37%	37%	-	-	*	50%	34%	-
	2019	78%	81%	**80%**	-	-	-	-	-	-	53%	64%	*	-			53%	
At Meets Grade Level or Above	2021	41%	42%	**24%**	-	-	-	-	-	-	11%	11%	-	-	*	24%	11%	-
	2019	50%	54%	**59%**	-	-	-	-	-	-	29%	36%	*	-			29%	
At Masters Grade Level	2021	18%	18%	**10%**	-	-	-	-	-	-	6%	6%	-	-	*	10%	5%	-
	2019	24%	26%	**33%**	-	-	-	-	-	-	12%	14%	*	-			12%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	**55%**	-	-	-	-	-	-	31%	31%	-	-	*	57%	29%	-
	2019	75%	78%	**80%**	-	-	-	-	-	-	43%	50%	*	-			43%	
At Meets Grade Level or Above	2021	45%	46%	**30%**	-	-	-	-	-	-	15%	15%	-	-	*	30%	14%	-
	2019	48%	52%	**58%**	-	-	-	-	-	-	29%	33%	*	-			29%	
At Masters Grade Level	2021	18%	19%	**16%**	-	-	-	-	-	-	15%	15%	-	-	*	16%	14%	-
	2019	21%	24%	**32%**	-	-	-	-	-	-	14%	17%	*	-			14%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	67%	**45%**	-	-	-	-	-	-	54%	54%	-	-	*	44%	50%	-
	2019	82%	85%	**84%**	-	-	-	-	-	-	57%	67%	*	-			57%	
At Meets Grade Level or Above	2021	37%	37%	**20%**	-	-	-	-	-	-	15%	15%	-	-	*	21%	14%	-
	2019	52%	55%	**62%**	-	-	-	-	-	-	29%	33%	*	-			29%	
At Masters Grade Level	2021	18%	16%	**8%**	-	-	-	-	-	-	0%	0%	-	-	*	8%	0%	-
	2019	26%	29%	**39%**	-	-	-	-	-	-	14%	17%	*	-			14%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	61%	**38%**	-	-	-	-	-	-	*	*	-	-	*	40%	*	-
	2019	68%	74%	**71%**	-	-	-	-	-	-	*	-	*	-			*	
At Meets Grade Level or Above	2021	30%	32%	**11%**	-	-	-	-	-	-	*	*	-	-	*	12%	*	-
	2019	38%	44%	**49%**	-	-	-	-	-	-	*	-	*	-			*	
At Masters Grade Level	2021	9%	9%	**1%**	-	-	-	-	-	-	*	*	-	-	*	1%	*	-
	2019	14%	17%	**18%**	-	-	-	-	-	-	*	-	*	-			*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	**52%**	-	-	-	-	-	-	29%	29%	-	-	-	54%	29%	-
	2019	81%	84%	**82%**	-	-	-	-	-	-	*	*	-	-	-		*	
At Meets Grade Level or Above	2021	44%	43%	**29%**	-	-	-	-	-	-	0%	0%	-	-	-	31%	0%	-
	2019	54%	58%	**66%**	-	-	-	-	-	-	*	*	-	-	-		*	
At Masters Grade Level	2021	20%	17%	**10%**	-	-	-	-	-	-	0%	0%	-	-	-	11%	0%	-
	2019	25%	27%	**33%**	-	-	-	-	-	-	*	*	-	-	-		*	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

 Blank cell indicates there are no data available in the group.

2020-21 STAAR Participation (TAPR)
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**98%**	96%	100%	98%	*	100%	-	100%	100%	100%	97%	99%	98%	100%
Included in Accountability	83%	89%	**92%**	87%	92%	95%	*	100%	-	90%	95%	100%	91%	93%	91%	83%
Not Included in Accountability: Mobile	3%	4%	**6%**	9%	8%	3%	*	0%	-	10%	5%	0%	6%	6%	6%	17%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	**2%**	4%	0%	2%	*	0%	-	0%	0%	0%	3%	1%	2%	0%
Absent	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	**2%**	4%	0%	2%	*	0%	-	0%	0%	0%	3%	1%	2%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**86%**	61%	96%	93%	*	100%	*	100%	85%	100%	94%	75%	75%	90%
Not Included in Accountability: Mobile	4%	4%	**14%**	39%	4%	7%	*	0%	*	0%	14%	0%	6%	25%	25%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.0%	**98.8%**	98.7%	98.4%	99.1%	*	99.2%	*	*	98.6%	98.5%	99.2%
2018-19	95.4%	96.2%	**95.8%**	95.3%	95.8%	96.0%	*	*	*	*	95.3%	95.3%	97.5%
Chronic Absenteeism													
2019-20	6.7%	3.5%	**2.7%**	3.8%	2.1%	2.6%	*	0.0%	*	0.0%	4.6%	3.7%	0.0%
2018-19	11.4%	6.9%	**7.1%**	11.5%	7.0%	5.4%	*	0.0%	*	*	10.6%	10.2%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	2,096	360,220
By Ethnicity:				
African American	-	-	378	44,729
Hispanic	-	-	631	184,060
White	-	-	950	105,215
American Indian	-	-	11	1,226
Asian	-	-	91	17,126
Pacific Islander	-	-	4	557
Two or More Races	-	-	31	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	952
Foundation H.S. Program (No Endorsement)	-	-	212	49,535
Foundation H.S. Program (Endorsement)	-	-	50	15,689
Foundation H.S. Program (DLA)	-	-	1,831	292,532
Special Education Graduates	-	-	178	29,018
Economically Disadvantaged Graduates	-	-	797	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	152	29,639
At-Risk Graduates	-	-	484	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	553	100.0%	30,189	5,359,040	555	100.0%	30,267	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.3%	0.4%
Pre-Kindergarten	61	11.0%	3.2%	3.7%	61	11.0%	3.2%	3.7%
Pre-Kindergarten: 3-year Old	9	1.6%	0.8%	0.5%				
Pre-Kindergarten: 4-year Old	52	9.4%	2.4%	3.2%				
Kindergarten	69	12.5%	6.8%	6.7%	69	12.4%	6.8%	6.7%
Grade 1	87	15.7%	7.0%	7.1%	88	15.9%	7.0%	7.1%
Grade 2	69	12.5%	7.3%	7.1%	69	12.4%	7.3%	7.1%
Grade 3	86	15.6%	6.9%	7.1%	86	15.5%	6.9%	7.1%
Grade 4	98	17.7%	7.3%	7.2%	98	17.7%	7.3%	7.2%
Grade 5	83	15.0%	7.0%	7.4%	83	15.0%	7.0%	7.4%
Grade 6	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	7.9%	7.9%
Grade 9	0	0.0%	8.1%	8.1%	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	7.9%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	175	31.6%	18.5%	12.7%	176	31.7%	18.5%	12.7%
Hispanic	126	22.8%	33.7%	52.9%	126	22.7%	33.7%	52.9%
White	220	39.8%	41.2%	26.5%	221	39.8%	41.2%	26.5%
American Indian	2	0.4%	0.5%	0.3%	2	0.4%	0.5%	0.3%
Asian	8	1.4%	3.3%	4.7%	8	1.4%	3.3%	4.7%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	21	3.8%	2.7%	2.7%	21	3.8%	2.7%	2.7%
Sex:								
Female	265	47.9%	48.9%	48.9%	265	47.7%	48.9%	48.9%
Male	288	52.1%	51.1%	51.1%	290	52.3%	51.1%	51.1%
Economically Disadvantaged	284	51.4%	47.8%	60.3%	286	51.5%	47.8%	60.2%
Non-Educationally Disadvantaged	269	48.6%	52.2%	39.7%	269	48.5%	52.2%	39.8%
Section 504 Students	46	8.3%	10.8%	7.2%	46	8.3%	10.8%	7.2%
EB Students/EL	31	5.6%	16.0%	20.7%	31	5.6%	16.0%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.1%	1.2%				

	Membership				Enrollment			
	Campus				**Campus**			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	22	4.0%	6.4%	4.5%	22	4.0%	6.4%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	14	2.5%	1.6%	1.1%	14	2.5%	1.6%	1.1%
Immigrant	1	0.2%	1.4%	2.0%	1	0.2%	1.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	458	82.8%	30.4%	64.5%	460	82.9%	30.5%	64.5%
Military Connected	3	0.5%	0.9%	2.7%	3	0.5%	0.9%	2.7%
At-Risk	65	11.8%	30.2%	49.2%	65	11.7%	30.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	30	5.4%	17.0%	21.0%	30	5.4%	16.9%	20.9%
Gifted and Talented Education	24	4.3%	10.3%	8.3%	24	4.3%	10.2%	8.3%
Special Education	71	12.8%	12.4%	11.1%	72	13.0%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	36.6%	34.8%	42.5%				
Students with Physical Disabilities	20	28.2%	24.6%	21.3%				
Students with Autism	8	11.3%	11.3%	14.1%				
Students with Behavioral Disabilities	17	23.9%	28.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	81	16.9%	13.5%	13.8%				
By Ethnicity:								
African American	25	5.2%	4.1%	2.8%				
Hispanic	16	3.3%	4.1%	7.1%				
White	34	7.1%	4.5%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.6%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	10	11.5%	16.9%	16.5%				
Count and Percent of EB Students/EL who are Mobile	5	18.5%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	47	20.7%	18.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	141	30.8%	17.5%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.2%	1.4%	14.3%	5.3%	4.8%
Grade 1	0.0%	0.8%	1.9%	0.0%	0.7%	3.2%
Grade 2	0.0%	0.1%	1.0%	0.0%	1.1%	1.4%
Grade 3	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.3%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.7%	0.4%
Grade 9	-	0.9%	4.7%	-	0.7%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.8	16.1	17.7
Grade 1	16.5	16.2	18.0
Grade 2	13.5	17.4	18.0
Grade 3	19.2	16.8	18.2
Grade 4	22.3	17.5	18.3
Grade 5	18.4	17.6	19.8
Grade 6	-	20.0	19.4
Secondary:			
English/Language Arts	-	18.7	15.7
Foreign Languages	-	19.0	17.8
Mathematics	-	20.6	16.9
Science	-	20.9	17.9
Social Studies	-	21.6	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	67.6	100.0%	100.0%	100.0%
Professional Staff:	54.0	79.9%	73.5%	64.3%
Teachers	42.9	63.4%	57.6%	49.6%
Professional Support	9.2	13.6%	12.3%	10.6%
Campus Administration (School Leadership)	2.0	3.0%	2.9%	3.0%
Educational Aides:	13.6	20.1%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	32.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	1.0	n/a	89.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	14.4	21.3%	30.3%	51.5%
Teachers by Ethnicity:				
African American	6.0	14.0%	8.3%	11.1%
Hispanic	3.0	7.0%	14.4%	28.4%
White	33.9	79.0%	74.0%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.2%
Teachers by Sex:				
Males	4.0	9.3%	25.2%	23.8%
Females	38.8	90.7%	74.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.2%
Bachelors	31.8	74.3%	68.2%	73.0%
Masters	11.0	25.7%	29.9%	25.0%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.8	18.3%	9.0%	6.7%
1-5 Years Experience	11.0	25.7%	30.4%	27.8%
6-10 Years Experience	7.0	16.3%	19.4%	20.3%
11-20 Years Experience	12.0	28.0%	30.2%	29.1%
21-30 Years Experience	3.0	7.0%	9.5%	13.0%
Over 30 Years Experience	2.0	4.7%	1.6%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	12.9	n/a	12.7	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.1	6.4
Average Years Experience of Principals with District	4.0	7.3	5.5
Average Years Experience of Assistant Principals	4.0	6.0	5.5
Average Years Experience of Assistant Principals with District	4.0	5.3	4.8
Average Years Experience of Teachers:	9.1	9.8	11.2
Average Years Experience of Teachers with District:	4.4	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,767	$55,806	$50,849
1-5 Years Experience	$57,021	$57,159	$53,288
6-10 Years Experience	$58,780	$59,581	$56,282
11-20 Years Experience	$59,292	$62,201	$59,900
21-30 Years Experience	$64,493	$65,442	$64,637
Over 30 Years Experience	$70,470	$74,857	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$58,866	$60,097	$57,641
Professional Support	$63,322	$69,580	$68,030
Campus Administration (School Leadership)	$85,183	$87,688	$83,424
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.3%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	5.0%	5.1%
Compensatory Education	2.0	4.7%	1.4%	2.8%
Gifted and Talented Education	1.0	2.3%	1.0%	1.8%
Regular Education	35.9	83.7%	77.2%	71.0%
Special Education	3.0	7.0%	6.4%	9.4%
Other	0.0	0.0%	6.6%	3.6%

-   Indicates there are no students in the group.
*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

Q12 Mean

The Gallup Q^{12} score represents the average of the scores of 12 items that Gallup has consistently found to measure employee engagement as linked to business outcomes.

	Respondents	Engagement Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Engagement Index
	59	3.86	36	Engaged: **39%**
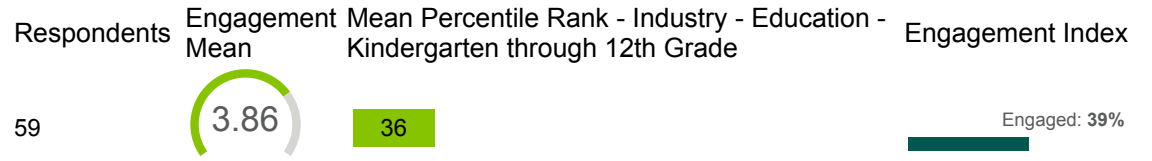
	Respondents	Current Mean	Frequency Distribution 1 2 3 4 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	59	3.58	1:**5%** 2:**10%** 3:**27%** 4:**37%** 5:**20%**	3.87	25	41
Q01: I know what is expected of me at work.	59	4.25	1:**2%** 2:**3%** 3:**15%** 4:**27%** 5:**53%**	4.42	34	49
Q02: I have the materials and equipment I need to do my work right.	59	3.61	1:**5%** 2:**17%** 3:**17%** 4:**34%** 5:**27%**	4.07	20	47
Q03: At work, I have the opportunity to do what I do best every day.	59	3.83	1:**5%** 2:**7%** 3:**25%** 4:**25%** 5:**37%**	4.15	29	55
Q04: In the last seven days, I have received recognition or praise for doing good work.	59	3.14	1:**27%** 2:**8%** 3:**20%** 4:**12%** 5:**32%**	3.33	23	43
Q05: My supervisor, or someone at work, seems to care about me as a person.	59	4.15	1:**3%** 2:**7%** 3:**14%** 4:**24%** 5:**53%**	4.24	36	57
Q06: There is someone at work who encourages my development.	59	4.24	1:**3%** 2:**5%** 3:**8%** 4:**31%** 5:**53%**	3.98	67	53
Q07: At work, my opinions seem to count.	58	3.72	1:**9%** 2:**12%** 3:**21%** 4:**16%** 5:**43%**	3.67	47	41
Q08: The mission or purpose of my organization makes me feel my job is important.	59	3.81	1:**7%** 2:**7%** 3:**22%** 4:**27%** 5:**37%**	4.02	23	53
Q09: My coworkers are committed to doing quality work.	59	4.02	1:**2%** 2:**8%** 3:**17%** 4:**32%** 5:**41%**	4.13	31	54
Q10: I have a best friend at work.	53	3.75	1:**6%** 2:**11%** 3:**21%** 4:**26%** 5:**36%**	3.62	61	57
Q11: In the last six months, someone at work has talked to me about my progress.	56	3.61	1:**11%** 2:**11%** 3:**21%** 4:**21%** 5:**36%**	3.55	30	36
Q12: This last year, I have had opportunities at work to learn and grow.	56	4.20	1:**2%** 2:**7%** 3:**14%** 4:**23%** 5:**54%**	4.04	53	54

FOOTNOTES

* - Scores are not available due to data suppression.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Mean Percentile Rank is being calculated against other workgroup scores in the Industry - Education - Kindergarten through 12th Grade database.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Industry - Education - Kindergarten through 12th Grade Database ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the $Q^{12®}$). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the $Q^{12®}$ items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the $Q^{12®}$ survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Industry - Education - Kindergarten through 12th Grade): Used as a benchmark to determine how your team's results compare to other workgroups within the Industry - Education - Kindergarten through 12th Grade of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

GALLUP®

Denton Independent School District

Sandbrock Ranch Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sandbrock Ranch Elementary opened this year as the 25th elementary school in Denton ISD. We are located in the heart of a masterplanned community, Sandbrock Ranch, in Aubrey, Texas. We are a part of the Braswell Zone, one of the fastest growing areas in the nation. Our zone has a large mobility rate and the families we serve are mostly new to this area.

We have about 680 students in pre-k through fifth grade. Our SRE inaugural staff is made up of about 63 staff members. We have six sections of kindergarten-2nd grade, five sections of 4th grade, and four sections of 5th grade. In addition, we have one section of ECSE, general education pre-k, and two sections of Communications. Our teams work collaboratively to plan instruction and share students across the grade level for Tier 1 and Tier 2 instruction/intervention.

Sandbrock Ranch is founded on our mission of "building the hearts and minds of Champions to be couregous, compassionate, and committed learners." Our school colors are green, white, and silver. Our campus is structured in six Stables - Appaloosas, Clydesdales, Galineers, Mustangs, Shires, and Ponies. Every student and staff member belong to a Stable who they interact with across grade levels during Stable huddles and Celebrate Sandbrock! Our hallways are structured 2nd-5th grade pods to help strengthen vertical alignment and closing the achievement gaps.

Our building is set up with Learning Locations for student learning. Across the building, teachers facilitate learning in areas like the STEM lab, Collab Lab, Science Lab, and Outdoor Classroom. Classrooms are set up with flexible learning locations for students to interact with peers and facilitate their own learning. All students have access to Tier 1, Tier 2, and Tier 3 instruction/intervention if needed. Our TRIBE (To Reach and Inspire Beyond Expectations) is what we refer to our special education teachers. TRIBE teachers work with students in an inclusion and resource setting.

Our school offers 14 student clubs after school which is ran by teachers who have a passion project that engages students in afterschool extracurricular activities. Some of our clubs include cheer, dance, STEM for Girls, athletics, robotics, math wars, reading den, etc...

Black or African American- 29%

Hispanic- 28.8%

White- 27.9%

Two or More Races- 9.0%

504- 25 students, 3.6%

LEP- 65 students, 9.5%

Gifted & Talented- 29 students, 4.3%

Dyslexia- 30 students, 4.4%

Special Education- 49 students, 7.2%

Demographics Strengths

As a brand new campus, we are working to develop our strenghts for demographics.

Student Learning

Student Learning Summary

As a new campus, we are collecting student learning data for our future needs assessment.

School Processes & Programs

School Processes & Programs Summary

As a new campus, we are collecting this data for a future needs assessment.

Perceptions

Perceptions Summary

As a new campus, we are still working to identify and collect perceptions data.

Guiding Outcomes

Guiding Outcome 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: Working as a Professional Learning Community, staff at SRE, will ensure all students grow a minimum of one year, or one and a half years if below level, in reading as monitored by the Developmental Reading Assessment.

> **HB3 Guiding Outcome**
>
> **Evaluation Data Sources:** DRA, running records, common formative assessments, TPRI, TXKEA, Istation comprehension report, Units of Study reading assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: All reading teachers will be trained on guided reading by September 16th, 2022 and utilize The Next Step Forward in Guided Reading resource to plan differentiated guided reading instruction with an emphasis on foundational reading skills (phonics & phonemic awareness).	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Through weekly walkthroughs, all reading teachers will implement the guided reading lesson plan with 100% success rate by MOY (January). **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches, Instructional Team Leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: All reading teachers will share kids for small group reading instruction, across grade levels, utilizing running records and common assessments to identify trends and create groups. Monitored on a schoolwide guided reading tracker.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: 80% of students will make a half year's growth or more by MOY (January). **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches, Instructional Team Leaders **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for two days after each common formative assessment by providing targeted instruction and sharing kids across grade levels and Troops (vertically) on essential standards.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: 80% of students will have mastered the post-assessment by utilizing the Stoplight Intervention Response **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, Instructional Team Leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction			

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

Guiding Outcome 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: Working as a Professional Learning Community, staff at SRE will ensure all students will be able to communicate their mathematical thinking in problem solving at mastery level, measured by the use of a Mathematical Communication rubric, aligned K-5th grade. We will progress monitor this goal on campus based common post assessments for every math essential standard in kindergarten through fifth grade, as well as STAAR interim and STAAR for grades 3rd-5th.

> **HB3 Guiding Outcome**

> **Evaluation Data Sources:** Campus walkthrough forms, common assessments, PNA data, grade level SMART goals, and Troop SMART goals

Strategy 1 Details	Formative Reviews		
Strategy 1: All math teachers will be trained on Building Fact Fluency kits by September 8, 2022 and utilize Building Fact Fluency during the built in time on the master schedule and during small group instruction. Principal and AP will monitor this through weekly walkthroughs utilizing a zone walkthrough form with next step feedback.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will utilize Building Fact Fluency with a 100% success rate by MOY (January). **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: All math teachers will be trained in Math StemScopes by September 9, 2022 and will utilize the daily numeracy & resource kit as a Tier 1 curriculum embedded into their daily math block. Principal and AP will monitor this through weekly walkthroughs utilizing a zone walkthrough form with next step feedback.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Teachers will utilize Math StemScopes daily numeracy activities with a 100% success rate by MOY (January).
 	
    Staff Responsible for Monitoring: Principal, AP
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: All Kinder-2nd grade teachers will monitor PNA groups on a bi-monthly basis utilizing our schoolwide PNA monitoring tool and sharing kids across grade level and Troops. Any 3rd-5th grade student who is 1-2 years below grade level in math will be given the PNA.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Through evidence from our PNA data, 80% of students who have not mastered PNA will show growth on at least 2 skills by MOY. (January)
 	
    Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Instructional Team Leaders
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for two days after each common formative assessment by providing targeted instruction and sharing kids across grade levels and Troops (vertically) on essential standards.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: 80% of students will have mastered the post-assessment by utilizing the Stoplight Intervention Response
 	
    Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Instructional Team Leaders
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction			

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

Guiding Outcome 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 Denton ISD

-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: Working as a Professional Learning Community, all staff at SRE will 'strongly agree' on questions 1-3 (know what is expected, have materials/supplies readily available, and can do their job each day) based on the Q12 measurement on the End of Year District Engagement Survey.

HB3 Guiding Outcome

Evaluation Data Sources: Q12 Engagement Surveys, Staff Mood Meter, Friday Feedback, Walkthrough data, and Collaborative Meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of the SRE Handbook and Playbook by all staff members and keeping the Teacher Toolbox updated with most recent systems and schedules. Communicating through the weekly Friday Focus with any updates to any documents mentioned.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Through evidence of walkthroughs and joining collaborative planning meetings, we will see evidence of the SRE Handbook, Playbook and Teacher Toolbox implemented in classrooms with a 90% success rate. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementing a Green Folder monitoring tool and monitoring students in the 'red zone' by implementing the following: 1) CI/CO with students, 2) Tier 2 counseling small groups (30 minutes/week), 3) targeted behavior point sheets and 4) Daily communication with parents.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Through evidence of Green Folder data, we will see a 10% decrease of students in the 'red zone' each month. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementing a Level I, II, and III behavior pyramid/consequences and 'Orange Dot' form zone wide.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Through evidence of Orange Dot (office referrals) data, we will see a 10% decrease of repeated behaviors from a single student in need of Tier 3 intervention. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: In collaboration with the Denton ISD counseling department, elementary campuses within the BHS zone will create the Ubuntu program as a means of teaching expected behaviors as well as effective communication skills.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Lending to an increase of desired student behaviors while decreasing student suspensions by a minimum of 20% by the end of each quarter. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Denton Independent School District

Savannah Elementary

2022-2023 Campus Improvement Plan

Mission Statement

To prepare students for the future by ensuring they are safe, kind, and learning each school day.

Vision

We will become a collaborative community of excellence that challenges students to reach their academic and social potential.

Values:

Attitude--We will maintain a positive environment of encouragement, recognition, humor, and fun.

Communication--We will openly interact with each other in truthful and respectful manner to cultivate trust and productivity without fear of retaliation.

Innovation--We will build a forward-thinking environment that keeps up with technology, best practices, and is open to unconventional ideas.

Respect--We will value each other's opinions and differences with open mindedness and tolerance.

Teamwork--We will work together toward a common goal by sharing responsibilities while implementing our value system.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

This includes data our CLT studied together.

Savannah Elementary was built in 2005 to meet the needs of the rapidly-growing eastern portion of the district. The school is named after Savannah, the master-planned community along U.S. Highway 380 in which it stands. Savannah is one of seven elementary schools in the Braswell Zone, the fastest growing zone in Denton ISD according to the Templeton growth reports. We are in our 18th year serving students.

Savannah prides itself on its innovative and structured approach to education, with teachers stressing the importance of an academic foundation while also incorporating new ideas and technology into the classroom. Daily enrichment or remediation instruction helps students achieve proper learning skills, while the school's dedicated staff has been recognized for its innovative ideas and programs with honors and grants for them to flourish.

With the opening of Sandbrock Ranch Elementary, our school has transformed over the last year. In the 21-22 school year Savannah had 770 students enrolled. Our current enrollment for the 22-23 school year is 743. Additionally, we welcomed 26 new staff members, many of whom were replacing teachers that joined the Sandbrock staff.

We are predominantly a neighborhood school. Our current student population demographics are: White 35.8%, Black or African American 27.59%, Hispanic 20.86%, two or more races 9.29%, and Asian 5.79%.

Additionally, 31.49% of our students are on free lunch, and 4.31% are on reduced lunch. These percentages are below both the district and state averages. According to the last published information (TAPR 20-21) our mobility rate is 13% (in line with district and state data.)

Our last published staff demographics data (TAPR 20-21) showed 62.2 full-time staff members with 75.6% White, 14.3% African American, and 8.2% Hispanic.

Our last published data (TAPR 20-21) shows that 9.9% of our students are Special Education and 3.8% are Emergent Bilingual/English Language Learners.

We have 104 current members in our school's PTA.

Demographics Strengths

Our teachers are learners. New teachers have brought energy and ideas to our team.

Our community wants to be involved and is supportive of our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There isn't enough diversity among teachers. **Root Cause:** Our teacher demographics don't match the demographics of our student population.

Problem Statement 2 (Prioritized): Teachers need more support with how to handle behaviors. **Root Cause:** COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

Problem Statement 3: Our school community has become too distant from our outside community. **Root Cause:** COVID prevented in-person school events which created distant, unfamiliar relationships with community stakeholders.

Student Learning

Student Learning Summary

Savannah is performing in line with the district in reading. We are below the district in math. We are well below the district in science. We are behind in all areas when looking at our comparison schools.

Our economically disadvantaged students did not perform well compared to our other populations.

See addendum "Savannah Report Card Data 2021-2022" and refer to the graphics below for details.

Savannah 2021-2022 Student Achievement Summary

Percentage of Students Approaching Grade Level or Above

All Subjects	67%
Reading	76%
Math	63%
Science	50%
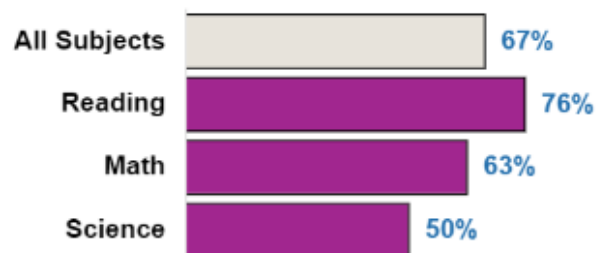
Subject	This School	District
All Subjects	67%	73%
Reading	76%	76%
Math	63%	68%
Science	50%	73%

Percentage of Students Meeting Grade Level or Above
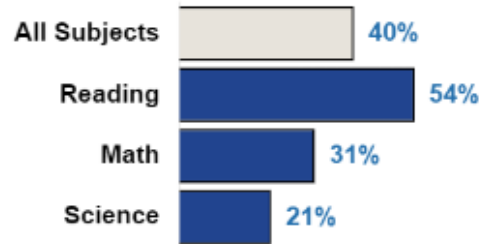
Subject	This School	District
All Subjects	40%	46%
Reading	54%	54%
Math	31%	37%
Science	21%	44%

All Subjects — 40%
Reading — 54%
Math — 31%
Science — 21%

Percentage of Students Mastering Grade Level or Above
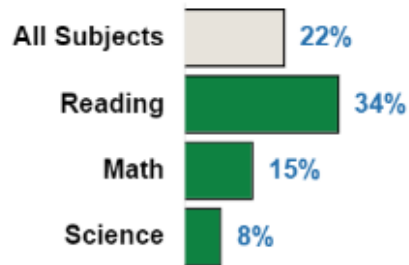
Subject	This School	District
All Subjects	22%	22%
Reading	34%	25%
Math	15%	17%
Science	8%	19%

All Subjects — 22%
Reading — 34%
Math — 15%
Science — 8%

Here is demographics data for our closest comparison school:

Comparison School

Savannah (770)   Meridiana (801)
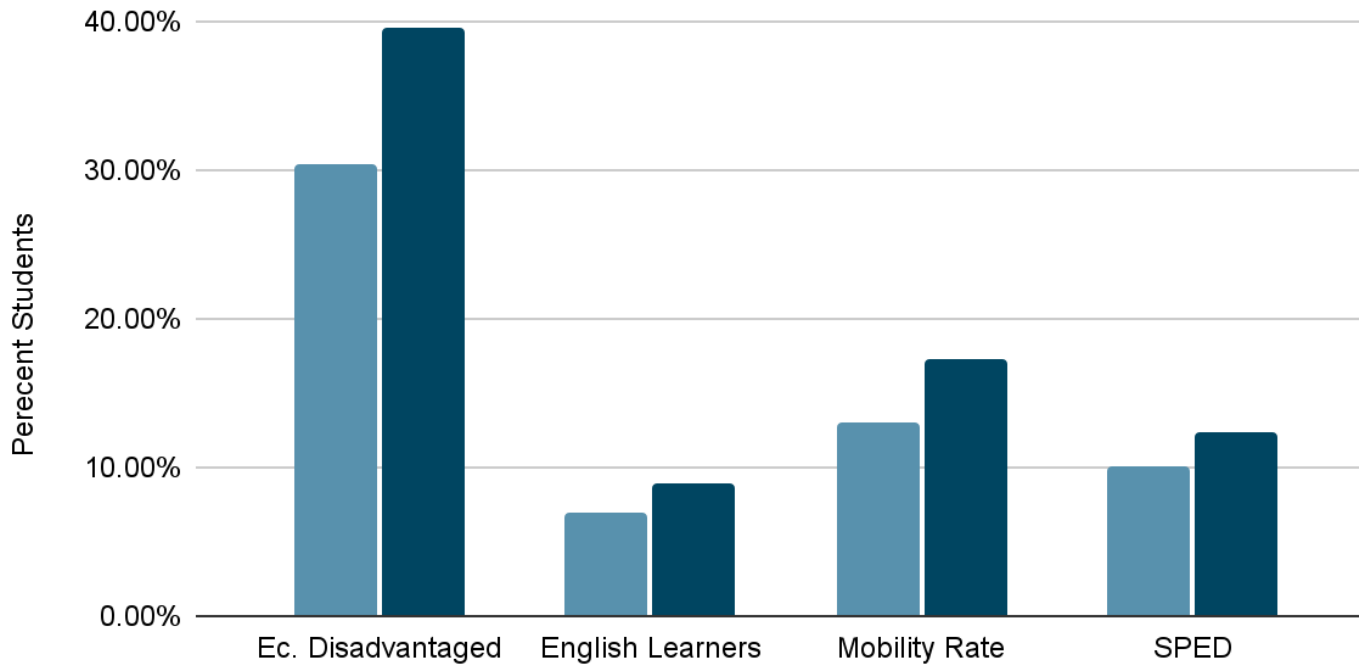
Here is the academic comparison for our closest comparison school:

Savannah 2021-2022
Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		74	C
Student Achievement		72	C
STAAR Performance	43	72	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 37.3%)	43	57	Not Rated: Senate Bill 1365

Closing the Gaps	51	71	C

Meridiana 2021-2022

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		92	A
Student Achievement		78	C
STAAR Performance	51	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	84	91	A
Relative Performance (Eco Dis: 39.6%)	51	70	C
Closing the Gaps	97	94	A

Here is our student growth summary:

Texas Education Agency
2022 Academic Growth
SAVANNAH EL (061901119) - DENTON ISD - DENTON COUNTY

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	89	0.0	33	16.5	253	253.0	269.5	375	72
Reading / ELA	28	0.0	11	5.5	148	148.0	153.5	187	82
Mathematics	61	0.0	22	11.0	105	105.0	116.0	188	62

Student Learning Strengths

We are strong in reading instruction.

We use cognitive ladders to track the rigor of our instruction and common formative assessments.

We have excellent data tracking practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause:** New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.

Problem Statement 2 (Prioritized): Target Time has not been used with fidelity. **Root Cause:** Lack of accountability, sub shortages making sharing kids difficult, not enough time to plan Target Time when PLCs are meeting.

Problem Statement 3 (Prioritized): CFA Data is inconsistent with STAAR data. **Root Cause:** Online testing platform vs. paper based testing, CFA protocol has not been followed after each CFA.

Problem Statement 4 (Prioritized): Students are being pulled during Tier 2 time for Tier 3 intervention. **Root Cause:** Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.

Problem Statement 5 (Prioritized): Teachers need more support with how to handle behaviors. **Root Cause:** COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

School Processes & Programs

School Processes & Programs Summary

Savannah is a model PLC school with well-defined processes for gathering and reviewing student performance data. We are currently building on the great work already done in previous years (identifying common essential TEKS, writing common formative assessments using the cognitive ladder, and providing intervention for both remediation and extension.) Because the essentials and CFAs are in place our focus this year will be on providing quality target time.

We provide weekly communication to our school community through our "Savannah Shoutout" and to our staff through our "Gator News."

Our campus is run by a Guiding Coalition that collaborates on decision making. This team includes representatives from all grade levels and special programs.

The Braswell zone elementary principals are developing a tier 2 intervention in partnership with the Denton ISD Counseling and Social Work Department to create a safe place students to learn how to employ the TEKS for Positive Character Traits and Personal Skills. This tier 2 intervention is Ubuntu, a word meaning, "Humanity: I am because we are." Using the idea behind humanity, the program will target skills the students are lacking by coaching and supporting them.

School Processes & Programs Strengths

Savannah has done excellent work determining the essential TEKS and writing common formative assessments.

We have good systems in place for healthy professional learning communities.

We have dedicated time this year for unit planning because of the district allotted half days.

We have embedded target time into our master schedule for Tier 2 intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are being pulled during Tier 2 time for Tier 3 intervention. **Root Cause:** Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.

Problem Statement 2 (Prioritized): Teachers need more support with how to handle behaviors. **Root Cause:** COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

Perceptions

Perceptions Summary

Overall Savannah had very good data from the Q12 survey given in the fall of 2021 with a mean of 4.24, accounting for 50 respondents, and scoring in the 74th percentile. Employees are 64% engaged at work. Specific area of need: Employees knowing what is expected of them at work. In the verbatims staff requested more visible presence of administration, more feedback on job performance, and more opportunities to grow.

See addendum "Q12 Data Fall 2021."

Perceptions Strengths

Savannah teachers have high expectations for student learning.

Savannah students love our school.

We have historically strong relationships outside of our school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community to school relationships are not as strong as in the past. **Root Cause:** COVID prevented events, create distance between the school and families.

Problem Statement 2 (Prioritized): Teachers need more support with how to handle behaviors. **Root Cause:** COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

Problem Statement 3: Our school community has become too distant from our outside community. **Root Cause:** COVID prevented in-person school events which created distant, unfamiliar relationships with community stakeholders.

Problem Statement 4 (Prioritized): The student attendance rate is currently only 95%. Learning is impacted greatly when students are present at school. **Root Cause:** Families have not taken school attendance as seriously since COVID.

Priority Problem Statements

Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus.
Root Cause 1: New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.
Problem Statement 1 Areas: Student Learning

Problem Statement 4: Students are being pulled during Tier 2 time for Tier 3 intervention.
Root Cause 4: Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.
Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Community to school relationships are not as strong as in the past.
Root Cause 5: COVID prevented events, create distance between the school and families.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Teachers need more support with how to handle behaviors.
Root Cause 6: COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.
Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Target Time has not been used with fidelity.
Root Cause 2: Lack of accountability, sub shortages making sharing kids difficult, not enough time to plan Target Time when PLCs are meeting.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: CFA Data is inconsistent with STAAR data.
Root Cause 3: Online testing platform vs. paper based testing, CFA protocol has not been followed after each CFA.
Problem Statement 3 Areas: Student Learning

Problem Statement 7: The student attendance rate is currently only 95%. Learning is impacted greatly when students are present at school.
Root Cause 7: Families have not taken school attendance as seriously since COVID.
Problem Statement 7 Areas: Perceptions

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/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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
- Communications data
- Study of best practices

Guiding Outcomes

Guiding Outcome 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 of 2023, working as a Professional Learning Community, Savannah Elementary will ensure at least 80% of students will be able to communicate their mathematical thinking in problem solving at mastery level 3, measured by the use of a Mathematical Communication rubric, aligned K-5th grade.

High Priority

Evaluation Data Sources: -District report card rubric for each grade level.

Strategy 1 Details	Formative Reviews		
Strategy 1: Savannah Elementary will improve Tier 1 instruction by ensuring each teacher participates in a "Math Learning Walk" (peer observation) at least once per quarter.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Math Learning Walks will provide strong samples of Tier 1 instruction for teachers to improve their level of workshop implementation, rigor, and small group practices. **Staff Responsible for Monitoring:** Math Interventionist: Diana Boor **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Savannah Teachers will plan and monitor Math Tier 2 intervention so that students needing both scaffolding and extension participate in meaningful learning during Target Time. (This will include sharing kids for intervention, conducting CFA protocol meetings after each CFA, and using advanced spreadsheets to effectively and efficiently track data.)	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show progress toward their years growth in math (1.5 years for below grade level learners) each quarter. **Staff Responsible for Monitoring:** Grade Level PLCs, Team Leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Savannah Elementary staff will engage in Extended Professional Learning Community (PLC) meetings where teachers will identify Essential Learning Standards, create Learning Targets, plan for math instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions, plan integration of math/science so that no essential TEKS are left behind. Grade-level PLCs will collaborate with special education teachers, ESL teacher, and interventionists so that Tier 3 intervention is integrated well into each student's schedule.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show progress toward their years growth in math (1.5 years for below grade level learners) each quarter. **Staff Responsible for Monitoring:** Grade Level PLCs, Team Leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 1			

Strategy 4 Details	Formative Reviews

Strategy 4: 100% of eligible HB4545 math students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, Accelerated Learning Committees, and Progress Monitoring (as appropriate) by May 2023.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students identified as approaches and/or meets grade level standards on STAAR math assessments will increase by a minimum of 20%. **Staff Responsible for Monitoring:** Math Interventionist: Diana Boor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause**: New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.
Problem Statement 2: Target Time has not been used with fidelity. **Root Cause**: Lack of accountability, sub shortages making sharing kids difficult, not enough time to plan Target Time when PLCs are meeting.
Problem Statement 3: CFA Data is inconsistent with STAAR data. **Root Cause**: Online testing platform vs. paper based testing, CFA protocol has not been followed after each CFA.
Problem Statement 4: Students are being pulled during Tier 2 time for Tier 3 intervention. **Root Cause**: Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.

School Processes & Programs
Problem Statement 1: Students are being pulled during Tier 2 time for Tier 3 intervention. **Root Cause**: Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.

Guiding Outcome 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: By May of 2023, working as a Professional Learning Community, Savannah Elementary will use a Multi-Tiered System of Support to achieve at least one year's growth in Reading for on-level learners, and a minimum of 1.5 year's growth in Reading for students performing below grade level as evidenced by independent reading levels, iStation assessments, district literacy assessments, grade level common formative assessments, and Interim scores.

Evaluation Data Sources: -TxKea for Kindergarten
-TPRI for 1st and 2nd
-Reading Progress Monitoring Document
-Monthly iStation Assessments
-Grade Level Common Formative Assessments (in Progress Monitoring Doc)
-Interim Benchmarks
-STAAR Scores
-Grade Level/Teacher Intervention and Target Time Plans/Documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Savannah Elementary will improve Tier 1 instruction by ensuring each teacher participates in a "Reading Learning Walk" (peer observation) at least once per quarter.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Reading Learning Walks will provide strong samples of Tier 1 instruction for teachers to improve their level of workshop implementation, rigor, and small group practices.
     Staff Responsible for Monitoring: Intervention/Library: Andrea Koussa, Kathy Holt
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
     Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Savannah Teachers will plan and monitor Reading Tier 2 intervention so that students needing both scaffolding and extension participate in meaningful learning during Target Time. (This will include sharing kids for intervention, conducting CFA protocol meetings after each CFA, and using advanced spreadsheets to effectively and efficiently track data.)	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show progress toward their years growth in reading (1.5 years for below grade level learners) each quarter. **Staff Responsible for Monitoring:** Grade Level PLCs, Reading Interventionist: Adarienne Robinson **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Savannah Elementary staff will engage in Extended Professional Learning Community (PLC) meetings where teachers will identify Essential Learning Standards, create Learning Targets, plan for reading instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions, plan integration of ELAR/Social Studies so that no essential TEKS are left behind. Grade-level PLCs will collaborate with special education teachers, ESL teacher, and interventionists so that Tier 3 intervention is integrated well into each student's schedule.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show progress toward their years growth in math (1.5 years for below grade level learners) each quarter. **Staff Responsible for Monitoring:** Grade Level PLCs, Team Leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of eligible HB4545 reading students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, Accelerated Learning Committees, and Progress Monitoring (as appropriate) by May 2023.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students identified as approaches and/or meets grade level standards on STAAR reading assessments will increase by a minimum of 20%. **Staff Responsible for Monitoring:** Reading Interventionist: Adarienne Robinson **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause**: New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.
Problem Statement 2: Target Time has not been used with fidelity. **Root Cause**: Lack of accountability, sub shortages making sharing kids difficult, not enough time to plan Target Time when PLCs are meeting.
Problem Statement 3: CFA Data is inconsistent with STAAR data. **Root Cause**: Online testing platform vs. paper based testing, CFA protocol has not been followed after each CFA.
Problem Statement 4: Students are being pulled during Tier 2 time for Tier 3 intervention. **Root Cause**: Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.
School Processes & Programs
Problem Statement 1: Students are being pulled during Tier 2 time for Tier 3 intervention. **Root Cause**: Master schedule needs improvement to create more time during workshop in a few places, need improved communication with Tier 3 interventionists.

Guiding Outcome 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: All staff and students will demonstrate evidence of knowing what is expected of our Savannah community to engage at high levels as measured by attendance rates, participation in community events, and participation in our classroom expectations for managing student behavior.

High Priority

Evaluation Data Sources: -Q12 Data
-Family and Community Survey Data
-Walkthrough Forms
-Documentation of Parent and Teacher Training Opportunities

Strategy 1 Details	Formative Reviews		
Strategy 1: Savannah admin, PTA, and teachers will collaborate to promote attendance at school functions. We will prioritize one event each quarter and achieve increasing attendance from both teachers and students as the year progresses.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved perception of the school from both teachers and students as evidenced by survey data, especially in the area of "belonging." **Staff Responsible for Monitoring:** Principal, PTA Representative: Lori Kakashivli **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: In collaboration with the Denton ISD Counseling and Social Work Department, elementary campuses within the Braswell zone will create the Ubuntu program to teach struggling students expected behaviors and communication skills leading to an increase of desired student behaviors, while decreasing student suspensions.	Formative		
	Dec	Mar	May

Strategy's Expected Result/Impact: Decrease student suspensions by 20% from last year to this year.
 	
    Staff Responsible for Monitoring: Principal, Assistant Principal, CAFE Coach: Sasha Ingram
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 2 - Perceptions 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Savannah CAFE coach will begin a parent education program to explain our Community and Family Engagement best practices. (School Topics: Morning Meeting, Respect Academy, Calm Corner, Regulation Stations, Orange Dot, Ubuntu, etc. and Home Topics: Bedtime Routines, Reducing Screen Time, Setting Boundaries).	Formative		
	Dec	Mar	May

Strategy's Expected Result/Impact: This will improve our families understanding and support of our community and family engagement practices to support student behavior.
    Staff Responsible for Monitoring: CAFE Coach: Sasha Ingram
 	
    Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 2 - Perceptions 1, 2			

Strategy 4 Details	Formative Reviews		
Strategy 4: Through embedded training throughout the school year our CAFE coach will educate our teachers on best practices for classroom management and student engagement. (Topics will include: Morning Meeting, Respect Academy, Calm Corners, Regulation Stations, Orange Dot, and Ubuntu.)	Formative		
	Dec	Mar	May

Strategy's Expected Result/Impact: Teachers will understand what is expected of them at work for good classroom management and student engagement.
    Staff Responsible for Monitoring: CAFE Coach: Sasha Ingram
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 2 - Perceptions 2			

Strategy 5 Details	Formative Reviews		
Strategy 5: Savannah Elementary will work for a 97% attendance rate for both staff and students.	**Formative**		
Strategy's Expected Result/Impact: Good teacher and student attendance will directly impact academic and social/emotional growth. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Perceptions 4	**Dec**	**Mar**	**May**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teachers need more support with how to handle behaviors. **Root Cause**: COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

Student Learning
Problem Statement 5: Teachers need more support with how to handle behaviors. **Root Cause**: COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

School Processes & Programs
Problem Statement 2: Teachers need more support with how to handle behaviors. **Root Cause**: COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.

Perceptions
Problem Statement 1: Community to school relationships are not as strong as in the past. **Root Cause**: COVID prevented events, create distance between the school and families.
Problem Statement 2: Teachers need more support with how to handle behaviors. **Root Cause**: COVID has greatly impacted student behavior. Students lost many of their social/emotional and regulation skills while in isolation.
Problem Statement 4: The student attendance rate is currently only 95%. Learning is impacted greatly when students are present at school. **Root Cause**: Families have not taken school attendance as seriously since COVID.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes					Yes		Yes		Yes	Yes		
% at Meets GL Standard or Above	54%	44%	41%	69%	*	71%	*	-	37%	39%	22%	50%	62%	44%		
# at Meets GL Standard or Above	184	51	29	92	*	10	*	-	46	7	11	6	122	62		
Total Tests (Adjusted)	339	116	70	134	*	14	*	-	123	18	49	12	197	142		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No		No		No	No		
% at Meets GL Standard or Above	31%	26%	14%	43%	*	50%	*	-	17%	11%	12%	17%	38%	23%		
# at Meets GL Standard or Above	106	30	10	57	*	7	*	-	21	2	6	2	74	32		
Total Tests (Adjusted)	339	116	70	134	*	14	*	-	123	18	49	12	197	142		
Total Indicators															8	16
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes					Yes		Yes		Yes	Yes		
Academic Growth Score	82%	79%	85%	82%	*	100%	-	-	85%	100%	72%	100%	85%	79%		
Growth Points	153.5	50	30.5	61.5	*	**	-	-	62	10	21	5	93	60.5		
Total Tests	187	63	36	75	*	**	-	-	73	10	29	5	110	77		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No	No	No	No					No		No		No	No		
Academic Growth Score	62%	65%	54%	60%	*	89%	-	-	64%	73%	50%	80%	57%	68%		
Growth Points	116	41	20	45.5	*	**	-	-	47.5	8	14.5	4	63	53		
Total Tests	188	63	37	76	*	**	-	-	74	11	29	5	110	78		
Total Indicators															8	16
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										43%						
TELPAS Progress										16						
TELPAS Total										37						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No		No			No	No	No	No	Yes	No		
STAAR Component Score	43	34	31	56	48	51	*	-	32	25	20	37	48	35		
% at Approaches GL Standard or Above	67%	54%	59%	81%	89%	77%	*	-	55%	50%	36%	67%	74%	58%		
% at Meets GL Standard or Above	40%	32%	24%	53%	44%	54%	*	-	26%	20%	17%	33%	46%	30%		
% at Masters GL Standard	22%	17%	11%	33%	11%	23%	*	-	14%	5%	7%	11%	25%	18%		
Total Tests	797	274	170	307	**	35	*	-	295	44	115	27	455	342		
Total Indicators															1	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	90%	84%	94%	91%	*	92%	-	90%	91%	100%	95%	67%	89%	91%		
# Participants	298	72	58	136	*	**	-	19	96	17	38	4	172	126		
Total Tests	332	86	62	149	*	**	-	21	105	17	40	6	194	138		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Mathematics																
% Participation	90%	84%	94%	91%	*	100%	-	90%	91%	100%	95%	67%	89%	91%		
# Participants	297	72	58	134	*	**	-	19	94	15	38	4	171	126		
Total Tests	330	86	62	147	*	**	-	21	103	15	40	6	192	138		
Participation 2021-22																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	99%	100%	100%	98%	*	100%	*	-	99%	100%	95%	100%	100%	99%		
# Participants	367	125	77	141	*	19	*	-	134	22	53	14	206	161		
Total Tests	370	125	77	144	*	19	*	-	135	22	56	14	207	163		
Mathematics																
% Participation	99%	100%	100%	98%	*	100%	*	-	99%	100%	95%	100%	100%	99%		
# Participants	367	125	77	141	*	19	*	-	134	22	53	14	206	161		
Total Tests	370	125	77	144	*	19	*	-	135	22	56	14	207	163		

EMPLOYEE ENGAGEMENT REPORT

2021 Denton ISD Employee Engagement Survey

Direct | MCWILLIAMS, MICHAEL | Check Location - SAVANNAH ES

Oct 25, 2021 - Nov 08, 2021 | Total Respondents : 3,658
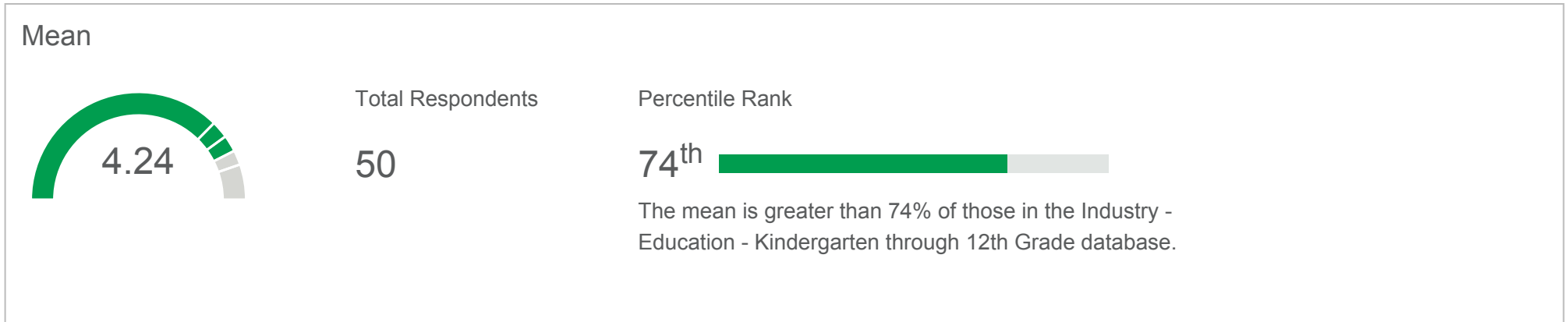
Mean

4.24

Total Respondents

50

Percentile Rank

74th

The mean is greater than 74% of those in the Industry - Education - Kindergarten through 12th Grade database.

Mean Scores compared to Gallup Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Q12 Mean

The Gallup Q12 score represents the average, combined score of the 12 elements that measure employee engagement. Each element has consistently been linked to better business outcomes.

Total N	Engagement Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Engagement Index
50	4.24	74	Engaged: **64%**

	Total N	Current Mean	Frequency Distribution ■1 ■2 □3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	50	3.98	1:**0%** 2:**8%** 3:**18%** 4:**42%** 5:**32%**	3.87	54	41
Q01: I know what is expected of me at work.	50	4.38	1:**2%** 2:**0%** 3:**12%** 4:**30%** 5:**56%**	4.42	47	49
Q02: I have the materials and equipment I need to do my work right.	50	3.84	1:**2%** 2:**8%** 3:**26%** 4:**32%** 5:**32%**	4.07	35	47
Q03: At work, I have the opportunity to do what I do best every day.	50	4.06	1:**0%** 2:**8%** 3:**24%** 4:**22%** 5:**46%**	4.15	47	55
Q04: In the last seven days, I have received recognition or praise for doing good work.	50	4.06	1:**4%** 2:**10%** 3:**12%** 4:**24%** 5:**50%**	3.33	79	43
Q05: My supervisor, or someone at work, seems to care about me as a person.	50	4.58	1:**0%** 2:**2%** 3:**10%** 4:**16%** 5:**72%**	4.24	77	57
Q06: There is someone at work who encourages my development.	50	4.38	1:**0%** 2:**6%** 3:**10%** 4:**24%** 5:**60%**	3.98	78	53
Q07: At work, my opinions seem to count.	50	4.16	1:**2%** 2:**6%** 3:**18%** 4:**22%** 5:**52%**	3.67	78	41
Q08: The mission or purpose of my organization makes me feel my job is important.	50	4.42	1:**0%** 2:**6%** 3:**8%** 4:**24%** 5:**62%**	4.02	75	53
Q09: My coworkers are committed to doing quality work.	50	4.30	1:**0%** 2:**0%** 3:**20%** 4:**30%** 5:**50%**	4.13	57	54
Q10: I have a best friend at work.	49	4.10	1:**10%** 2:**2%** 3:**12%** 4:**18%** 5:**57%**	3.62	83	57
Q11: In the last six months, someone at work has talked to me about my progress.	50	4.16	1:**0%** 2:**8%** 3:**22%** 4:**16%** 5:**54%**	3.55	66	36
Q12: This last year, I have had opportunities at work to learn and grow.	50	4.42	1:**2%** 2:**4%** 3:**8%** 4:**22%** 5:**64%**	4.04	74	54

Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

	%	
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	64%	

Engagement Hierarchy

Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
50	4.11	40

	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q01: Know What's Expected I know what is expected of me at work.	50	4.38	1:**2%** 2:**0%** 3:**12%** 4:**30%** 5:**56%**	4.42	47	49
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	50	3.84	1:**2%** 2:**8%** 3:**26%** 4:**32%** 5:**32%**	4.07	35	47

ENGAGEMENT HIERARCHY

Individual - What do I give?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	50	4.27	72

	Total N	Current Mean	Frequency Distribution ■1 ■2 ■3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	50	4.06	1:**0%** 2:**8%** 3:**24%** 4:**22%** 5:**46%**	4.15	47	55
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	50	4.06	1:**4%** 2:**10%** 3:**12%** 4:**24%** 5:**50%**	3.33	79	43
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	50	4.58	1:**0%** 2:**2%** 3:**10%** 4:**16%** 5:**72%**	4.24	77	57
Q06: Development There is someone at work who encourages my development.	50	4.38	1:**0%** 2:**6%** 3:**10%** 4:**24%** 5:**60%**	3.98	78	53

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	50	4.25	75

	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 □ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q07: Opinions Count At work, my opinions seem to count.	50	4.16	1:**2%** 2:**6%** 3:**18%** 4:**22%** 5:**52%**	3.67	78	41
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	50	4.42	1:**0%** 2:**6%** 3:**8%** 4:**24%** 5:**62%**	4.02	75	53
Q09: Committed to Quality My coworkers are committed to doing quality work.	50	4.30	1:**0%** 2:**0%** 3:**20%** 4:**30%** 5:**50%**	4.13	57	54
Q10: Best Friend I have a best friend at work.	49	4.10	1:**10%** 2:**2%** 3:**12%** 4:**18%** 5:**57%**	3.62	83	57

ENGAGEMENT HIERARCHY

Growth - How can I grow?

	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	50	4.29	69

	Total N	Current Mean	Frequency Distribution ■1 ■2 ■3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q11: Progress In the last six months, someone at work has talked to me about my progress.	50	4.16	1:**0%** 2:**8%** 3:**22%** 4:**16%** 5:**54%**	3.55	66	36
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	50	4.42	1:**2%** 2:**4%** 3:**8%** 4:**22%** 5:**64%**	4.04	74	54

My supervisor creates an environment that is trusting and open.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
50	4.16	1:**6%** 2:**6%** 3:**12%** 4:**18%** 5:**58%**	3.98	*	30

My workplace is committed to building the strengths of each employee.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
50	4.12	1:**4%** 2:**10%** 3:**8%** 4:**26%** 5:**52%**	3.76	*	90

I plan to be working at my organization one year from now.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
49	4.53	1:**0%** 2:**2%** 3:**8%** 4:**24%** 5:**65%**	4.25	*	*

What is the most important action your supervisor could take to positively impact your engagement?

Total N
30

FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Industry - Education - Kindergarten through 12th Grade Database ▇ < 25th Percentile ▇ 25-49th Percentile ▇ 50-74th Percentile ▇ 75-89th Percentile ▇ >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q$^{12®}$). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the Q$^{12®}$ items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q$^{12®}$ survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Industry - Education - Kindergarten through 12th Grade): Used as a benchmark to determine how your team's results compare to other workgroups within the Industry - Education - Kindergarten through 12th Grade of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

Denton Independent School District

Union Park Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Ignite a passion for learning in all.

Vision

At Union Park Elementary we will advocate for all students to reach their academic and social-emotional potential.

We will cultivte a safe learning environment for all.

We will foster a joy of learning through curiosity, taking risks and making mistakes.

We will engage and collaborate as part of a professional learning community.

We will provide timely, diagnostic, and directive support for students.

We will challenge students to develop their full potential by enriching learning.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Union Park Elementary was established in the fall of 2019. We opened our doors with 435 in the fall of 2019. In the 2022-2022 school year we reached capacity with 942 total students. We have grown exponentially and have needed to add addtional teachers to meet our growing numbers. In 2022, our overflow students enrolled at Savannah or Paloma Creek Elementary. The opening of Sandbrock Elementary alleviated our numbers. We are currently at 686 students. However, construction continues to expand into other areas of the subdivision, we will probably remain at high numbers in our student population. We are predominantly a neighborhood school, with the exception of two apartment complexes that are bused into our school.

We are a very diverse campus with our demographics being: 34%African American, 25%Hispanic, 26%White, 8.7%Asian, and 5% two or more races.

This school year, we are proud to announce the addition of the Dual Language Program on our campus. Pre-K and Kinder dual langaue are now being offered to service our Spanish speaking families on this side of 380. It is expected that we expand the program to offer first grade for the 23-24 school year.

The programs offered at our school are:

- Early Childhoold Special Education for pre-k students (ECSE)
- Functional Life Skills Class (FLS)
- Positive Academic Behavioral Support (PABS)
- General ed pre-k program
- Dual Language Pk & Kinder

Extra-curricular activities that are offered for our students:

- Orchestra
- Drama Club
- Robotics
- Broadcast Team
- Student Leadership Team
- Zumba
- Girl Scouts
- Board Games Club

Volunteer Opportunites:

- Watch D.O.G.S.
- Rockin' Readers
- Lunch with their child
- PTA meetings and volunteering at events

Our staff is comprised of highlhy qualifed teachers. We do not have any long term substitutes due to the shortage of teachers.

As a campus, we are implementing the CHAMPS behavior system. We have the expectations posted in the common areas throughout the school and all classrooms have the CHAMPS posters in their classrooms to utilize during classroom transitions. We have held weekly assemblies since the beginning of the school year as a way to reinforce the campus-wide expectations and social skills. We have made it fun for studnets by having staff member perform skits All classrooms have Calm Down Corners to support children that need time to regulate their emotions while remaining in the classroom. Classsrooms are recognized with the Pioneer Pride Award for exhibiting CHAMPS with a trophy that is then passed on to different classrooms.

Demographics Strengths

Strengths:

- We will continue to support and identify students using the Denton Multi-Tiered System of Support.
- We have a DMTSS calendar with regularly scheduled meetings by grade level.
- A team of teachers attended hte Professional Learning Communities Institute this summer and as a staff we are striving to implment the learning on a deeper level as we meet during team time. We have a schedule in place to ensure the teams meet.
- There are many opportunities for students to engage in our school by particpating in clubs and extra-curricular activities.
- Our community is engaged as evidenced by the volunteers in school and support we receive at our day and evening events.

Needs:

- Strive for 100% of staff PTA membership and increase parent membership from last year.
- Implementing and using restorative practices with more consistency and confidence among staff to support students.
- Review behavior strategies and systems (Rithm, CHAMPS, Restorative Practices, Regulation Stations) regularly with staff throughout the year to ensure the strategies are being implemented with fidelity and staff feel supported as they implement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student behaviors are disrupting the learning environment impacting the learning of themselves and others. Some of the behaviors are minor, but are should still be dealt with to provide an optimal learning environment for all. **Root Cause:** Teachers need to feel confident and have tools in their toolbelt to address such behaviors. Providing PD to support teachers is key. Reaching out to our district counseling department for help.

Student Learning

Student Learning Summary

Teachers are using district-wide screeners for students in K-5th grade in both reading and math. Teachers will continue to particpate in the TEA mandated Reading Academies to certain grade levels. The purpose of the Reading Academies is to strengthen the understanding of how a child acquires reading skills and provide teachers with strategies to use in their classrooms.

2022 Accountability Ratings Overall Summary:

UNION PARK ELEMENTARY	Component Score	Scaled Score	
Overall		**79**	
Student Achievement		**72**	
STAAR Performance	44	72	
School Progress		80	
Academic Growth	75	80	
Relative Performance	44	57	
Closing the Gaps	70	76	
Academic Achievement Status							
	All	AA	Hispanic	White	Eco Dis	EB/EL	Sp Ed
ELA Target	44%	32%	37%	60%	33%	29%	19%
% at Meets or Above	50%	41%	45%	65%	41%	54%	19%
Target Met	yes	yes	yes	yes	yes	yes	yes
Math Target	46%	31%	40%	59%	36%	40%	23%
% at Meets or Above	36%	28%	29%	49%	28%	44%	16%
Target Met	No	No	No	No	No	yes	No
Growth Status							
	All	AA	Hispanic	White	Eco Dis	EB/EL	Sp Ed
ELA Target	66%	62%	65%	69%	64%	64%	65%
% at Meets or Above	82%	80%	80%	88%	80%	83%	61%
Target Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Math Target	71%	67%	69%	74%	68%	68%	61%
% at Meets or Above	69%	70%	64%	74%	68%	65%	61%
Target Met	No	Yes	No	Yes	Yes	No	Yes
Student Success Status							
	All	AA	Hispanic	White	Eco Dis	EB/EL	Sp Ed
Target	47	36	41	58	38	37	23

UNION PARK ELEMENTARY	Component Score		Scaled Score			
STAAR Score	44	36	38	59	35	48	21
Target Met	No	Yes	No	Yes	No	Yes	No

Student Learning Strengths

- Collaborating and sharing students in PLCs.
- The design of the master schedule to allow time for PLC and intervention.
- Systems to bring new teachers up to par with the training already received.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students have not made the adequate yearly progress in the subjects of math and reading. **Root Cause:** Teachers need to analyze and prioritize the essential learning standards for a deep understanding of the standards and align to the checkpoint assessments.

School Processes & Programs

School Processes & Programs Summary

At Union Park, intentional walk-throughs are conducted that provide teachers with immediate feedback from a google form. These walk-through have a "look for" and always purposeful. The teachers are given the rubric in advance.

In an effort to support new teachers and new to Union Park teachers, teachers are particpating in a book study using the book Simple Starts. There are a total of 12 staff members currently participating. The purpose of of this time together is to strengthen their understanding of the workshop model as they deliver instruction to students.

We believe in a distributive leadership model at Union Park. This year, we have some staff members that are pursuing their master's degrees and are excited and motivated in participating in leadership roles that support student success.

Second and third grade teachers are participating in a Braswell Zone Literacy Cadre led by our district curriculum department. The purpose of the cadre is to deepen the learning of second and third grade teachers on literacy instruction. Administrators are involved in the learning.

Teachers in all grade levels are holding morning meetings with all students to gauge their emotional needs and hold conversation to address strategies that support regulating their emotions. Teachers will support students as they complete the Rithm app regularly.

School Processes & Programs Strengths

- Writing Units of Study Campus Cohort
- Mentor/Mentee Program for new teachers
- Regularly meeting to discuss students and using the DMTSS model of support

Perceptions

Perceptions Summary

Parent engagement is high at Union Park Elementary. The PTA board, which is comprised of parents, an adminstrator and a teacher representative meets regularly to make decisions and provide feedback. The goal is to have 100% of the staff join the school PTA. Parent volunteers are visible and frequently visit the campus. It is common for parent volunteers to be visible on our campus. They are making popcorn to sell to students, Watch DOGS are visible in the hallways and this year, we are thrilled to partner with Rockin' Readers for the first time.

Being in the fastest growing zone, we are proud in how we welcome and receive our new students. Our front office staff communicates the name of the studnet with all staff members that need to know and includes whether the child is receiving special supports. This helps with the transition to a new school and provides supports for the child as soon as possible.

We had weekly Wagon Up! Assemlies for the first six weeks of school to build community on our campus by teaching our behavior expectations by acting out scenarios and to celebrate our students. The Wagon Up! Assemblies will continue every six weeks. All teachers presented Pioneer Pride Awards to their students and volunteers participated in the skits.

Teachers hold circle time during the week to build community in the classroom and gauge their students' feelings and emotions. This year we will implement the use of Rithm to gauge our students' emotional needs and provide strategies as needed. District couselors will provide a Regulation Station Professional Development campus-wide. Our campus counselor provides services to our students by pushing in to classrooms to conduct guidance lessons and meeting in small group or one-on-one. Teachers can recommend students to particpate in the Food for Kids Program. Our counselors offer outside resources to families in need.

Perceptions Strengths

- High parent engagement and involvement.
- Counselor support
- Building community through circle time.

Guiding Outcomes

Guiding Outcome 1: Guiding Outcome 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: Working as a Professional Learning Community, staff at UPE will ensure all students will be able to communicate their mathematical thinking in problem solving at mastery level, measured by the use of an aligned K-5 Mathematical Communication rubric. We will monitor this goal by analyzing the data from district based common and post assessments for every math essential standard in kindergarten through fifth grade, as well as STAAR interim and STAAR for grades 3rd-5th.

High Priority

Evaluation Data Sources: math communication rubric, campus created formative and summative assessments, district created summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide time during PLCs to unpack standards, prioritize essentials, and build common formative assessments as they deepen their understanding of the math standards.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will attain the goal of one year's growth. **Staff Responsible for Monitoring:** staff, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use data from formative assessments and rubrics to form and plan lessons for flexible grouping to provide Tier I and Tier II intervention.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will attain the goal of one year's growth. **Staff Responsible for Monitoring:** staff, teachers, intervetionit **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for teachers in the workshop components, Math STEMScopes, Building Fact Family Kits, developing math commitments as a campus, math talk and using manipulatives aligned with the standard.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will attain the goal of one year's growth. **Staff Responsible for Monitoring:** staff, teachers, administrators, support staff, interventionist **Title I:** 2.4, 2.5, 2.6 - **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 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**			

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

Guiding Outcome 1: Guiding Outcome 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: Working as a Professional Learning Community, staff at UPE will ensure all students make one year's growth on their reading level, measured by the use of an aligned K-5 Fountas & Pinnell Rubric. We will monitor this goal by analyzing the data from campus based BOY, MOY, and EOY Screener assessments.

High Priority

Evaluation Data Sources: reading comprehension rubrics, campus created formative and summative assessments, district created summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide time during PLCs to unpack standards, prioritize essentials, and build common formative assessments while having rich dialogue as teachers deepen their understanding of reading standards.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will attain the goal of one year's growth. **Staff Responsible for Monitoring:** teachers, interventionist **Title I:** 2.4, 2.5, 2.6 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use data from formative assessments and rubrics to form and plan lessons for flexible grouping to provide Tier I and Tier II intervention.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will attain the goal of one year's growth. **Staff Responsible for Monitoring:** staff, teachers **Title I:** 2.4, 2.5, 2.6 - **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 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for teachers in the workshop components, Guided Reading, Literacy Cadre, Calendar Days, Curriculum Unit Previews, Running Records Analysis, and analyzing student work.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will attain the goal of one year's growth. **Staff Responsible for Monitoring:** staff, administrators, interventionist, district staff **Title I:** 2.4, 2.5, 2.6 - **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 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**			

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

Guiding Outcome 2: Guiding Outcome 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: As a Professional Learning Community we will communicate expectations so that all staff and students have a clear understanding of their roles and responsibilities. To increase staff engagement, our focus will be on 1.) Q4 from Gallup "In the last seven days, I have received recognition or praise for doing good work." We will increases the measure from a 4.00 to a 4.50. 2.) We will increase staff attendance to 94.6% and student attendance rate to 97%.

    High Priority

    Evaluation Data Sources: increase in the question scoring; less office referrals, increase in staff and student attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will conduct walk-through's using a form that will provide teachers with praise and feedback on the work they are doing.	**Formative**		
Strategy's Expected Result/Impact: To increase staff engagement and dialogue about student learning **Staff Responsible for Monitoring:** staff, administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	**Dec**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: As a campus, we will implement CHAMPS school-wide so that everyone knows the behavior expectations in common areas and in the classroom to ensure an orderly and safe learning environment.	Formative		
Strategy's Expected Result/Impact: increase student engagement, decrease office referrals **Staff Responsible for Monitoring:** all staff **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: All campuses within the BHS Zone will create the Ubuntu program to teach desired behaviors and effective communication skills leading to an increase of desired student behaviors and decreasing office referrals.	Formative		
Strategy's Expected Result/Impact: decrease office referrals, a positive and safe learning environment **Staff Responsible for Monitoring:** all staff, counselor, administrators **ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	May

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

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Lorena Salas	
Administrator	Karsten Hatcher	Assistant Principal
Administrator	Ajika Robinson	Administrative Associate
Counselor	Debra Sweeney	Counselor
Classroom Teacher	Micah Neilson	Pre-K Teacher
Classroom Teacher	Twyla Fields	1st grade teacher
Non-classroom Professional	Cathy Howington	Librarian
Classroom Teacher	Maddie Moody	1st grade teacher
Classroom Teacher	Carissa McCarty	2nd grade teacher
Classroom Teacher	Tiffany Mize	3rd grade teacher
Classroom Teacher	Stefanie Howard	4th grade teacher
Classroom Teacher	Bree Chadwick	5th grade teacher
Non-classroom Professional	Michael Gace	Special Ed teacher
Paraprofessional	Irene Carranza	Paraprofessional

Denton Independent School District

Lester Davis DAEP

2022-2023 Campus Improvement Plan
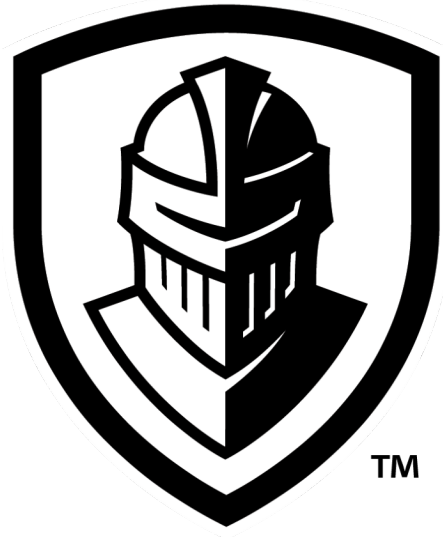
Mission Statement

To provide a structured social and academic climate in which students choose how they will respond to the world.

Vision

The Davis staff is committed to equipping students with behavioral and academic skills that will enable them to succeed in their regularly assigned classrooms and schools.

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

In response to changes in Texas Education Code Chapter 37, Denton ISD's Disciplinary Alternative Program was created in 1996 and opened its doors as Touchstone Academy at the Fred Moore Campus. In 2002 the program was relocated to a beautifully remodeled Lester Davis School in the heart of Denton. For 20 years the Lester Davis DAEP has been serving the unique needs of students from every traditional campus across Denton ISD.

With exponential growth throughout Denton ISD, the Lester Davis DAEP is now providing services for students at 27 elementary schools, 8 middle schools, 4 comprehensive high schools, and 2 specialty campuses.

Currently, a majority of our staff is funded through State Comp Ed. We have 2 positions funded by special education and 1 position funded through our ESL/bilingual department.

Demographics Strengths

- Veteran teachers (Yeahquo, Braudrick, Greaves, Archer, McKoy, Rettinger, Huey, and Steward), and three 1st-year solid DAEP teachers (Beaty, Partridge, and Patterson).

- Amazing instructional aides that allow us to maintain a secondary student-to-staff ratio in our classrooms at a maximum of 7.5 to 1, and elementary at 5 to 1.

- All staff members have key roles in counseling students on how to be successful at their home campus when they transition.

- Our staff is a resource for our schools in efficiently identifying needs for student assessments that will ensure appropriate services will be provided for students upon their return to their home campus.

- The whole staff operates as a team, exercising extreme flexibility as demographics change daily. We have managed to adapt to our district's exponential growth with very little additional staffing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton ISD saw a jump from 212 placements in 2020-2021 to 529 placements in 2021-2022. **Root Cause:** During the 2020-2021 school year a significant amount of students participated in school virtually. The numbers were not an accurate picture of our current reality.

Problem Statement 2: According to TEA data for 2020-2021, 54 DAEP placements were SPED students, out of 212 total DAEP placements (34% SPED). **Root Cause:** A deeper dive into the data is necessary to determine the root cause.

Perceptions

Perceptions Summary

Perceptions summary

Perceptions Strengths

When reviewing staff engagement results for fall 2021, the following was revealed:

- **Staff feels strongly about having adequate materials and equipment they need to do their work.**
- **Staff feels strongly about having the opportunity to do what I do best every day.**
- **Staff strongly agrees that the mission and purpose of their organization make me feel my job is important.**
- **Staff feels extremely strongly about the fact that their coworkers are committed to doing quality work.**

See addendum - *2021 Davis Employee Engagement Survey*

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on employee engagement survey results, within the engagement hierarchy (Individual - What do I give?), Q04 and Q05 indicated our greatest need for improvement. Q04 - Recognition Q05 - Cares about me **Root Cause:** Lack of intentional systems to promote recognition and highlight personal victories for our staff members.

Guiding Outcomes

Guiding Outcome 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: WIG: As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus.

Our goal is to decrease our recidivism rate by 20% annually.

Each student will have an individualized transition plan to present to the home campus upon the students return to their home campus.

> **HB3 Guiding Outcome**
>
> **Evaluation Data Sources:** Available transition packets.

Strategy 1 Details	Formative Reviews		

Strategy 1: Each student will have a transition plan upon the return to their home campus.
Reduced frequency of referrals at the home campus.
HS - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span.
 	
    Strategy's Expected Result/Impact: Admin.
    Counselor
    Teachers
    Paras
    Office staff
    Home Campus Rep
    Staff Responsible for Monitoring: Admin.
    Counselor
 	
    ESF Levers:
    Lever 5: Effective Instruction
	Formative		

	Dec	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Defined roles and schedule created.	**Formative**		
Compiling the necessary components of the transition plan is manageable. MS - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: MS Team Watkins Campus Funds **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Defined roles and schedule created.	**Formative**		
Compiling the necessary components of the transition plan is manageable. ES - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span. ES Team Watkins Campus Funds	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: ES Team Watkins **ESF Levers:** Lever 3: Positive School Culture			

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

Guiding Outcome 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: Implement Purpose Prep academy to meet the Social Emotional Learning needs of the individual students.

Funding-AK $5800

HB3 Guiding Outcome

Evaluation Data Sources: Purpose Prep reports.
Successful integration with the unique transition plans

Strategy 1 Details			Formative Reviews		
Strategy 1: Restorative practices to meet the individual needs of the students.			**Formative**		
Strategy's Expected Result/Impact: Students socio emotional needs and behavior will be positively impacted			**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, teachers, counselor					
Funding Sources: Purpose Prep Academy - At-Risk (SCE) - $5,800					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

* Develop and maintain a culture where learning remains our first priority
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* 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 3: WIG: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives (provided by home campus), and P.E.

> **Evaluation Data Sources:** Transcripts
> Report cards

Strategy 1 Details	Formative Reviews		
Strategy 1: All students maintain credit for courses that were expected to be maintained while attending home campus.	**Formative**		
	Dec	**Mar**	**May**
Technical support, Study Island. Addresses missed system safeguard Admin Teachers AK - $1,000 Number of Students utilizing Study Island Review of grades, discipline, attendance, and the number of repeat placement Ongoing Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit. Drop out prevention. Addresses missed system safeguard Admin Teachers Counselor Campus Funds Number of courses attempted Number of credits recovered toward graduation Ongoing Elective support at DAEP. Courses sent by home campus and returned to home campus. Addresses missed system safeguard Admin Teachers Home campus elective teachers Campus Funds Number of courses sent Number of courses sent			

Ongoing
L2L, Students will be able to articulate the lesson objective in their own words showing understanding of the content at a 95% rate

Addresses missed system safeguard
Admin
Teachers
Campus Funds

L2L walks and observations
Students will know their learning targets
Ongoing
Professional development local or national.

Addresses missed system safeguard
Admin
Teachers
AK - Attend supplemental professional development opportunities

Staff attends

Review of grades, discipline, attendance, and the number of repeat placement
Ongoing
Classroom teachers to support core courses.
Inclusion instruction.

Addresses missed system safeguard
Admin
Teachers
SCE funding for all Davis Teachers

HR Staffing
Review of grades, discipline, attendance, and the number of repeat placement
Aug-May
Strategy's Expected Result/Impact: Transcripts
Report cards

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

Guiding Outcome 2: Increase overall employment engagement from current engagement mean of 3.78 to at or above 3.94.

Performance Objective 1: Through targeted processes, intentionally highlight the value of the work and the person doing it. Specifically, to increase current engagement mean of Q04. Recognition of 2.90 to at or above 3.33.

High Priority

Evaluation Data Sources: 2022-2023 Q12 Employment Engagement Survey Data (Q04. Recognition)

Strategy 1 Details	Formative Reviews		
Strategy 1: Work in progress....	**Formative**		
TEA Priorities:	**Dec**	**Mar**	**May**
Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Guiding Outcome 2: Increase overall employment engagement from current engagement mean of 3.78 to at or above 3.94.

Performance Objective 2: Through targeted processes, intentionally create systems to make each employee feel valued, respected and genuinely cared about as a person.
Specifically, to increase current engagement mean of Q05. Cares About Me from 3.86 to at or above 4.24.

    High Priority

    Evaluation Data Sources: 2022-2023 Q12 Employment Engagement Survey Data (Q05. Cares About Me)

Strategy 1 Details		Formative Reviews		
Strategy 1: Work in progress....		**Formative**		
TEA Priorities: Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers		**Dec**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for Lester Davis DAEP

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 21.5
Brief Description of SCE Services and/or Programs

Personnel for Lester Davis DAEP

Name	Position	FTE
Anna Braudrick	MS Teacher	1
Beth Robertson	Instructional aide	1
Bobbie Roberts	Counselor	1
Carla Teniente	Attendance Clerk	1
Channelle McKoy	HS Teacher	1
Cherise Williams	Instructional aide	1
Currently vacant	Instructional aide	1
Curtis Spain	Instructional aide	1
David Huey	HS Teacher	1
Joni Rae Partridge	HS Teacher	1
Larry Greaves	MS Teacher	1
Lynda Martinez	Instructional aide	1
Martha Frank	Admin. Assistant	1
Pat Jolly	Nurse	0.5
Patrick Patterson	HS Teacher	1
Paul Beaty	MS Teacher	1
Quincy Gulley	Instructional aide	1
Ronnie Watkins	Principal	1
Samantha Torres	Instructional aide	1

Name	Position	FTE
Sherry Rettinger	HS Teacher	1
Stacy Archer	MS Teacher	1
Ulinda Yeahquo	ES Teacher	1

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Purpose Prep Academy		$5,800.00
				Sub-Total	$5,800.00

GALLUP®

EMPLOYEE ENGAGEMENT REPORT

2021 Denton ISD Employee Engagement Survey

Direct | WATKINS, RONALD | All - All

Oct 25, 2021 - Nov 08, 2021 | Total Respondents : 3,658

Mean

3.78

Total Respondents

21

Percentile Rank

28th

The mean is greater than 28% of those in the Industry - Education - Kindergarten through 12th Grade database.

Highest Q12 Items

Q02. Materials and Equipment

4.29

Q09. Committed to Quality

4.30

Lowest Q12 Items

Q04. Recognition

2.90

Q05. Cares About Me

3.86

Mean Scores compared to Gallup Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Q12 Mean

The Gallup Q12 score represents the average, combined score of the 12 elements that measure employee engagement. Each element has consistently been linked to better business outcomes.

Total N

21

Engagement Mean

3.78

Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade

28

Engagement Index

Engagement Index is unavailable for the currently selected scorecard.

	Total N	Current Mean	Frequency Distribution ■1 ■2 ■3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	21	3.62	1:**0%** 2:**14%** 3:**33%** 4:**29%** 5:**24%**	3.87	27	41
Q01: I know what is expected of me at work.	21	4.05	1:**0%** 2:**5%** 3:**29%** 4:**24%** 5:**43%**	4.42	19	49
Q02: I have the materials and equipment I need to do my work right.	21	4.29	1:**0%** 2:**0%** 3:**29%** 4:**14%** 5:**57%**	4.07	71	47
Q03: At work, I have the opportunity to do what I do best every day.	21	4.05	1:**5%** 2:**0%** 3:**29%** 4:**19%** 5:**48%**	4.15	47	55
Q04: In the last seven days, I have received recognition or praise for doing good work.	21	2.90	1:**33%** 2:**10%** 3:**19%** 4:**10%** 5:**29%**	3.33	13	43
Q05: My supervisor, or someone at work, seems to care about me as a person.	21	3.86	1:**14%** 2:**5%** 3:**14%** 4:**14%** 5:**52%**	4.24	17	57
Q06: There is someone at work who encourages my development.	21	3.71	1:**10%** 2:**5%** 3:**29%** 4:**19%** 5:**38%**	3.98	24	53
Q07: At work, my opinions seem to count.	21	3.52	1:**19%** 2:**5%** 3:**5%** 4:**48%** 5:**24%**	3.67	33	41
Q08: The mission or purpose of my organization makes me feel my job is important.	21	4.05	1:**5%** 2:**14%** 3:**10%** 4:**14%** 5:**57%**	4.02	42	53
Q09: My coworkers are committed to doing quality work.	20	4.30	1:**0%** 2:**5%** 3:**15%** 4:**25%** 5:**55%**	4.13	57	54
Q10: I have a best friend at work.	18	3.61	1:**11%** 2:**11%** 3:**17%** 4:**28%** 5:**33%**	3.62	49	57
Q11: In the last six months, someone at work has talked to me about my progress.	21	3.14	1:**24%** 2:**10%** 3:**19%** 4:**24%** 5:**24%**	3.55	12	36
Q12: This last year, I have had opportunities at work to learn and grow.	20	3.85	1:**10%** 2:**5%** 3:**15%** 4:**30%** 5:**40%**	4.04	25	54

Engagement Hierarchy

Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	4.17	45

	Total N	Current Mean	Frequency Distribution ■1 ■2 ■3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q01: Know What's Expected I know what is expected of me at work.	21	4.05	1:**0%** 2:**5%** 3:**29%** 4:**24%** 5:**43%**	4.42	19	49
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	21	4.29	1:**0%** 2:**0%** 3:**29%** 4:**14%** 5:**57%**	4.07	71	47

ENGAGEMENT HIERARCHY

Individual - What do I give?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	3.63	22

	Total N	Current Mean	Frequency Distribution ■1 ■2 □3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	21	4.05	1:**5%** 2:**0%** 3:**29%** 4:**19%** 5:**48%**	4.15	47	55
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	21	2.90	1:**33%** 2:**10%** 3:**19%** 4:**10%** 5:**29%**	3.33	13	43
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	21	3.86	1:**14%** 2:**5%** 3:**14%** 4:**14%** 5:**52%**	4.24	17	57
Q06: Development There is someone at work who encourages my development.	21	3.71	1:**10%** 2:**5%** 3:**29%** 4:**19%** 5:**38%**	3.98	24	53

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	3.87	44

	Total N	Current Mean	Frequency Distribution ■1 ■2 ■3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q07: Opinions Count At work, my opinions seem to count.	21	3.52	1:**19%** 2:**5%** 3:**5%** 4:**48%** 5:**24%**	3.67	33	41
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	21	4.05	1:**5%** 2:**14%** 3:**10%** 4:**14%** 5:**57%**	4.02	42	53
Q09: Committed to Quality My coworkers are committed to doing quality work.	20	4.30	1:**0%** 2:**5%** 3:**15%** 4:**25%** 5:**55%**	4.13	57	54
Q10: Best Friend I have a best friend at work.	18	3.61	1:**11%** 2:**11%** 3:**17%** 4:**28%** 5:**33%**	3.62	49	57

ENGAGEMENT HIERARCHY

Growth - How can I grow?

Total N

Current Mean

Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade

21

3.50

17

	Total N	Current Mean	Frequency Distribution ■1 ■2 ■3 ■4 ■5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q11: Progress In the last six months, someone at work has talked to me about my progress.	21	3.14	1:**24%** 2:**10%** 3:**19%** 4:**24%** 5:**24%**	3.55	12	36
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	20	3.85	1:**10%** 2:**5%** 3:**15%** 4:**30%** 5:**40%**	4.04	25	54

Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

Engagement Index is unavailable for the currently selected scorecard.

My supervisor creates an environment that is trusting and open.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
21	3.19	1:**29%** 2:**5%** 3:**14%** 4:**24%** 5:**29%**	3.98	*	30

My workplace is committed to building the strengths of each employee.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
21	3.14	1:**24%** 2:**14%** 3:**19%** 4:**10%** 5:**33%**	3.76	*	90

I plan to be working at my organization one year from now.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
20	4.10	1:**10%** 2:**0%** 3:**20%** 4:**10%** 5:**60%**	4.25	*	*

What is the most important action your supervisor could take to positively impact your engagement?

Total N
15

FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Industry - Education - Kindergarten through 12th Grade Database ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the $Q^{12®}$). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the $Q^{12®}$ items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the $Q^{12®}$ survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Industry - Education - Kindergarten through 12th Grade): Used as a benchmark to determine how your team's results compare to other workgroups within the Industry - Education - Kindergarten through 12th Grade of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

Denton Independent School District

Sparks Campus

2022-2023 Campus Improvement Plan

Mission Statement

School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

Vision

School Vision

The Sparks Faculty and Staff are committed to keeping detained in the Denton County Juvenile Detention Center current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Value Statement

School Values

The Joe Dale Sparks Campus prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

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.

Table of Contents

Guiding Outcomes

Guiding Outcome 1: Student success is a priority at Sparks. The measurement for success can be challenging. We will measure success on outcomes at a smaller scale. We will measure standards and look for growth on overlying skills and concepts.

Performance Objective 1: Students will be measured by standards during each IPR and grading period. Success will be meeting the standard at 70%

    Evaluation Data Sources: IPR, report Cards, TAC

Strategy 1 Details	Formative Reviews		
Strategy 1: We will acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet, (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Improved instruction across content areas and student progress on progress reports and report cards
    Staff Responsible for Monitoring: Curriculum coordinators, Teachers, Administrator, Secretary
 	
    Funding Sources: Instructional and office supplies - Title I, Part D Subpart 2 - $18,842.75			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide instructional and supplemental support personnel and for at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Improved instructional support across all content areas and student progress on IRPs and report cards.	**Dec**	**Mar**	**May**

Staff Responsible for Monitoring: Secretary, Attendance Clerk, Principal, Teachers, At-risk teacher
 	
    Title I:
2.4, 2.6
    Funding Sources: Supplemental substitutes - Title I, Part D Subpart 2 - $1,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize At-risk Teacher to support struggling students in all core content classes.	**Formative**		
Strategy's Expected Result/Impact: Report Cards, WRAT Scores, STAAR/EOC Results, Teacher Formative and Summative Assessments	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: At-risk Teacher **Funding Sources:** At-Risk Teacher - Title I, Part D Subpart 2 - $82,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Annually purchase supplementary library books, Library supplies, and provide library services by teachers to keep inventory up to date and ensure a diverse selection of reading materials for all students	**Formative**		
Strategy's Expected Result/Impact: Library report on checked out books, Purchase order receipts	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: A teacher assigned to library services, school secretary **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra Duty Pay for Librarians - Title I, Part D Subpart 2 - $10,000, Supplies and books - Title I, Part D Subpart 2 - $3,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide additional clerical support to facilitate records of students when needed.	**Formative**		
Strategy's Expected Result/Impact: Records and Cumulative folders will be current and accurate.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Registrar, Secretary, Principal, **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Attendance Clerks salary and extra duty pay - Title I, Part D Subpart 2 - $100,000, supplemental substitute - Title I, Part D Subpart 2 - $4,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide Summer School for all detained students especially students in the long-term placement program.	Formative		
Strategy's Expected Result/Impact: Registration records, attendance reports, report cards, etc **Staff Responsible for Monitoring:** Secretary, Principal, Summer School teachers, At-risk teacher **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Title I, Part D Subpart 2 - $10,000	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide opportunities for teachers to attend best practice conferences and trainings. Provide substitute coverage for for staff training and development.	Formative		
Strategy's Expected Result/Impact: Current and relevant training, enhanced classroom instruction, improved student performance. **Staff Responsible for Monitoring:** Principal, District curriculum staff, SPED supervisor **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Teacher Conference Fees - Title I, Part D Subpart 2 - $2,200, Substitute Coverage for trainings and development - Title I, Part D Subpart 2 - $1,000	Dec	Mar	May

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

Guiding Outcome 1: Student success is a priority at Sparks. The measurement for success can be challenging. We will measure success on outcomes at a smaller scale. We will measure standards and look for growth on overlying skills and concepts.

Performance Objective 2: We will work on student attendance. We will have a goal of 90% attendance on our campus. We will keep in mind that room restrictions and staffing on the facilities part will play a roll in our data.

    Evaluation Data Sources: Campus attendance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage student achievement through the use of concrete and positive reinforcement strategies including verbal praise, stickers, certificates, honor roll award ceremony for CTC students.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Records received from sending school in timely fashion, SPED records are current and accurate as determined by ARD/IEP meetings, 504 records are current and accurate as determined by 504 Committee meetings.
    Staff Responsible for Monitoring: Teachers, SPED Teachers, At-risk teacher, Registrar, Diagnostician, Principal
 	
    Title I:
    2.5, 2.6			

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

Guiding Outcome 1: Student success is a priority at Sparks. The measurement for success can be challenging. We will measure success on outcomes at a smaller scale. We will measure standards and look for growth on overlying skills and concepts.

Performance Objective 3: The students in our classes are in high stress situations that can be challenging for adolescence to deal with. They often struggle with communication when redirected or corrected from off task or disruptive behaviors. This can be even more challenging for an Emotionally Disturbed student. We will use de-escalation strategies learned in Crisis Prevention Institute training. We will try to avoid classroom removals, refusals, or Code Reds in our classes.

 Evaluation Data Sources: Teacher reported removals, attendance sheets, CPI training logs

Guiding Outcome 2: Teacher engagement and overall appreciation adds to the overall job performance of our staff.

Performance Objective 1: Recognition is a key component of teacher engagement. We will survey our staff with several different options on how people are recognized and try to individualize recognition as much as possible.

> **Evaluation Data Sources:** Survey, log of recognitions

Guiding Outcome 2: Teacher engagement and overall appreciation adds to the overall job performance of our staff.

Performance Objective 2: Listening to teacher concerns or gathering feedback is important for effective decision making. Quarterly meetings planned exclusively to discuss teacher concerns and garner feedback on upcoming decisions will be planned.

State Compensatory

Budget for Sparks Campus

Total SCE Funds:
Total FTEs Funded by SCE: 18
Brief Description of SCE Services and/or Programs

Personnel for Sparks Campus

Name	Position	FTE
Ann Posten	Det ELAR teacher	1
Barbra Lightfoot	CTC Science	1
Brooke Lana	SpEd	1
Christopher Rodgers	SpEd Aide	1
David Heilein	CTC Math	1
David Michaelsen	CTC Social Studies	1
Edith Orozco	Det Science	1
Elizabeth Cook	Art	1
Jenneal Vincent	Secretary/ Registar	1
Julia Laney	SpEd	1
Michael Smith	CTC CTE	1
Paul Martinez	Principal	1
Rebecca Brigham	CTC ELAR	1
Ryan Wilcox	Det CTE	1
Stephen Stone	Det Math	1
Steve Erdman	PE	1
Thomas Huggins	Det Social Studies	1
Vacent	Bilingual Aide	1

Title I Personnel

Name	Position	Program	FTE
Ana Galvan	Attendance Clerk	Office Staff	1
Dina Sosa	Assistant Register	Office Staff	1
Pamela Tutt	At Risk teacher/Testing Coodinator	At-Risk Services	1

Campus Funding Summary

			Title I, Part D Subpart 2		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional and office supplies		$18,842.75
1	1	2	Supplemental substitutes		$1,000.00
1	1	3	At-Risk Teacher		$82,000.00
1	1	4	Extra Duty Pay for Librarians		$10,000.00
1	1	4	Supplies and books		$3,000.00
1	1	5	supplemental substitute		$4,000.00
1	1	5	Attendance Clerks salary and extra duty pay		$100,000.00
1	1	6			$10,000.00
1	1	7	Teacher Conference Fees		$2,200.00
1	1	7	Substitute Coverage for trainings and development		$1,000.00
				Sub-Total	$232,042.75