

Denton Independent School District
Ryan High School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

See addendum RHS Closing the Gaps

Demographics

Demographics Summary

RHS currently has a very diverse student body. The makeup of the school community is a tradition-rich one, marked by years of success at all levels of the educational process. The actual student makeup is consistent in an average enrollment between 2050-2220 over the previous three years. An overall high number from over a decade ago saw RHS at 2,550 students, and a recent lower attendance number reflects a total of 1840.

The diversity of the campus includes the following: 2190 enrollment. Of that number, 61% are Economically Disadvantaged. 45.5% of those students are At-Risk. The makeup of the campus includes 22% African-American, 45% Hispanic, 28.8% White, 0.68% American Indian, 1.76% Asian, 0.18% Pacific Islander, and 3% Two or More Races.

Staff at RHS is comprised of 60.3% with Bachelor's degrees. 37% with Masters degrees, and 1.2% with Doctoral degrees. Experience make up is as follows: 1st year: 3.6%, 1-5 years: 28.7%, 6-10 years: 18.2%, 11-20 years: 33.8%, over 20 years: 19%. The average years of experience for RHS staff is 12 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus embraces attention to many areas of academic, social-emotional, and overall growth of the student. The staff at RHS recognize that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus is a critical component of the RHS team. RHS will partner with Safety Net to address the social-emotional learning gaps of our students and engage in positive

alternative activities to promote behavior, health, and wellness.

The ESL programs that have been increased with staffing have enabled the school to focus on many varied needs of the school. ESL classes for English Language Learners have been a focal point for the school for several years. In addition, there have been increases in many programs that introduce new curricular areas for the needs and interest levels of the student body at Ryan. CTE programming for the capturing of the CCMR and state accountability have added to the overall progress of the school as it relates to the growth of the individual student.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2022-2023 school year will bring unique and challenging opportunities that the staff will embrace with enthusiastic energy. As has been the case in previous years, the academic progress of RHS consists of planning to address numerous focus areas. As the campus is accustomed to each year, a review of academic standards from the previous year's assessment tools is utilized. Due to the varied learning formats that were implemented to start the 2020-2021 school year, normal learning expectations were altered as we continue to address the learning gaps that occurred due to COVID. Therefore, when reviewing the previous year's assessment data, the campus is using a combination of state assessment data and individual teacher accumulated records.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve the skill levels for both subject areas. The use of IXL diagnostic testing serves as an introductory starting point for many of the Algebra, English 1, and English 2 domains and creates an individualized performance path focusing on the individual student's strengths in addition to the areas of remediation and or review. In addition to using IXL, staff and students have access to SIRIUS as an additional intervention tool to address specific skills related to student weakness.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains on the ability to show improvement in the areas of writing both expository essays as well as persuasive essays. Writing and paragraph development remain a target for students of RHS. Attention to the details of the well-

developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

RHS will follow HB4545 guidelines to address the day-to-day instruction in the areas of English Language Art, Biology, Algebra, and US History. The use of a designed curriculum to meet the needs of 30 hours of accelerated study in all areas of EOC assessments for all students who have not been previously successful. This requirement will be met through the use of IXL, SIRIUS, tutorials, classroom one on one strategies, and opportunities to attend Saturday school.

The ability of teachers to attend workshops, share ideas in the Professional Learning Communities and explore various other resources to help struggling writers write and help struggling readers improve is a top priority for the campus.

Student Learning Strengths

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

Regarding Algebra 1 and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Desmos and SIRIUS, as well as various other skill-building practice materials, are used daily. Implementing Strategic Learning HS Math using the Agile Mind program into the

master schedule is another intervention tool used to help close the gaps of our Algebra 1 learners. RHS Algebra 1 teachers meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill-building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: With the number of students being served, scheduling time is a variable between the framework of the master schedule and other academic classes, creating a challenge to get every student access. **Root Cause:** The number of students requiring accommodations equals various methods of interventions that must be used to accommodate the needs of all students.

School Processes & Programs

School Processes & Programs Summary

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

Over 20 years experience: 19.3%

11-20 year experience: 33.8%

6-10 years experience: 18.2%

1-5 years: 24.7%

1st year: 2%.

The average years of experience for Ryan High School is currently 12.4 years. The daily absentee rate for the campus last year was 9%.

The teacher turnover rate to start the 2022-2023 year was 11%. With a new student enrollment totaling 166.

School Processes & Programs Strengths

Ryan High School continues to utilize its ability to find the strengths of its staff to best fit the needs of its student body. The added support for the English as a Second Language learning population has continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the ESL population

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

In addition to the District establishing a Mentor program for new teachers, Ryan High school will support the new growth of teachers new to the profession and/or new to the campus by continuing a mentor action plan that will allow for collaboration on solutions to questions and concerns that have and will occur during daily operations of the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high quality education, while at the same time remain innovative and creative with high at-risk student population. **Root Cause:** The effect of the Pandemic and school closure put increasingly difficult demands on all teachers. Teachers continue to close the gaps created by the loss of face-to-face time during the 19-20 and 20-21 school years.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

concerns. This is a long-standing tradition and strength of the school, and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

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

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
- 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

- 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
- Local Accountability Systems (LAS) data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Pregnancy and related services 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results
- 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: Increase the passing rate for each semester for Algebra 1 students for the 2022-23 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th-grade students. Continue work on improved EOC ratings for students in both English 1 and English 2. The goal of above 75% passing rate for EOC 9th and 10th-grade state assessment.

HB3 Guiding Outcome

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

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas.</p> <p>Strategy's Expected Result/Impact: Gradual improvement in skill sets in both Algebra 1 as well as English 1 and English 2 writing and reading performances.</p> <p>Staff Responsible for Monitoring: ELA and Math teachers, counseling team, campus administration, and district level supervisors.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 2: Follow HB4545 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet the needs of 30 hours of accelerated study in all areas of EOC assessments for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1, English 1, and English 2 in addition to the use of SIRIUS, IXL, tutorials, classroom one on one, and Saturday school.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps and prepare students to pass the EOC's.</p> <p>Staff Responsible for Monitoring: Admin, teachers, counselors</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





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: 100% of Ryan High School's community will feel connected by May 2023.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Establish monthly recognition of staff and students through campus-wide celebration and acknowledgement of the completed work. Invite community partners to share in their contribution to the school staff and students and recognize and show our appreciation for what the community means to the school.</p> <p>Strategy's Expected Result/Impact: Higher academic performance in the classrooms. Continued building of sense of value, worth, and appreciation for teachers. Growth of community support for the school and ability to give back to the sponsors and show of appreciation.</p> <p>Staff Responsible for Monitoring: Renaissance class. (sponsor-Sharla Gilhome), leader of student support groups, Counseling staff, Administration,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: In addition to the District Mentor program, RHS will provide a campus-based mentor program for first-year teachers and/or teachers new to the campus to collaborate on solutions to questions and concerns that have and will occur in the daily operation of the school day.</p> <p>Strategy's Expected Result/Impact: Meet once a month to inform and review the navigation of the day-to-day school business. Discuss the Ryan foundation, grading policy, 504, ARDs, accommodations, discipline referrals, strategies and importance of parent contact, the importance of tutorials, and technology answers.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, RHS Mentor Liasion (Trey Spalding)</p> <p>Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: Celebrate the growth of productive adult conversations taking place in department PLCs about what our students are learning. Be able to capture the learning in the classroom so all stakeholders are able to contribute to conversations regarding what our students are learning. Products of the learning environment will be recognized on the campus website and on social media outlets.</p> <p>Strategy's Expected Result/Impact: Improved department collaboration. Boost relationships with all stakeholders regarding student learning</p> <p>Staff Responsible for Monitoring: Administration, RHS Department Chairs.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 3: Opportunities for Students





In pursuit of excellence, we will:

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

Performance Objective 1: Ryan High School continues to strive for 100% participation in some form of extracurricular activity for all students. RHS works to enable students to have an opportunity to be a part of a team, group, club, or extra outlet, outside of the regular school day.

HB3 Guiding Outcome

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Work within Student Council and various other student leadership groups to publicize the list of all available student offerings (class clubs, fine arts, athletics, etc.) so that students have an awareness of the school outside of the classroom). Additionally, have published offerings through counseling offices to make student aware of the possibilities of clubs and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increased number of overall student body who are participating in extracurricular activities. Goal will be 100% .</p> <p>Staff Responsible for Monitoring: Coaches, sponsors, teachers, administrators, staff</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Community partnership with Safety Net to close the social-emotional learning gaps of our students and engage in positive alternative activities to promote behavior, health, and wellness.</p> <p>Strategy's Expected Result/Impact: Students will feel better supported and have less anxiety while improving coping skills.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and teachers</p> <p>Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Guiding Outcome 4: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: 100% of teachers, administrators, counselors, staff, and students will be trained on school safety, safety protocols, and communication procedures used at RHS.

Evaluation Data Sources: Sign-in sheets, agendas, completions of safe school training, safety drill audit form.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Safety and security remain a top priority at RHS. Campus resources were adjusted to allow for the hiring of two additional full-time security liaisons.</p> <p>Strategy's Expected Result/Impact: Additional support to assist the administration in monitoring the transition of students during passing periods, lunch surveillance, and building access before, during, and after school. Use of InterQuest dog, consistent use of the metal detector, Viacom sensors installed high traffic areas.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 5: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 64% to 80% by August 2024.

HB3 Guiding Outcome

Evaluation Data Sources: TAPR Report

State Compensatory

Budget for Ryan High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 75

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Ryan High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|------------------|------------|
| Ruby Kovoov | Academic Liaison | NaN |

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Report

| indicator | Total Met | Total Evaluated | % Met | Weight | Score |
|-------------------------------|-----------|-----------------|-------|--------|-----------|
| Academic Achievement | 8 | 20 | 40% | 50% | 20.0 |
| Graduation Status | 7 | 7 | 100% | 10% | 10.0 |
| ELP Status | 0 | 1 | 0% | 10% | 0.0 |
| School Quality Status | 9 | 9 | 100% | 30% | 30.0 |
| Closing the Gaps Score | | | | | 60 |

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 | | No | | | Yes | Yes | No | Yes | Yes | No | | |
| % at Meets GL Standard or Above | 46% | 36% | 39% | 65% | 61% | 56% | 60% | * | 38% | 32% | 14% | 39% | 48% | 40% | | |
| # at Meets GL Standard or Above | 692 | 115 | 278 | 267 | 11 | 18 | ** | * | 382 | 154 | 34 | 12 | 523 | 169 | | |
| Total Tests (Adjusted) | 1,509 | 323 | 718 | 411 | 18 | 32 | ** | * | 1,007 | 479 | 242 | 31 | 1,084 | 425 | | |
| 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 | 30% | 26% | 26% | 39% | 17% | 50% | * | - | 23% | 23% | 14% | 12% | 30% | 30% | | |
| # at Meets GL Standard or Above | 201 | 41 | 80 | 71 | ** | 8 | * | - | 106 | 44 | 16 | 2 | 135 | 66 | | |
| Total Tests (Adjusted) | 665 | 157 | 303 | 181 | ** | 16 | * | - | 452 | 189 | 113 | 17 | 447 | 218 | | |
| Total Indicators | | | | | | | | | | | | | | | 8 | 20 |
| Growth Status | | | | | | | | | | | | | | | | |
| ELA/Reading Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | |
| Target Met | Yes | No | Yes | Yes | | | | | Yes | Yes | No | | Yes | No | | |
| Academic Growth Score | 69% | 61% | 68% | 74% | 100% | 71% | * | - | 69% | 70% | 58% | 91% | 70% | 66% | | |
| Growth Points | 342.5 | 56.0 | 156.0 | 112.0 | ** | 10.0 | * | - | 207.5 | 89.0 | 35.5 | 10.0 | 272.5 | 70.0 | | |
| Total Tests | 495 | 92 | 228 | 152 | ** | 14 | * | - | 299 | 128 | 61 | 11 | 389 | 106 | | |
| 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 | No | | |
| Academic Growth Score | 50% | 48% | 48% | 54% | * | * | - | - | 47% | 47% | 27% | 54% | 50% | 50% | | |
| Growth Points | 172.0 | 40.0 | 77.5 | 52.0 | * | * | - | - | 117.0 | 56.5 | 17.0 | 7.0 | 120.5 | 51.5 | | |
| Total Tests | 347 | 83 | 161 | 97 | * | * | - | - | 249 | 119 | 62 | 13 | 243 | 104 | | |
| Total Indicators | | | | | | | | | | | | | | | 6 | 18 |

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

| | 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 |
|--|--------------|------------------|----------|---------|-----------------|--------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| Graduation Rate Status | | | | | | | | | | | | | | | | |
| Target | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | n/a | n/a | n/a | | |
| Target Met | Yes (1) | Yes (1) | Yes (1) | Yes (1) | | | | | Yes (1) | Yes (1) | Yes (1) | | | | | |
| 2020 % Graduated | 98.2% | 95.7% | 98.9% | 98.7% | - | - | - | - | 96.9% | 98.5% | 91.1% | | | | | |
| 2021 % Graduated | 98.4% | 98.8% | 97.1% | 99.5% | 100.0% | 100.0% | * | * | 97.5% | 97.3% | 94.1% | | | | | |
| 2021 # Graduated | 495 | 84 | 200 | 190 | 5 | 11 | * | * | 277 | 73 | 64 | | | | | |
| 2021 Total in Class | 503 | 85 | 206 | 191 | 5 | 11 | * | * | 284 | 75 | 68 | | | | | |
| Total Indicators | | | | | | | | | | | | | | | 7 | 7 |
| English Language Proficiency Status | | | | | | | | | | | | | | | | |
| Target | | | | | | | | | | 36% | | | | | | |
| Target Met | | | | | | | | | | No | | | | | | |
| TELPAS Progress Rate | | | | | | | | | | 35% | | | | | | |
| TELPAS Progress | | | | | | | | | | 142 | | | | | | |
| TELPAS Total | | | | | | | | | | 403 | | | | | | |
| Total Indicators | | | | | | | | | | | | | | | 0 | 1 |
| Student Success Status | | | | | | | | | | | | | | | | |
| Target | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 | 43 | 48 | 45 | | |
| Target Met | No | Yes | No | No | Yes | No | | | No | No | No | Yes | No | No | | |
| STAAR Component Score | 43 | 37 | 37 | 57 | 47 | 53 | 45 | * | 36 | 31 | 19 | 43 | 44 | 39 | | |
| % at Approaches GL Standard or Above | 70% | 65% | 65% | 83% | 76% | 76% | 67% | * | 64% | 58% | 34% | 84% | 72% | 65% | | |
| % at Meets GL Standard or Above | 45% | 36% | 38% | 63% | 58% | 58% | 56% | * | 36% | 30% | 16% | 37% | 47% | 40% | | |
| % at Masters GL Standard | 13% | 10% | 8% | 24% | 8% | 25% | 11% | * | 9% | 6% | 6% | 8% | 14% | 12% | | |
| Total Tests | 3,446 | 770 | 1,601 | 953 | 38 | 72 | ** | * | 2,288 | 1,026 | 541 | 76 | 2,451 | 995 | | |
| Total Indicators | | | | | | | | | | | | | | | 3 | 12 |
| School Quality Status | | | | | | | | | | | | | | | | |
| Target | 47% | 31% | 41% | 58% | 42% | 76% | 39% | 53% | 39% | 30% | 27% | 43% | 50% | 31% | | |
| Target Met | Yes | Yes | Yes | Yes | | | | | Yes | Yes | Yes | | Yes | Yes | | |
| % Students Meeting CCMR | 57% | 42% | 52% | 69% | 60% | 80% | * | * | 50% | 55% | 81% | * | 61% | 34% | | |
| # Students Meeting CCMR | 284 | 36 | 107 | 129 | 3 | 8 | * | * | 142 | 51 | 58 | * | 257 | 27 | | |
| Total Students | 499 | 86 | 205 | 188 | 5 | 10 | * | * | 282 | 92 | 72 | * | 419 | 80 | | |
| Total Indicators | | | | | | | | | | | | | | | 9 | 9 |
| Participation 2020-21 | | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | |
| ELA/Reading | | | | | | | | | | | | | | | | |
| % Participation | 93% | 94% | 94% | 92% | 93% | 90% | * | * | 92% | 95% | 90% | 89% | 94% | 92% | | |

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

| | 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 |
|------------------------------|--------------|------------------|------------|------------|-----------------|------------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| # Participants | 1,377 | 271 | 692 | 368 | 13 | 28 | * | * | 898 | 506 | 190 | 31 | 1,010 | 367 | | |
| Total Tests | 1,475 | 287 | 737 | 400 | 14 | 31 | * | * | 975 | 532 | 211 | 35 | 1,075 | 400 | | |
| Mathematics | | | | | | | | | | | | | | | | |
| % Participation | 91% | 93% | 90% | 92% | 83% | 92% | * | * | 89% | 93% | 88% | 100% | 92% | 88% | | |
| # Participants | 516 | 103 | 242 | 152 | 5 | 11 | * | * | 347 | 163 | 79 | 13 | 364 | 152 | | |
| Total Tests | 567 | 111 | 268 | 166 | 6 | 12 | * | * | 388 | 175 | 90 | 13 | 394 | 173 | | |
| Participation 2021-22 | | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | |
| ELA/Reading | | | | | | | | | | | | | | | | |
| % Participation | 98% | 97% | 99% | 98% | 100% | 98% | 100% | * | 98% | 99% | 98% | 97% | 98% | 98% | | |
| # Participants | 1,684 | 342 | 847 | 430 | 19 | 39 | ** | * | 1,150 | 606 | 266 | 36 | 1,180 | 504 | | |
| Total Tests | 1,714 | 352 | 858 | 437 | 19 | 40 | ** | * | 1,174 | 613 | 272 | 37 | 1,198 | 516 | | |
| Mathematics | | | | | | | | | | | | | | | | |
| % Participation | 99% | 99% | 100% | 99% | 100% | 100% | * | - | 99% | 100% | 100% | 100% | 100% | 99% | | |
| # Participants | 712 | 168 | 331 | 188 | ** | 16 | * | - | 490 | 205 | 121 | 19 | 463 | 249 | | |
| Total Tests | 716 | 170 | 332 | 189 | ** | 16 | * | - | 494 | 206 | 121 | 19 | 465 | 251 | | |

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

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

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

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

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

- Indicates there are no students in the group.

Texas Education Agency
2022 Accountability Ratings Overall Summary
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|-----------------------------|
| Overall | | 81 | B |
| Student Achievement | | 83 | B |
| STAAR Performance | 43 | 72 | |
| College, Career and Military Readiness | 58 | 88 | |
| Graduation Rate | 99.3 | 95 | |
| School Progress | | 82 | B |
| Academic Growth | 61 | 68 | Not Rated: Senate Bill 1365 |
| Relative Performance (Eco Dis: 61.9%) | 51 | 82 | B |
| Closing the Gaps | 60 | 77 | C |

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

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

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

Texas Education Agency
2022 STAAR Performance
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Report

| STAAR Performance | Reading | Mathematics | Science | Social Studies | Totals | Percentages |
|-------------------------|---------|-------------|---------|----------------|--------|-------------|
| Total Tests | 1,509 | 665 | 758 | 514 | 3,446 | |
| Approaches GL or Above | 972 | 428 | 567 | 447 | 2,414 | 70% |
| Meets GL or Above | 692 | 201 | 326 | 330 | 1,549 | 45% |
| Masters GL | 111 | 64 | 104 | 186 | 465 | 13% |
| Total Percentage Points | | | | | | 128% |
| Component Score | | | | | | 43 |

Texas Education Agency
2022 STAAR Performance
RYAN H S (061901002) - 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) | Continuously Enrolled | Non-Continuously Enrolled |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|----------------------|---------------------|-----------------------|---------------------------|
| All Subjects | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 70% | 65% | 65% | 83% | 76% | 76% | 67% | * | 64% | 52% | 58% | 34% | 84% | 72% | 65% |
| At Meets GL Standard or Above | 45% | 36% | 38% | 63% | 58% | 58% | 56% | * | 36% | 22% | 30% | 16% | 37% | 47% | 40% |
| At Masters GL Standard | 13% | 10% | 8% | 24% | 8% | 25% | 11% | * | 9% | 3% | 6% | 6% | 8% | 14% | 12% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 2,414 | 497 | 1,035 | 790 | 29 | 55 | ** | * | 1,459 | 467 | 599 | 184 | 64 | 1,769 | 645 |
| At Meets GL Standard or Above | 1,549 | 280 | 604 | 596 | 22 | 42 | ** | * | 826 | 200 | 309 | 86 | 28 | 1,153 | 396 |
| At Masters GL Standard | 465 | 80 | 135 | 228 | 3 | 18 | ** | * | 201 | 30 | 57 | 32 | 6 | 343 | 122 |
| Total Tests | 3,446 | 770 | 1,601 | 953 | 38 | 72 | ** | * | 2,288 | 890 | 1,026 | 541 | 76 | 2,451 | 995 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2020-21 | 92% | 93% | 93% | 91% | 91% | 90% | 100% | 57% | 91% | 94% | 94% | 90% | 93% | 93% | 89% |
| % participation 2021-22 | 99% | 98% | 99% | 99% | 98% | 99% | 100% | * | 98% | 99% | 99% | 99% | 98% | 99% | 98% |
| ELA/Reading | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 64% | 58% | 59% | 79% | 72% | 72% | 60% | * | 58% | 46% | 53% | 25% | 77% | 67% | 59% |
| At Meets GL Standard or Above | 46% | 36% | 39% | 65% | 61% | 56% | 60% | * | 38% | 24% | 32% | 14% | 39% | 48% | 40% |
| At Masters GL Standard | 7% | 3% | 3% | 17% | 6% | 19% | 20% | * | 4% | 1% | 2% | 4% | 3% | 8% | 5% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 972 | 186 | 423 | 323 | 13 | 23 | ** | * | 580 | 191 | 254 | 60 | 24 | 722 | 250 |
| At Meets GL Standard or Above | 692 | 115 | 278 | 267 | 11 | 18 | ** | * | 382 | 100 | 154 | 34 | 12 | 523 | 169 |
| At Masters GL Standard | 111 | 11 | 23 | 69 | 1 | 6 | ** | * | 37 | 3 | 10 | 10 | 1 | 89 | 22 |
| Total Tests | 1,509 | 323 | 718 | 411 | 18 | 32 | ** | * | 1,007 | 413 | 479 | 242 | 31 | 1,084 | 425 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2020-21 | 93% | 94% | 94% | 92% | 93% | 90% | * | * | 92% | 95% | 95% | 90% | 89% | 94% | 92% |
| % participation 2021-22 | 98% | 97% | 99% | 98% | 100% | 98% | 100% | * | 98% | 99% | 99% | 98% | 97% | 98% | 98% |
| Mathematics | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 64% | 61% | 59% | 76% | 67% | 63% | * | - | 58% | 49% | 54% | 35% | 82% | 66% | 61% |
| At Meets GL Standard or Above | 30% | 26% | 26% | 39% | 17% | 50% | * | - | 23% | 18% | 23% | 14% | 12% | 30% | 30% |
| At Masters GL Standard | 10% | 10% | 10% | 9% | 0% | 13% | * | - | 8% | 6% | 8% | 9% | 6% | 7% | 15% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 428 | 95 | 180 | 138 | ** | 10 | * | - | 263 | 82 | 103 | 39 | 14 | 294 | 134 |
| At Meets GL Standard or Above | 201 | 41 | 80 | 71 | ** | 8 | * | - | 106 | 31 | 44 | 16 | 2 | 135 | 66 |
| At Masters GL Standard | 64 | 15 | 30 | 17 | ** | 2 | * | - | 36 | 10 | 16 | 10 | 1 | 32 | 32 |

Texas Education Agency
2022 STAAR Performance
RYAN H S (061901002) - 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 | 665 | 157 | 303 | 181 | ** | 16 | * | - | 452 | 168 | 189 | 113 | 17 | 447 | 218 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2020-21 | 91% | 93% | 90% | 92% | 83% | 92% | * | * | 89% | 93% | 93% | 88% | 100% | 92% | 88% |
| % participation 2021-22 | 99% | 99% | 100% | 99% | 100% | 100% | * | - | 99% | 99% | 100% | 100% | 100% | 100% | 99% |
| Science | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 75% | 69% | 69% | 88% | 78% | 83% | * | - | 70% | 58% | 65% | 43% | 89% | 77% | 70% |
| At Meets GL Standard or Above | 43% | 32% | 34% | 65% | 67% | 58% | * | - | 33% | 20% | 32% | 19% | 32% | 44% | 40% |
| At Masters GL Standard | 14% | 9% | 9% | 26% | 0% | 33% | * | - | 9% | 4% | 8% | 7% | 0% | 15% | 12% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 567 | 118 | 250 | 181 | ** | 10 | * | - | 359 | 118 | 160 | 53 | 17 | 407 | 160 |
| At Meets GL Standard or Above | 326 | 55 | 123 | 134 | ** | 7 | * | - | 171 | 41 | 78 | 23 | 6 | 235 | 91 |
| At Masters GL Standard | 104 | 15 | 32 | 53 | ** | 4 | * | - | 47 | 9 | 19 | 9 | 0 | 77 | 27 |
| Total Tests | 758 | 170 | 360 | 206 | ** | 12 | * | - | 516 | 204 | 247 | 123 | 19 | 529 | 229 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2020-21 | 92% | 93% | 92% | 91% | 88% | 94% | * | * | 90% | 94% | 94% | 88% | 94% | 93% | 87% |
| % participation 2021-22 | 99% | 98% | 99% | 99% | 100% | 100% | * | - | 99% | 99% | 99% | 100% | 100% | 99% | 99% |
| Social Studies | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 87% | 82% | 83% | 95% | 100% | 100% | * | * | 82% | 72% | 74% | 51% | 100% | 88% | 82% |
| At Meets GL Standard or Above | 64% | 58% | 56% | 80% | 80% | 75% | * | * | 53% | 27% | 30% | 21% | 89% | 66% | 57% |
| At Masters GL Standard | 36% | 33% | 23% | 57% | 40% | 50% | * | * | 26% | 8% | 11% | 5% | 44% | 37% | 33% |
| Number of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 447 | 98 | 182 | 148 | 5 | 12 | * | * | 257 | 76 | 82 | 32 | 9 | 346 | 101 |
| At Meets GL Standard or Above | 330 | 69 | 123 | 124 | 4 | 9 | * | * | 167 | 28 | 33 | 13 | 8 | 260 | 70 |
| At Masters GL Standard | 186 | 39 | 50 | 89 | 2 | 6 | * | * | 81 | 8 | 12 | 3 | 4 | 145 | 41 |
| Total Tests | 514 | 120 | 220 | 155 | 5 | 12 | * | * | 313 | 105 | 111 | 63 | 9 | 391 | 123 |
| Participation | | | | | | | | | | | | | | | |
| % participation 2020-21 | 91% | 89% | 93% | 91% | 100% | 86% | * | - | 89% | 93% | 93% | 94% | 100% | 93% | 86% |
| % participation 2021-22 | 98% | 98% | 98% | 98% | 83% | 100% | * | * | 98% | 97% | 97% | 97% | 90% | 98% | 98% |

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2022 College, Career, and Military Readiness
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Table

| | Annual Graduates | |
|--------------------------------|------------------|------------|
| | Count | Percentage |
| Total | | |
| Total graduates | 493 | |
| Total credit for CCMR criteria | 284 | 58% |

Data Table

| | Annual Graduates | |
|---|------------------|------------|
| | Count | Percentage |
| Texas Success Initiative (TSI) Criteria | | |
| Met TSI criteria in both ELA/Reading and Mathematics | 135 | 27% |
| TSI Criteria - ELA/Reading | | |
| Met TSI criteria for at least one indicator in ELA/Reading | 225 | 46% |
| Met TSI assessment criteria | 30 | 6% |
| Met ACT criteria | 9 | 2% |
| Met SAT criteria | 206 | 42% |
| Earned credit for a college prep course | - | - |
| TSI Criteria - Mathematics | | |
| Met TSI criteria for at least one indicator in Mathematics | 147 | 30% |
| Met TSI assessment criteria | 25 | 5% |
| Met ACT criteria | 9 | 2% |
| Met SAT criteria | 122 | 25% |
| Earned credit for a college prep course | - | - |
| AP/IB Examination | | |
| Met criterion score on an AP/IB exam in any subject | 51 | 10% |
| Dual Course Credits | | |
| Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject | 69 | 14% |
| Industry-Based Certifications | | |
| Earned an industry-based certification from approved list | 128 | 26% |
| Level I or Level II Certificate | | |
| Earned a level I or level II certificate in any workforce education area | 2 | 0% |
| Associate Degree | | |
| Earning an associate degree by August 31 immediately following high school graduation | 0 | 0% |
| OnRamps Dual Enrollment Course | | |
| Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject | - | - |
| Graduate with Completed IEP and Workforce Readiness | | |
| Received graduation type code of 04, 05, 54, or 55 | 41 | 8% |
| Special Ed with Advanced Diploma Plan | | |
| Received special education services and earned an advanced diploma plan | 18 | 4% |
| U.S. Armed Forces* | | |
| Enlisted in the U.S. Armed Forces | N/A | N/A |

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2022 Graduation Rate
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL+ | Special Ed |
|---|--------------|------------------|----------|--------|-----------------|--------|------------------|-------------------|-------------|--------|------------|
| 4-Year Graduation Rate (Gr 9-12): Class of 2021 | | | | | | | | | | | |
| % Graduated | 99.2% | 98.8% | 98.5% | 100.0% | 100.0% | 100.0% | * | * | 98.6% | 98.6% | 98.5% |
| # Graduated | 495 | 84 | 200 | 190 | 5 | 11 | * | * | 277 | 73 | 64 |
| Total in Class | 499 | 85 | 203 | 190 | 5 | 11 | * | * | 281 | 74 | 65 |
| 5-Year Extended Graduation Rate (Gr 9-12): Class of 2020 | | | | | | | | | | | |
| % Graduated | 99.1% | 98.9% | 98.9% | 99.4% | * | 100.0% | * | 100.0% | 98.4% | 98.5% | 100.0% |
| # Graduated | 445 | 90 | 181 | 153 | * | 9 | * | 6 | 247 | 65 | 42 |
| Total in Class | 449 | 91 | 183 | 154 | * | 9 | * | 6 | 251 | 66 | 42 |
| 6-Year Extended Graduation Rate (Gr 9-12): Class of 2019 | | | | | | | | | | | |
| % Graduated | 99.3% | 98.7% | 100.0% | 98.8% | 100.0% | 100.0% | - | - | 98.8% | 100.0% | 100.0% |
| # Graduated | 439 | 75 | 177 | 169 | 6 | 12 | - | - | 237 | 63 | 37 |
| Total in Class | 442 | 76 | 177 | 171 | 6 | 12 | - | - | 240 | 63 | 37 |
| Annual Dropout Rate (Gr 9-12): SY 2020-21 | | | | | | | | | | | |
| % Dropped Out | 0.1% | 0.0% | 0.0% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.3% |
| % Dropped Out - Conversion | 99.0% | | | | | | | | | | |
| # Dropped Out | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| # of Students | 2,339 | 443 | 1,003 | 772 | 22 | 50 | 7 | 42 | 1,415 | 431 | 324 |

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.



Billy Ryan High School

5101 E, McKinney, Denton, Texas 76208 (940) 369-3000

Dear Parents/Guardians:

Welcome! Thank you for the opportunity to serve your family for the 2022-2023 school year. Our teachers returned to campus this week and are hard at work prepping classrooms and collaboration spaces for learning. We are excited to see students return on Aug. 11 and wanted to share details with you in advance of our first day together.

It has been an unseasonably hot summer, please know that to keep students safe from potentially harmful weather, administrators and nurses at Denton ISD have guidelines for excessive heat/cold weather that may affect outdoor student activities. We have the option to cancel or limit outdoor recess/activities for any situation that may be unsafe.

Please encourage your child to stay hydrated and even bring a refillable water bottle to school. We have several water fountains/bottle filling stations on campus. And don't forget to visit with our school's nurse if you have questions or concerns about your student or activities.

During the summer months, the district's five partnering law enforcement agencies including the Corinth Police Department, Denton County Sheriff's Office, Denton Police Department, Little Elm Police Department, Oak Point Police Department hosted officer training/drills on Denton ISD campuses. By conducting the drills during school closure, officers worked to become familiar with the facilities as well as practice clear and consistent communication, should the need arise.

All Denton ISD campuses, including ours, conduct safety drills of all types to routinely affirm safety protocols as well as establish a clear chain of command. Students and staff practice drills regularly and document their procedures to ensure best practices are in place. Audits of safety procedures are conducted and are on file with the Texas Education Agency, including the recent inspection of locks on exterior doors.

Our district maintains an anonymous reporting system that is monitored 24 hours a day. Any student, staff or community member may report an incident of bullying, discrimination, drug or alcohol-related issue, potential threat/violence or cyber abuse by text, image or video through our system. More information is available via www.dentonisd.org/stopit

For the past two years, the U.S. Congress authorized funds that allowed schools to serve free meals for all students. Those funds are no longer available for this year. As a result, the district must return to charging for school meals and offering free and reduced-price meals based on student eligibility. Please visit www.dentonisd.org/childnutrition for more information.

Again, we are excited about starting a new school year together. Know that we value our partnership and the trust you place in us. We look forward to working with you to meet the educational needs of your child by making this a great year together!

Sincerely,

Vernon Reeves, Principal

Ryan High School

Denton Independent School District
Fred Moore High School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

School Motto

Dedication * Direction * Discovery

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| 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 | 17 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred Moore High School is a comprehensive Denton ISD high school located in the center of Denton, Texas. The school has a rich and long-standing history in the community as well as in the school district, providing alternative educational opportunities for students from across all comprehensive high schools across the district.

The current enrollment of FMHS is approximately 80 students per semester, with rolling enrollments which approaches 100 at certain intervals during any given semester. There are currently two graduations held at the school in each calendar year, one in December and one in May. Students range in grade level from 9th grade through 12th grade, with the predominant number of students falling in the 11th and 12th classification. The school is open to all students from all situations and backgrounds, and an admission process precedes enrollment in the school. The non traditional format of the school allows for students to work on five to six classes each day and work on those at a pace that encourages acceleration as well as providing opportunities for recovering lost credit from previous attempts. Currently there are 35 females enrolled with 25 males. Both totals will fluctuate throughout the year.

Demographics Strengths

Accelerated graduation pathway, with accelerated rigorous coursework

Individualized graduation plans

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

Ongoing referrals from past FM graduates and their families

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

Community Partnerships:

*UNT- Career Connects

*UNT - Go Center

*Lake Cities Rotary/Interact and Community Services

Tutoring program from retired DISD teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ability to reach all district campuses to discuss the areas in which FMHS can help serve more students, increasing overall enrollment and graduation rates, but at the same time not overpopulate the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process. **Root Cause:** Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

Student Learning

Student Learning Summary

At Fred Moore over 85% of students are classified as At-Risk. Many of the students who are accepted have failed multiple core classes and have developed poor attendance habits. Many times, students are one to two years behind academically. By providing accelerated learning opportunities, many times students can graduate on time. With direct teach opportunities, which are STAAR test prep, students with multiple failed attempts finally obtain a passing score. Qualitative data from student feedback indicates concern that if some had stayed on their traditional campus, they most likely would have dropped out. Fred Moore has made steady progress in increasing enrollment number of students in special populations, specifically the area of special education, and the At-Risk numbers have increased in the previous two years. Increased efforts are continuing with visiting campuses across the four comprehensive high schools. Additionally, over 325 students from across the district have been identified as potential FMHS candidates. These students, with the approval from their campus principals, will be given information about the Fred Moore program. During these visits, updated guidelines for the admission process, and transcript review will be discussed with potential students as well as campus counseling teams. Additional enrollment pushes are underway. Each comprehensive high school in the district has been contacted with FMHS criteria for application for enrollment. Each campus has a person in charge of reviewing potential applicants, and a pool of over 325 applicants for the year is currently in process.

Student Learning Strengths

Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum. The online platform makes very close monitoring possible. Go Guardian is used by staff to monitor daily.

Direct instruction classes are provided for all STAAR-tested subjects and required for all students needing the related test. (Please see STAAR Readiness Report in Addendums)

District-approved tutors have been hired for FMHS to assist students with their Math remediation.

The teacher Professional Learning Community meets regularly to collaborate on strategies to help struggling learners.

Teachers offer students various learning platforms, including online instruction, paper-based curriculum, videos, direct teaching.

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

Due to Fred Moore's flexible scheduling, students receive differentiated instruction as needed within their school day. This may be in their scheduled class or in the Learning Center.

Students are offered different elective choices through E-Dynamic Learning. FMHS uses this for our career and elective courses to evaluate its

effectiveness.

Last year extracurricular clubs and service organizations available for students increased with additional club offerings made available by staff.

CCMR coursework for all students ensures every graduate is college, career, or military ready. FMHS has expanded the opportunities offered to allow different pathways for students to meet the CCMR standard. Additions include: Security Certification, Floral Design

(Please see CCMR chart in Addendums). Additional Fine Arts courses have been added to the curriculum with the addition of Art 1 and Art 2. Theatre Arts 1 and 2 courses have been added in addition to two Social Studies offerings in Psychology and Sociology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the district. Finding ways to increase the advanced academic course offerings through cooperative learning opportunities with NCTC/UNT/TWU . **Root Cause:** Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

- **Every teacher is Highly Qualified and certified in their teaching area**
- **Additional courses offered in Fine Arts, Sociology, Theatre**
- **Teachers are provided with professional learning opportunities**
- **Decision making is site based to the extent possible with teacher and staff input respected**
- **Staff feels supported and heard by the administrator**
- **Shared vision of Professional Learning consistently practiced**
- **Campus funds are utilized in support of meeting the needs of students**
- **Flexibility of scheduling promotes acceleration of credits earned**
- **Teachers, staff, and parents are active members of the Campus Leadership Team**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment. **Root Cause:** Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom.

Perceptions

Perceptions Summary

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

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

Our school motto is Dedication, Direction, Discovery, we explain to our students that the motto truly describes the Fred Moore Experience. They MUST be dedicated to be able to succeed at Fred Moore, once they are enrolled, students are provided the road map, giving them the direction needed to accomplish their goal. While they are at Fred Moore, they are going through a journey of discovery, and they learn a great deal about themselves as they get ready to embark on the adult world.

Perceptions Strengths

Fred Moore High School has a number of highly-dedicated individuals who serve the school community in a variety of ways. From the teaching staff and their commitment to serving all students, and meeting the needs of a variety of situations, to the support staff who are always willing to lend a hand and work with faculty and students each day. Fred Moore High School's overall strength is commitment. Staff and community seek many possible avenues to reach out and provide educational choices for the students. Always keeping graduation and student progress at the front of the day's goals, Fred Moore has been a success for many years. Looking at innovative ways to serve more students and provide continued support and resources for the teachers remains a top priority at all times.

What we offer to our students at Fred Moore:

- **Early graduation.** We offer two graduation ceremonies each year in the Fall and Spring. Commencement is held at The University of North Texas.

- **Recommended and distinguished diplomas.** Fred Moore students receive the same high-school diplomas offered by the district's traditional campuses. These are accepted at all accredited colleges and universities.
- **Rigorous curriculum.** Coursework is provided online, and each FMHS student is provided a device on which to work. Lessons are completed independently with teacher tutoring and support.
- **Accelerated pacing.** Students are enrolled in the next course on their graduation plan as soon as they are ready to begin, rather than at the end of the semester.
- **Mentoring program.** In collaboration with UNT's High School Career Connect Department, students are assigned a mentor who helps prepare them to navigate the world beyond high school.
- **College and Career Center.** We provide test preparation (STAAR, ACT, SAT, TSI, ASVAB), resume writing assistance, and application support for jobs, colleges, and the FAFSA.
- **Clubs and organizations.** Our school provides a variety of clubs and leadership organizations that allow students to support their campus and community, foster friendships, and learn new skills.
- **Field trips.** We offer outings that promote STEM enrichment, cultural awareness, and college and career readiness.
- **Leadership and Attendance incentives.** We are a rewards-based campus that recognizes student achievements both inside and outside the classroom.
- **Scholarship opportunities.** Our staff encourages and assists with scholarship opportunities and applications.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. **Root Cause:** Need for growth without sacrificing the smaller teacher to student ratio.

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)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM data
- Pregnancy and related services 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
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

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: Continue to look at various formats for delivery to enhance continued engagement of students. Adjust curriculum to include project-based learning.

High Priority

Evaluation Data Sources: Review of teacher-designed courses and observations of course changes.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Develop courses in all core areas to incorporate engagement data/projects. Strategy's Expected Result/Impact: Student engagement Staff Responsible for Monitoring: All | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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: Continued support for teachers and staff for the service to the Fred Moore community. Recognition and rewards for beginning, middle, and end of year accomplishments. Addition of Fred Moore Family Center to aid families of the community with any social/emotional needs that might arise.

High Priority

Evaluation Data Sources: Staff Luncheons, graduation recognitions, Teacher Appreciation Week,

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Work with community to provide several "teacher events" throughout the year to pay tribute to the work being done. Strategy's Expected Result/Impact: Improved sense of value to the school and to their students. Staff Responsible for Monitoring: Administration and Counseling</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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: Fred Moore High School will implement strategies to increase its TEA campus accountability rating. Maintain focus on the College, Career Readiness measure, encouraging students to pursue coursework that promotes college and career readiness. Encourage local college campus visits to see the opportunities for Seniors during the early portions of each semester. Bring local professionals in to speak with students about career choices.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: CCMR report from Texas Education Agency.
 NCTC/UNT/TWU campus feedback from student tours.
 TAPR/TEA Report Card

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Strategic attention paid to the way in which the school approaches Career and Technology course enrollment in alignment with upcoming changes to TEA adjustments to the CTE pathways endorsements.</p> <p>Strategy's Expected Result/Impact: Structured elective course selection.</p> <p>Staff Responsible for Monitoring: Counseling CTE teacher, Administration.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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: Compare CCMR, Student Achievement, STAAR EOC data with previous year and compare to state and district averages.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: TEA Accountability Report
TAPR
CCMR (District Data Dashboard)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Continue to work with CCMR committee on changes to state legislation and course offerings. Review TAPR data and strategize new ways to continue improvement.</p> <p>Strategy's Expected Result/Impact: Maintain or exceed current rating.</p> <p>Staff Responsible for Monitoring: Admin., Counseling, Teachers.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Texas Education Agency
2022 Accountability Ratings Overall Summary
FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|------------------|
| Overall | | 100 | A |
| Student Achievement | | 96 | A |
| STAAR Performance | 45 | 91 | |
| College, Career and Military Readiness | 89 | 99 | |
| Graduation Rate | 100 | 100 | |
| School Progress | | | Not Rated |
| Academic Growth | | | Not Rated |
| Relative Performance (Eco Dis: 62.5%) | | | Not Rated |
| Closing the Gaps | | | Not Rated |

* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

| | Percent | Bonus Points Earned |
|---|---------|---------------------|
| AEA Bonus Points | | |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates | 79% | 3 |
| EOC Retest Assessments at Approaches Grade Level or Above | 59% | 4 |

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- Not Eligible **ELA/Reading**
- Not Eligible **Mathematics**
- Not Eligible **Science**
- Not Eligible **Social Studies**
- Not Eligible **Comparative Academic Growth**
- Not Eligible **Postsecondary Readiness**
- Not Eligible **Comparative Closing the Gaps**

Texas Education Agency
2020-21 STAAR Performance
FRED MOORE H S (061901039) - 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) |
|--|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 71% | 91% | * | * | 100% | - | - | - | - | * | - | * | 88% | 80% | * |
| | 2019 | 68% | 70% | 38% | * | 40% | * | - | - | - | - | - | - | 20% | * | 50% | * |
| At Meets Grade Level or Above | 2021 | 50% | 55% | 55% | * | * | 40% | - | - | - | - | * | - | * | 50% | 60% | * |
| | 2019 | 50% | 56% | 25% | * | 20% | * | - | - | - | - | - | - | 0% | * | 33% | * |
| At Masters Grade Level | 2021 | 12% | 15% | 9% | * | * | 0% | - | - | - | - | * | - | * | 0% | 0% | * |
| | 2019 | 11% | 15% | 0% | * | 0% | * | - | - | - | - | - | - | 0% | * | 0% | * |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 73% | 71% | 60% | * | 83% | - | - | - | - | * | * | 67% | 75% | 75% | - |
| | 2019 | 68% | 69% | 74% | 80% | 75% | 67% | - | - | - | - | * | - | 64% | 88% | 69% | * |
| At Meets Grade Level or Above | 2021 | 57% | 57% | 43% | 40% | * | 50% | - | - | - | - | * | * | 17% | 63% | 50% | - |
| | 2019 | 49% | 51% | 47% | 60% | 38% | 50% | - | - | - | - | * | - | 27% | 75% | 38% | * |
| At Masters Grade Level | 2021 | 11% | 11% | 0% | 0% | * | 0% | - | - | - | - | * | * | 0% | 0% | 0% | - |
| | 2019 | 8% | 9% | 5% | 20% | 0% | 0% | - | - | - | - | * | - | 9% | 0% | 8% | * |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 73% | * | * | * | * | - | - | - | - | - | - | - | * | * | * |
| | 2019 | 85% | 86% | 100% | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Meets Grade Level or Above | 2021 | 41% | 40% | * | * | * | * | - | - | - | - | - | - | - | * | * | * |
| | 2019 | 61% | 64% | 67% | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Masters Grade Level | 2021 | 23% | 21% | * | * | * | * | - | - | - | - | - | - | - | * | * | * |
| | 2019 | 37% | 42% | 50% | - | * | * | - | - | - | - | - | - | * | * | * | * |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 88% | * | * | * | - | - | - | - | * | - | * | 100% | 80% | * |
| | 2019 | 88% | 87% | * | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 38% | * | * | * | - | - | - | - | * | - | * | 33% | 40% | * |
| | 2019 | 62% | 64% | * | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Masters Grade Level | 2021 | 22% | 18% | 0% | * | * | * | - | - | - | - | * | - | * | 0% | 0% | * |
| | 2019 | 25% | 26% | * | - | * | * | - | - | - | - | - | - | * | * | * | * |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance
FRED MOORE H S (061901039) - 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 Approaches Grade Level or Above | 2021 | 88% | 89% | 100% | * | 100% | 100% | - | - | - | - | * | - | 100% | 100% | 100% | * |
| | 2019 | 93% | 93% | 83% | * | * | 83% | - | - | * | - | - | - | 80% | 86% | * | * |
| At Meets Grade Level or Above | 2021 | 69% | 71% | 57% | * | 33% | 75% | - | - | - | - | * | - | 50% | 67% | 54% | * |
| | 2019 | 73% | 75% | 75% | * | * | 83% | - | - | * | - | - | - | 80% | 71% | * | * |
| At Masters Grade Level | 2021 | 43% | 44% | 29% | * | 0% | 42% | - | - | - | - | * | - | 17% | 44% | 31% | * |
| | 2019 | 45% | 45% | 42% | * | * | 50% | - | - | * | - | - | - | 60% | 29% | * | * |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 100% | * | - | - | * | - | - | - | - | - | - | * | * | * | - |
| At Meets Grade Level or Above | 2021 | 69% | 93% | * | - | - | * | - | - | - | - | - | - | * | * | * | - |
| At Masters Grade Level | 2021 | 14% | 16% | * | - | - | * | - | - | - | - | - | - | * | * | * | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 69% | 90% | 81% | 87% | 97% | - | - | - | - | 80% | * | 88% | 92% | 89% | 80% |
| | 2019 | 78% | 81% | 75% | 75% | 73% | 76% | - | - | * | - | * | - | 64% | 87% | 68% | 56% |
| At Meets Grade Level or Above | 2021 | 41% | 42% | 49% | 44% | 40% | 57% | - | - | - | - | 30% | * | 46% | 51% | 51% | 60% |
| | 2019 | 50% | 54% | 54% | 63% | 41% | 65% | - | - | * | - | * | - | 32% | 78% | 43% | 33% |
| At Masters Grade Level | 2021 | 18% | 18% | 13% | 13% | 7% | 17% | - | - | - | - | 10% | * | 13% | 14% | 14% | 20% |
| | 2019 | 24% | 26% | 21% | 25% | 23% | 18% | - | - | * | - | * | - | 20% | 22% | 14% | 22% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 71% | 80% | 67% | 80% | 91% | - | - | - | - | * | * | 78% | 81% | 77% | * |
| | 2019 | 75% | 78% | 63% | 67% | 62% | 63% | - | - | - | - | * | - | 50% | 82% | 63% | 40% |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 48% | 56% | 40% | 45% | - | - | - | - | * | * | 33% | 56% | 54% | * |
| | 2019 | 48% | 52% | 41% | 50% | 31% | 50% | - | - | - | - | * | - | 19% | 73% | 37% | 20% |
| At Masters Grade Level | 2021 | 18% | 19% | 4% | 11% | 0% | 0% | - | - | - | - | * | * | 11% | 0% | 0% | * |
| | 2019 | 21% | 24% | 4% | 17% | 0% | 0% | - | - | - | - | * | - | 6% | 0% | 5% | 0% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 67% | 100% | * | * | 100% | - | - | - | - | - | - | * | 100% | * | * |
| | 2019 | 82% | 85% | 100% | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Meets Grade Level or Above | 2021 | 37% | 37% | 43% | * | * | 40% | - | - | - | - | - | - | * | 33% | * | * |
| | 2019 | 52% | 55% | 67% | - | * | * | - | - | - | - | - | - | * | * | * | * |

Texas Education Agency
2020-21 STAAR Performance
FRED MOORE H S (061901039) - 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 Masters Grade Level | 2021 | 18% | 16% | 14% | * | * | 0% | - | - | - | - | - | - | * | 17% | * | * |
| | 2019 | 26% | 29% | 50% | - | * | * | - | - | - | - | - | - | * | * | * | * |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 88% | * | * | * | - | - | - | - | * | - | * | 100% | 80% | * |
| | 2019 | 81% | 84% | * | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Meets Grade Level or Above | 2021 | 44% | 43% | 38% | * | * | * | - | - | - | - | * | - | * | 33% | 40% | * |
| | 2019 | 54% | 58% | * | - | * | * | - | - | - | - | - | - | * | * | * | * |
| At Masters Grade Level | 2021 | 20% | 17% | 0% | * | * | * | - | - | - | - | * | - | * | 0% | 0% | * |
| | 2019 | 25% | 27% | * | - | * | * | - | - | - | - | - | - | * | * | * | * |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 100% | * | 100% | 100% | - | - | - | - | * | - | 100% | 100% | 100% | * |
| | 2019 | 81% | 82% | 83% | * | * | 83% | - | - | * | - | - | - | 80% | 86% | * | * |
| At Meets Grade Level or Above | 2021 | 49% | 49% | 57% | * | 33% | 75% | - | - | - | - | * | - | 50% | 67% | 54% | * |
| | 2019 | 55% | 56% | 75% | * | * | 83% | - | - | * | - | - | - | 80% | 71% | * | * |
| At Masters Grade Level | 2021 | 29% | 28% | 29% | * | 0% | 42% | - | - | - | - | * | - | 17% | 44% | 31% | * |
| | 2019 | 33% | 34% | 42% | * | * | 50% | - | - | * | - | - | - | 60% | 29% | * | * |

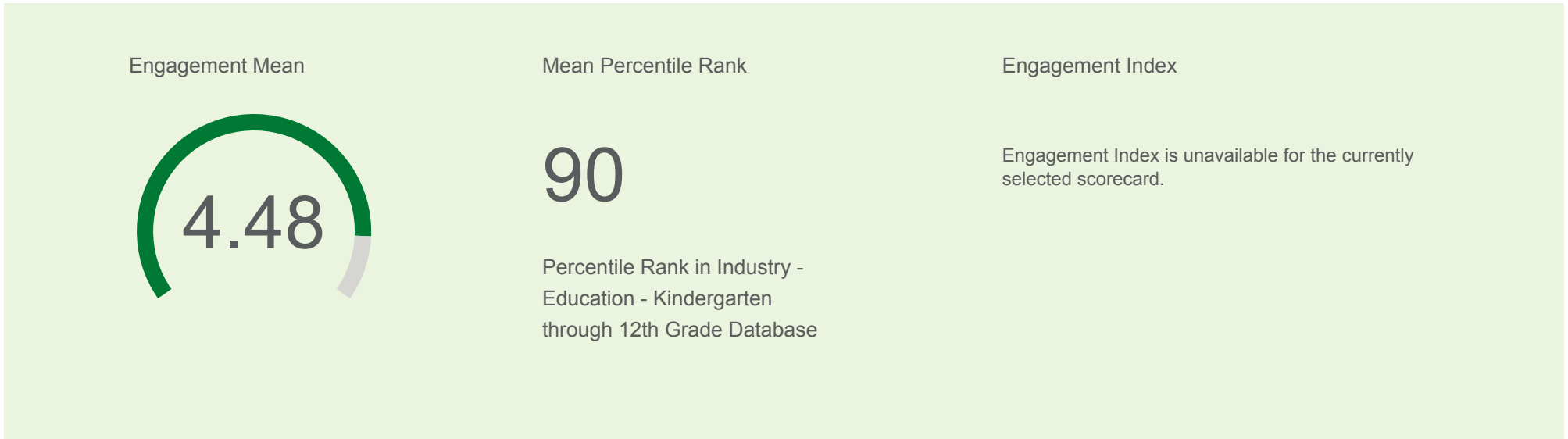
* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2021 Denton ISD Employee Engagement Survey

Direct | YOUNKMAN, FREDDY | All - All

Oct 25, 2021 - Nov 08, 2021



* - 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.

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.

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

13

Engagement Mean
4.48

Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
90

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? | 13 | 4.38 | 1:0% 2:0% 3:8% 4:46% 5:46% | 3.87 | 86 | 41 |
| Q01: I know what is expected of me at work. | 12 | 4.42 | 1:0% 2:0% 3:8% 4:42% 5:50% | 4.42 | 52 | 49 |
| Q02: I have the materials and equipment I need to do my work right. | 13 | 4.54 | 1:0% 2:0% 3:8% 4:31% 5:62% | 4.07 | 87 | 47 |
| Q03: At work, I have the opportunity to do what I do best every day. | 13 | 4.69 | 1:0% 2:0% 3:0% 4:31% 5:69% | 4.15 | 93 | 55 |
| Q04: In the last seven days, I have received recognition or praise for doing good work. | 12 | 4.50 | 1:0% 2:0% 3:17% 4:17% 5:67% | 3.33 | 94 | 43 |
| Q05: My supervisor, or someone at work, seems to care about me as a person. | 13 | 4.77 | 1:0% 2:0% 3:0% 4:23% 5:77% | 4.24 | 90 | 57 |
| Q06: There is someone at work who encourages my development. | 13 | 4.46 | 1:0% 2:8% 3:0% 4:31% 5:62% | 3.98 | 83 | 53 |
| Q07: At work, my opinions seem to count. | 13 | 4.54 | 1:0% 2:0% 3:8% 4:31% 5:62% | 3.67 | 93 | 41 |
| Q08: The mission or purpose of my organization makes me feel my job is important. | 13 | 4.62 | 1:0% 2:0% 3:8% 4:23% 5:69% | 4.02 | 88 | 53 |
| Q09: My coworkers are committed to doing quality work. | 13 | 4.77 | 1:0% 2:0% 3:8% 4:8% 5:85% | 4.13 | 94 | 54 |
| Q10: I have a best friend at work. | 9 | 3.89 | * | 3.62 | 71 | 57 |
| Q11: In the last six months, someone at work has talked to me about my progress. | 12 | 4.08 | 1:17% 2:0% 3:8% 4:8% 5:67% | 3.55 | 61 | 36 |
| Q12: This last year, I have had opportunities at work to learn and grow. | 11 | 4.45 | 1:0% 2:0% 3:18% 4:18% 5:64% | 4.04 | 76 | 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 |
|---------|--------------|-------------------------------------|------------------------------|---|--|
| 13 | 4.54 | 1:0% 2:0% 3:8% 4:31% 5:62% | 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 |
|---------|--------------|-------------------------------------|------------------------------|---|--|
| 13 | 4.62 | 1:0% 2:0% 3:8% 4:23% 5:69% | 3.76 | * | 90 |

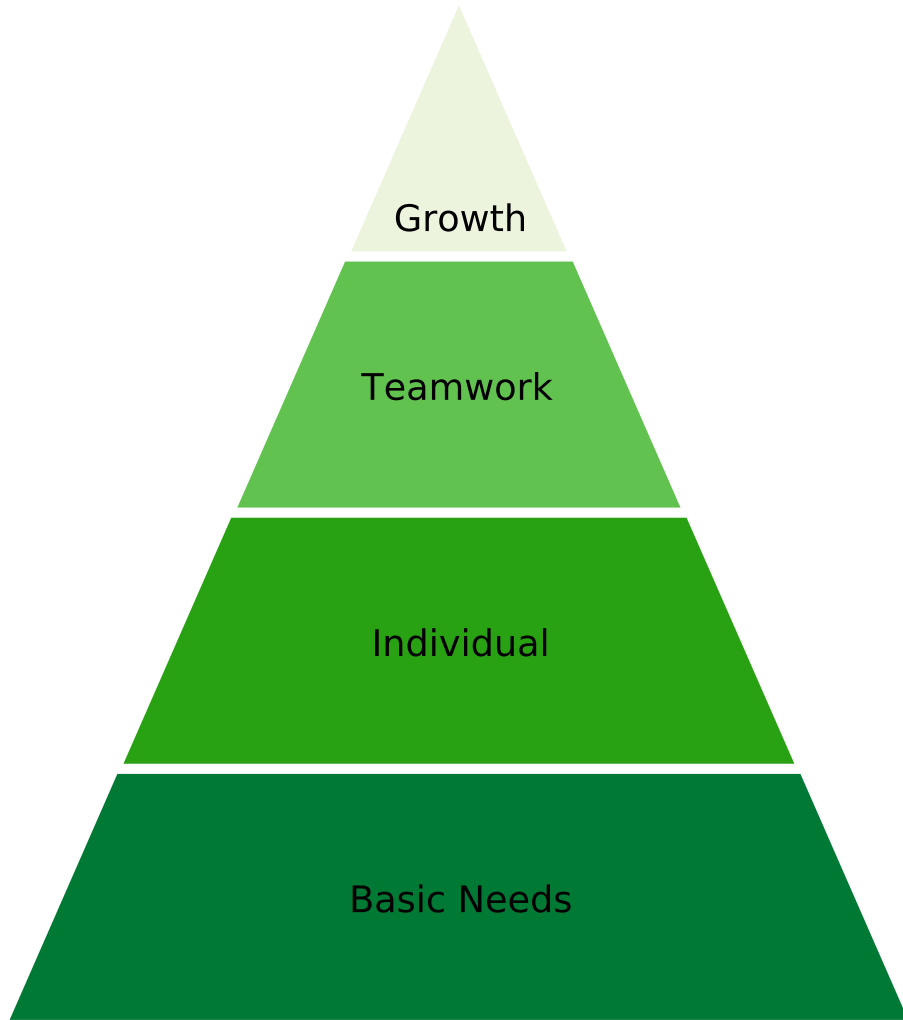
I plan to be working at my organization one year from now.

| 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 |
|---------|--------------|-------------------------------------|------------------------------|---|--|
| 13 | 5.00 | 1:0% 2:0% 3:0% 4:0% 5:100% | 4.25 | * | * |

What is the most important action your supervisor could take to positively impact your engagement?

| Total N | Sentiment Distribution |
|---------|------------------------|
| 7 | * |

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 |
| | 13 |  4.48 |  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 |
|---|---------|--|---|--|--|--|
| Q01: Know What's Expected I know what is expected of me at work. | 12 |  4.42 |  1:0% 2:0% 3:8% 4:42% 5:50% |  4.42 |  52 |  49 |
| Q02: Materials and Equipment I have the materials and equipment I need to do my work right. | 13 |  4.54 |  1:0% 2:0% 3:8% 4:31% 5:62% |  4.07 |  87 |  47 |

ENGAGEMENT HIERARCHY

| | | | |
|------------------------------|---------|---|---|
| Individual - What do I give? | Total N | Current Mean | Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade |
| | 13 |  4.61 | <div style="background-color: #006633; color: white; padding: 5px; display: inline-block;">91</div> |

| | 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. | 13 | <div style="background-color: #006633; color: white; padding: 2px;">4.69</div> | 1:0% 2:0% 3:0% 4:31% 5:69%  | <div style="background-color: #92d050; padding: 2px;">4.15</div> | <div style="background-color: #006633; color: white; padding: 2px;">93</div> | <div style="background-color: #92d050; padding: 2px;">55</div> |
| Q04: Recognition In the last seven days, I have received recognition or praise for doing good work. | 12 | <div style="background-color: #006633; color: white; padding: 2px;">4.50</div> | 1:0% 2:0% 3:17% 4:17% 5:67%  | <div style="background-color: #f0e68c; padding: 2px;">3.33</div> | <div style="background-color: #006633; color: white; padding: 2px;">94</div> | <div style="background-color: #f0e68c; padding: 2px;">43</div> |
| Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person. | 13 | <div style="background-color: #006633; color: white; padding: 2px;">4.77</div> | 1:0% 2:0% 3:0% 4:23% 5:77%  | <div style="background-color: #f0e68c; padding: 2px;">4.24</div> | <div style="background-color: #006633; color: white; padding: 2px;">90</div> | <div style="background-color: #92d050; padding: 2px;">57</div> |
| Q06: Development There is someone at work who encourages my development. | 13 | <div style="background-color: #006633; color: white; padding: 2px;">4.46</div> | 1:0% 2:8% 3:0% 4:31% 5:62%  | <div style="background-color: #f0e68c; padding: 2px;">3.98</div> | <div style="background-color: #006633; color: white; padding: 2px;">83</div> | <div style="background-color: #92d050; padding: 2px;">53</div> |



ENGAGEMENT HIERARCHY



| | 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. | 13 | | 1:0% 2:0% 3:8% 4:31% 5:62% | | | |
| Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important. | 13 | | 1:0% 2:0% 3:8% 4:23% 5:69% | | | |
| Q09: Committed to Quality My coworkers are committed to doing quality work. | 13 | | 1:0% 2:0% 3:8% 4:8% 5:85% | | | |
| Q10: Best Friend I have a best friend at work. | 9 | | * | | | |

ENGAGEMENT HIERARCHY

| | | | |
|--------------------------|---------|---|---|
| Growth - How can I grow? | Total N | Current Mean | Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade |
| | 12 |  4.27 | <div style="background-color: #92d050; padding: 5px; display: inline-block;">68</div> |

| | 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. | 12 | <div style="background-color: #92d050; padding: 2px;">4.08</div> | 1:17% 2:0% 3:8% 4:8% 5:67%  | <div style="background-color: #f1c232; padding: 2px;">3.55</div> | <div style="background-color: #92d050; padding: 2px;">61</div> | <div style="background-color: #f1c232; padding: 2px;">36</div> |
| Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow. | 11 | <div style="background-color: #008000; padding: 2px;">4.45</div> | 1:0% 2:0% 3:18% 4:18% 5:64%  | <div style="background-color: #f1c232; padding: 2px;">4.04</div> | <div style="background-color: #008000; padding: 2px;">76</div> | <div style="background-color: #92d050; padding: 2px;">54</div> |

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.

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  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

Respondents can select multiple responses for multi-select questions.

Sentiment Distribution  Positive  Negative  Neutral  Mixed

Sentiment Distribution is not available when $n < 50$

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

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 Q¹²®). 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 Q¹²® 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 Q¹²® 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
LaGrone Academy
2022-2023 Campus Improvement Plan



LAGRONE
— A C A D E M Y —

Mission Statement

We will teach students to think and learn focusing on career pathways.

Vision

At LaGrone Academy, we will:

- Build respectful relationships
- Appreciate uniqueness in each student
- Ensure college and career readiness
- Teach critical thinking
- Listen to our students
- Love students first

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LaGrone Academy is a Denton ISD school of choice that opened in August 2021 serving 11th & 12th grade students full-time and all DISD campuses part-time with a focus on career and industry. Our gender enrollment is basically split, with males slightly higher at 51.2% of our population. The majority of our students are white (49.76%) with Hispanic/Latin (33.82%) and Black/African American (12.51%) rounding out the top 3. Almost 9% of our students are served with an IEP and 11.65% are English Learners. Most of our staff members are teaching CTE courses, with all CTE instructors joining us from Industry. Eight teachers are responsible for our core subjects (2 each in Math, Science, Social Studies, and English) and one designated teacher for Special Education support and instruction.

Demographics Strengths

LaGrone Academy is a School of Choice for DISD, providing students with an educational environment specifically focused on the student's areas of career-interest.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses knowing that the opportunity to attend this campus exists. **Root Cause:** Inadequate communication to all 9th and 10th grade students about the benefits of attending LaGrone Academy.

Student Learning

Student Learning Summary

LaGrone Academy serves 11th and 12th grade students. The US History EOC is the only state exam administered based on grade level needs. However, EOCs of other content exams are administered for students in need of re-testing. In addition, other campus/grade level exams administered include: PSAT, TSI and SAT. Academic support classes are provided within the school day to support students' need regarding credit recovery and for EOC instruction support. LaGrone focused on CCMR accountability measures, as evidenced, with a 100% CCMR point acquisition in the 2021-2022 school year and we will continue that focus for the current year.

Student Learning Strengths

Our strengths include a master schedule that provides academic support classes and an 85-minute mid-day section that provides both opportunity for students lunches and additional academic support.

School Processes & Programs

School Processes & Programs Summary

The primary focus of LaGrone Academy is career and industry with our core supplementing student learning. We offer several CTE Programs of Study: Architecture & Construction; Arts, A/V Technology & Communications; Education & Training; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security, Government; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. While the curriculum for each program and course is vertically aligned, we strive to connect our core teachers to our career teachers to engage in cross-curricular opportunities as often as possible. Doing so enhances student engagement since students recognize the connection between their chosen career area and the core subjects.

School Processes & Programs Strengths

LaGrone Academy's strength is in the cross-curricular opportunities between CTE courses and core subjects. Students recognize the connections between the two, resulting in enhanced engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of extra-curricular opportunities, including clubs and organizations, is limited. **Root Cause:** LaGrone Academy is a new school so the opportunity to create new clubs/organizations has been limited.

Perceptions

Perceptions Summary

LaGrone has focused efforts to engage our students in a variety of ways. Daily, we have staff members greet students as they arrive (our "first impressions" team) while upbeat music plays throughout our atrium area. On Fridays, we dance! Students and staff enthusiastically participate in group dances and encourage others to do so. We surveyed the students to gain insight into interests and have several clubs and events in the works based upon the results. We frequently welcome outside visitors as all teachers are encouraged to invite speakers/experts to share experiences and ideas. In addition and while it is informal, we daily make an effort to question students on how we're going and to ask for suggestions on how to make LaGrone Academy better.

Perceptions Strengths

While no formal school climate survey has been performed yet, we anticipate positive results based upon a multitude of comments (verbal and written) from both parents and students on their experience with LaGrone Academy.

Priority Problem Statements

Problem Statement 1: LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses knowing that the opportunity to attend this campus exists.

Root Cause 1: Inadequate communication to all 9th and 10th grade students about the benefits of attending LaGrone Academy.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of extra-curricular opportunities, including clubs and organizations, is limited.

Root Cause 2: LaGrone Academy is a new school so the opportunity to create new clubs/organizations has been limited.

Problem Statement 2 Areas: School Processes & Programs

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: Increase the passing rate of the US History STAAR/EOC.

Evaluation Data Sources: Assessment Data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Provide opportunity for all US History students to take the TEA Interim Assessment</p> <p>Strategy's Expected Result/Impact: Identify students' specific areas of need and provide individualized instruction based on results.</p> <p>Staff Responsible for Monitoring: Sides, Assistant Principal; Renteria, CTC</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide students with an intense 10-day STAAR/EOC review</p> <p>Strategy's Expected Result/Impact: Address high areas of need.</p> <p>Staff Responsible for Monitoring: Sides, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>-</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: Provide an opportunity for teacher to attend STAAR/EOC-focused professional development.</p> <p>Strategy's Expected Result/Impact: Enhance teacher's knowledge and skills in address STAAR/EOC-specific skills.</p> <p>Staff Responsible for Monitoring: Bourland, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





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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- * 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 full-time students are mentored as measured by teacher-provided evidence.

Evaluation Data Sources: Weekly mentoring checklist; mentoring sheet completed.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide a checklist weekly for teachers to use to mentor students, focusing on student success in academics and attendance.</p> <p>Strategy's Expected Result/Impact: Decrease in course failures and increase in attendance rates.</p> <p>Staff Responsible for Monitoring: Bourland, Principal Sides, Assistant Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





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: Increase and enhance communication to stakeholders including prospective students, current students and their families, and community members.

Evaluation Data Sources: Production and distribution of communication materials.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Develop a marketing and recruiting strategy to include the use of focused home campus presentations, community presentations, campus tours, marketing materials, weekly newsletter, social media and website.</p> <p>Strategy's Expected Result/Impact: Enhanced communication; increase in awareness of programs offered</p> <p>Staff Responsible for Monitoring: Sides, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses knowing that the opportunity to attend this campus exists. Root Cause: Inadequate communication to all 9th and 10th grade students about the benefits of attending LaGrone Academy.</p> |





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- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: Establish a parent volunteer group to assist in staff and students recognition

Evaluation Data Sources: Events scheduled and held

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Schedule monthly events for staff appreciation and quarterly events for student recognition</p> <p>Strategy's Expected Result/Impact: Promote well-being amongst staff and students</p> <p>Staff Responsible for Monitoring: Bourland, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





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: Ensure renovations and additions to facility address rapid growth and expansion of student pathway opportunities.

Evaluation Data Sources: Construction scope and project schedule

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Hold stakeholder meetings to address specific needs in building and equipment for career pathways.</p> <p>Strategy's Expected Result/Impact: Match or exceed industry standards</p> <p>Staff Responsible for Monitoring: Bourland, Principal</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Guiding Outcome 3: Growth & Management

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- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce

Performance Objective 2: Reduce staff turnover rate.

Evaluation Data Sources: Campus employment records

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide staff with fewer than 3 years in DISD with a strategic mentoring program.</p> <p>Strategy's Expected Result/Impact: New staff supported</p> <p>Staff Responsible for Monitoring: Bourland, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





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: Increase the number of clubs and organizations available for students.

Evaluation Data Sources: Clubs created, meetings scheduled

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Identify areas of interest and work with teachers to create or expand CTSO and other club opportunities. Strategy's Expected Result/Impact: Enhanced student engagement leading to higher graduation rates. Staff Responsible for Monitoring: Bourland, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: The number of extra-curricular opportunities, including clubs and organizations, is limited. Root Cause: LaGrone Academy is a new school so the opportunity to create new clubs/organizations has been limited.</p> |

Denton Independent School District
Myers Middle School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Sources Reviewed

Potential Data Sources: Data found @ TEA 2019-2020

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2020&lev=C&prgopt=reports/tapr/student.sas&id=061901049

Enrollment- 875

Attendance- 96.6%

Ethnicity: See link above

Gender- Male- 49.8%; Female- 50.2%

Mobility/Stability: See link above

Special Program Participation-

At-Risk by Category- See link above

Teacher-Student Ratios 12:1

Graduation, Completion, Dropout, and GED rates- N/A

Course/Class Assignments- N/A

College/University/Dual Credit/Advanced Placement Enrollment N/A

Demographics Strengths

Community and PTA support

Food pantry and Clothes pantry now open

All communications with school and home are in english and spanish

Support for specific families

and services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to hire a diverse staff

Problem Statement 2: Increase staff visibility

Problem Statement 3: High student enrollment in extra-curricular activities

Problem Statement 4: Find ways to increase opportunities for parents to engage in campus events.

Problem Statement 5: Student Club Promotion

Student Learning

Student Learning Summary

Potential Data Sources:

State Assessment Data
TELPAS and AMAO Results
SAT/ACT/PSAT Results
Advanced Course/Dual Enrollment Data
Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
State and AYP Data Tables
Texas Success Initiative (TSI) Data
Course/Class Grades
Graduation, Completion, Dropout, and GED Rates; Diploma Types
Promotion/Retention Rates
Classroom and Program
Assessments and Other Data
Student Work

TEA 2017 and 2018 Accountability Summary

TEA 2016-2018 School Report Card
2016-2018 Texas Academic Performance
Report
TELPAS
Common Assessments

Enhanced/Honors Enrollment

Failure Report
Attendance
2019-2020 MAP Scores

Student Learning Strengths

Detention/Retention/After-School

5 Distinguishments in 2018 in ELAR, Science, Growth, Closing Gaps, and Postsecondary Readiness
Diversifying student population in special courses (Algebra)
Growth in interest for tech course
MAP Testing
Grading Accountability
Honor's Class Selection

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase attendance to Wednesday/Thursday Academic School

Problem Statement 2: LEP academic needs

Problem Statement 3: Home Visits for students with excessive absences

Problem Statement 4: Training on how to use MAP Data to increase engagement student achievement

Problem Statement 5: Beginning of the year and of priority importance

Problem Statement 6: Re-organize how honors students are selected and recommended with supporting data for teacher selections

Problem Statement 7: Revisit grading policy

Problem Statement 8: Training on how to use MAP Data to increase engagement student achievement

Problem Statement 9: Training for students on grading policy/procedures for retesting

Problem Statement 10: Student study habit/skills

School Processes & Programs

School Processes & Programs Summary

Potential Data Sources:

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

Teacher Interviews

Staff Degrees & Certification
T-TESS Data
Special Programs Certifications

Teacher Demographics

Grade Reports
Teacher - Student Ratios

School Processes & Programs Strengths

Diverse teaching staff

Opportunities for leadership
PLC

Hiring Committees
Highly Qualified Staff
Strengths with Staff
Number of teachers seeking advanced degrees, professional development
Staff Highlight Strength Videos

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication and Collaboration for non-teamed departments

Problem Statement 2: Involve all in the DTMSS process

Problem Statement 3: Teacher Appreciation & Recognition

Problem Statement 4: Recognition for support staff, para-professionals, and substitutes

Problem Statement 5: PD Opportunities

Problem Statement 6: Experienced teachers

Problem Statement 7: Support for new teachers and teachers new to the campus

Problem Statement 8: MAP data training to utilize the information correctly

Perceptions

Perceptions Summary

Potential Data Sources:

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

Climate & Culture Survey

Hope & Engagement Survey
Campus Feedback Survey
Instructional Walk-Throughs
PTA Surveys

Counselor's Surveys

Faculty and Staff Interviews

Perceptions Strengths

Strengths Program

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Reinforce student expectations in hallways

Problem Statement 2: Campus expectations are revisited often

Problem Statement 3: Increase staff recognition

Problem Statement 4: Increase communication between staff and administration, especially with non-team teachers

Problem Statement 5: Increase instructional walkthroughs, having team members and department members conduct them.

Problem Statement 6: Establish a staff mentoring program.

Problem Statement 7: Frequent meetings between teacher/admin to discuss student behavior.

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
- 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
- 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
- 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

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
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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May 2023, Myers Middle School will improve all student learning, and increase by 10% in meets and masters in both math and reading.

Evaluation Data Sources: PLC & Team Lead Agenda & sign-in sheets

Lesson plans

Instructional walks

AWARE Training

PLC Agenda & Sign in

Common Assessments

MAP Training

PLC sign-in sheets

Observation Data

Meeting with Curriculum Dept. & PDS's

Data Analysis with Instructional adjustments

Achieve 3000 Data

CIS Enrollment

TAC Data

RTI

Technology Check Out

Book Check Out

Social Media Posts, Zone Usage, Parent Surveys

Tutoring Plans

Lesson Plans

Instructional Walk Data

Team and Department PLC

Agendas

Staff Development agendas & Sign-In

MTSS Procedures & Forms

Professional Dev. Agenda & Sign-In Sheet
 number of discipline reports
 Advisory, Jumpstart, STAAR testing, district common assessments
 Staff Development Agenda
 Testing Data
 Honors Enrollment
 Master Schedule
 Attendance Data
 Truancy Report
 Home Visit Logs
 Outreach Sign-In
 Vertical Zone Walks
 Vertical Zone PLC's
 Mentor roster
 Parent engagement agendas
 Thursday school sign-in sheet and Agenda, Student grades, student attendance

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: All core area teachers will increase the amount of time they work with the district curriculum coordinators to improve instructional design and delivery and to increase student engagement and achievement. The district's coordinators will work with individual teachers, during PLC's and grade level teacher meetings.</p> <p>Strategy's Expected Result/Impact: Common Assessments Practice STAAR AWARE Data MAP Data Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators, Dept. Chairs, Admin.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Use AWARE and Content Data Analysis with all core content staff. Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis in meeting agendas. Continue campus Instructional walks and use data from these walks to improve instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: Common Assessments AWARE Data Instructional Walk Data Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators Dept. Chairs Administration Team Leads</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 3: Teachers will utilize vertical data to track targeted populations by cohort in order to evaluate previous performance and potential growth. Use of the school day during Titan Time Advisory to utilize MAP testing and MAP Skills to set goals with students, monitor progress, fill in achievement gaps, and provide interventions.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and achievement within BOY, MOY, and EOY MAP results. Increase in STAAR achievement in the Meets and Masters categories</p> <p>Staff Responsible for Monitoring: Administration Leadership PLC Core Teachers DLS</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS</p> <p>Staff Responsible for Monitoring: Administration Dept. Chairs Curriculum Coordinators Teachers Secondary</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 5: Science, Social Studies, Reading, ELA, and Math and Reading teachers will identify students in need of targeted learning of specific TEKS, and provide accelerated instruction and tutoring during the school day during advisory and outside the school day. Students in need of outside the school day will be referred to the CIS program. Teachers will utilize Wednesday night school for continued support in Math and ELAR.</p> <p>Strategy's Expected Result/Impact: Student Achievement Increase in teacher & parent referral</p> <p>Staff Responsible for Monitoring: Teachers Administration CIS Counselors Parents Volunteers Mentors</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$10,000</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology devices, software and apps for student use during classroom instruction, including, Nearpod, Classroom Libraries, Caulkins Writing. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators Teachers Administration Dept. Chairs Team Leads CIS Librarian</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$15,437.02</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 7 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 7: Continue campus wide focus on literacy and provide training to support this goal. Communicate with and educate parents regarding how they can support students with reading in the home environment. Students in reading intervention will pair as mentors and mentees, using BLAST, to not only improve skills in reading but social-emotional skills as well. Teachers will utilize MAP testing data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Student Engagement</p> <p>Staff Responsible for Monitoring: Librarian Curriculum Coordinators PTA Administration Dept. Chairs CIS</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Utilize computer based programs such as, IXL Learning, Flocabulary, No Red Ink, NewsELA, etc. to accelerate, or enhance student learning in Science, Social Studies, Math, and Reading. Students with gaps in math will have Math Intervention with their scheduled teacher using MATHia, a personalized online software program.</p> <p>Strategy's Expected Result/Impact: Software Access during school and outside of school hours Decreasing Achievement Gap Student Achievement</p> <p>Staff Responsible for Monitoring: Librarian Curriculum Coordinators Teachers Dept. Chair</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,000, 1 - State Compensatory Education (SCE) - \$60,000</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 9 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 9: Provide staff development opportunities for faculty & staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district's curriculum coordinators to provide additional content specific professional development & support the implementation of strategies learned from staff development. The Leadership PLC will disseminate AFL strategies and/or best practices to all departments by focusing on learning targets, strong/weak work (including co-creating criteria), and effective feedback. .Department chairs will work with teachers in conducting walkthroughs targeting AFL strategies.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement</p> <p>Staff Responsible for Monitoring: Administration Curriculum Coordinators</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Integrate campus based DMTSS committee with district level support. Provide professional development to assist teachers with the implementation of DMTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. The Myers Problem Solving Team will ensure supports and interventions are present on campus for every student that struggles (academically and behaviorally) through the DMTSS process.</p> <p>Strategy's Expected Result/Impact: Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Dyslexia Teachers 504 Dir. Team Leads</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 11 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 11: Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations. Provide guidance to students regarding the importance of CCMR through advanced academics and CTE pathways upon entering high school.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in G/T courses and programs Increase in Masters Grade Level</p> <p>Staff Responsible for Monitoring: G/T Specialist Administration Counselors EXPO Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 12 Details | Formative Reviews | | |
| <p>Strategy 12: Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment.</p> <p>Strategy's Expected Result/Impact: Improved Attendance Increased Parent Engagement Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Attendance Clerk Administration Teachers Counselors CIS</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 13 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 13: Continue to promote bell to bell instruction, including the use of bell ringers aligned to the TEKS and STAAR rigor, Increased academic language, higher level questioning, increased student conversations through academic vocabulary, differentiation, technology integration, and increased student engagement and content specific conversations in the classroom.</p> <p>Use PLC time to focus on student learning through clearly aligned learning targets, strong/weak samples, and descriptive feedback within the AFL process during scheduled school hours.. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school's identified transition needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda</p> <p>Staff Responsible for Monitoring: Admin. Dept. Chairs ELL Dept. Secondary Cur. Dept. Librarian, High School Associate Principal</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 14 Details | Formative Reviews | | |
| <p>Strategy 14: Continue to partner with CIS to provide mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, Increased mentors, Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration Counselors CIS</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 15 Details | Formative Reviews | | |
| <p>Strategy 15: Utilize Wed/Thurs night school for students needing additional interventions to close academic gaps in areas of Math and Reading. Implement Thursday night detention for students with excessive absences and persistent misbehaviors. We will address the needs of HB4545, a bill passed to address gaps in learning caused by the pandemic, through weekly after-school tutorial nights.</p> <p>Strategy's Expected Result/Impact: Improved attendance, Improved behavior, improved student achievement</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  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 May 2022.

Evaluation Data Sources: Advisory, Jumpstart, STAAR testing, district common assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: English Language Arts and Reading (all grade levels) Students not successful in ELAR STAAR, current grades 6-8, will receive accelerated instruction during the regular 90 minute class period. Teachers will utilize Newsela and/or Common Lit as their primary resource for completion of the 30 hour requirement.</p> <p>Strategy's Expected Result/Impact: Grades, STAAR Scores, district common assessments</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Leadership PLC</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Math (all grade levels) Students not successful in Math STAAR, current grades 6-8, will receive accelerated instruction each week during an advisory period. Each class will be shortened by 3 minutes, providing a 30 minute class for accelerated math instruction. Teachers will utilize IXL and/or Engaging Mathematics as their primary resource for completion of the 30 hour requirement.</p> <p>Strategy's Expected Result/Impact: grades, STAAR Scores, district common assessments</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Leadership PLC</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Science (current grade 6) Students not successful in Science STAAR, current grade 6, will receive accelerated instruction before school in one of our 6 tutorial classrooms as well as Friday bell-ringer exercises. Teachers will utilize Newsela and/or STEMscopes as their primary resource for completion of the 30 hour requirement.</p> <p>Strategy's Expected Result/Impact: grades, STAAR Scores, district common assessments</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Leadership PLC</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: After-School Tutoring for students in grades 6-8. A+ Tutoring will be utilized.</p> <p>Strategy's Expected Result/Impact: grades, STAAR Scores, district common assessments</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Leadership PLC</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 5: Math and Reading Intervention classes created within the master schedule (based on recent STAAR data, MAP, and Jump Start attendance).</p> <p>Strategy's Expected Result/Impact: grades, STAAR Scores, district common assessments</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Dyslexia Teachers 504 Coordinator Leadership PLC</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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: By May 2023, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

Evaluation Data Sources: Club rosters

website
student involvement
attendance sheets
Meeting Agendas
Visitor Sign In
Master Schedule
Student Survey
Staff Development sign-in and agenda
Academic Assemblies and pep rallies
lesson plans from strength based training
discipline data
counselor referrals
Mentor sign-in
Valuable Lessons
School Messenger reports
Family Engagement Nights, Strengths Based Parenting
Leadership Opportunities, Staff Development agendas, Leadership Committees, T-TESS
Daily announcements, Student led activities, Student surveys, Diverse school decorations

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies.</p> <p>Strategy's Expected Result/Impact: Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities</p> <p>Staff Responsible for Monitoring: Teachers Sponsors Counselors Administration Students High School Staff & Students</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders groups in these mentoring programs. Offer support and guidance, through mentoring, to individual students a minimum of 2 times per month. Focus on student participation in campus clubs.</p> <p>Strategy's Expected Result/Impact: Increased Mentors, Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers, Sponsor, Counsel., Admin., Students, CIS, Mentors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Teachers to greet students at the door each class period, create social contracts, and focus on positive relationships at the start of each class period. Implement new Titan Time Advisory schedule with a focus on literacy, CliftonStrengths, social-emotional learning, family time, and study skills/habits.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, reduce discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administration</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Campus Officer will be utilized as a motivational speaker in classrooms to increase awareness of bullying among students and staff, and create student ambassadors from identified at risk students to carry this theme throughout the year. Improve communication and education about bullying through the development training for staff and parents, a bullying webpage, and parent engagement sessions.</p> <p>Strategy's Expected Result/Impact: Reduced discipline data, better reporting of bullying to counselors</p> <p>Staff Responsible for Monitoring: SRO Administration Teachers Counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Encourage ELLs to participate in GOAL and Pink Ladies. Encourage African American females to participate in Mighty Titan Girls and African American Males to participate in Valuable Lessons. Encourage students to join Student Leadership Group (Student Council) and Student PTA. Collaborate with mentors to provide tutoring and community service opportunities through these organizations.</p> <p>Strategy's Expected Result/Impact: Student Survey, increased student participation, increased student achievement</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors Sponsors/ Mentors</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$3,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased student participation</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 7 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 7: Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement on Campus, Increased Parent Partnerships</p> <p>Staff Responsible for Monitoring: Counselors PTA</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Provide opportunities for parent representation on school committees and parent involvement on campus in a volunteer or mentor role.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement on Campus, Increased Parent Partnerships</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.</p> <p>Strategy's Expected Result/Impact: Increased teacher-leader roles at BMMS</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$800</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Develop Student Leader Groups that will allow student voice in campus decisions, as well as the tolerance and understanding of others. Provide positive diverse visuals, selected by students, to reinforce positive decisions among at risk student groups. Allow students to take the lead in celebrating diversity.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

Strategy's Expected Result/Impact: Increased student involvement, increase student engagement

Staff Responsible for Monitoring: Teachers

Sponsor
Counselors
Administration
CIS
PTA



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|---------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | \$5,000.00 |
| 1 | 1 | 5 | | | \$10,000.00 |
| 1 | 1 | 6 | | | \$15,437.02 |
| 1 | 1 | 8 | 1 | | \$60,000.00 |
| 1 | 1 | 8 | | | \$8,000.00 |
| 2 | 1 | 3 | | | \$2,000.00 |
| 2 | 1 | 5 | | | \$3,000.00 |
| 2 | 1 | 6 | | | \$1,500.00 |
| 2 | 1 | 9 | | | \$800.00 |
| Sub-Total | | | | | \$105,737.02 |

2020-21 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: BETTYE MYERS MIDDLE

Campus Number: 061901049

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 68% | 63% | 58% | 53% | 83% | - | 100% | - | * | 28% | 80% | 66% | 56% | 51% | 50% |
| | 2019 | 68% | 74% | 72% | 63% | 63% | 83% | * | 90% | * | 86% | 32% | 75% | 72% | 71% | 62% | 61% |
| At Meets Grade Level or Above | 2021 | 32% | 36% | 28% | 26% | 23% | 37% | - | 67% | - | * | 14% | 10% | 29% | 28% | 20% | 23% |
| | 2019 | 37% | 43% | 35% | 37% | 26% | 41% | * | 50% | * | 43% | 19% | 38% | 34% | 38% | 26% | 19% |
| At Masters Grade Level | 2021 | 15% | 16% | 13% | 13% | 9% | 20% | - | 33% | - | * | 7% | 10% | 13% | 16% | 10% | 9% |
| | 2019 | 18% | 20% | 16% | 13% | 9% | 24% | * | 40% | * | 29% | 6% | 0% | 17% | 14% | 10% | 9% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 70% | 62% | 58% | 50% | 83% | - | 83% | - | * | 38% | 80% | 62% | 61% | 49% | 47% |
| | 2019 | 81% | 83% | 80% | 70% | 75% | 88% | * | 100% | * | 86% | 48% | 63% | 80% | 78% | 71% | 71% |
| At Meets Grade Level or Above | 2021 | 36% | 34% | 26% | 23% | 15% | 42% | - | 83% | - | * | 14% | 40% | 28% | 20% | 19% | 19% |
| | 2019 | 47% | 46% | 38% | 27% | 32% | 48% | * | 60% | * | 43% | 16% | 38% | 40% | 32% | 27% | 29% |
| At Masters Grade Level | 2021 | 15% | 12% | 9% | 6% | 5% | 16% | - | 50% | - | * | 14% | 0% | 10% | 8% | 7% | 6% |
| | 2019 | 21% | 19% | 14% | 12% | 9% | 19% | * | 40% | * | 0% | 6% | 0% | 14% | 11% | 10% | 11% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 73% | 67% | 53% | 70% | 77% | * | 80% | * | 63% | 36% | * | 74% | 51% | 58% | 63% |
| | 2019 | 76% | 81% | 78% | 79% | 68% | 87% | - | 88% | - | 80% | 37% | 100% | 77% | 79% | 68% | 62% |
| At Meets Grade Level or Above | 2021 | 45% | 49% | 44% | 35% | 42% | 55% | * | 53% | * | 50% | 19% | * | 48% | 36% | 37% | 34% |
| | 2019 | 49% | 56% | 47% | 42% | 35% | 65% | - | 75% | - | 40% | 27% | 50% | 49% | 43% | 36% | 29% |
| At Masters Grade Level | 2021 | 25% | 27% | 21% | 22% | 15% | 25% | * | 47% | * | 25% | 8% | * | 23% | 18% | 17% | 13% |
| | 2019 | 29% | 34% | 28% | 21% | 15% | 46% | - | 50% | - | 40% | 12% | 50% | 29% | 24% | 18% | 9% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 64% | 55% | 44% | 58% | 60% | * | 71% | * | 38% | 28% | * | 56% | 53% | 48% | 54% |
| | 2019 | 75% | 80% | 74% | 66% | 66% | 84% | - | 100% | - | 100% | 41% | 100% | 75% | 70% | 64% | 60% |
| At Meets Grade Level or Above | 2021 | 27% | 33% | 24% | 15% | 21% | 35% | * | 29% | * | 25% | 19% | * | 27% | 18% | 20% | 19% |
| | 2019 | 43% | 48% | 43% | 37% | 29% | 63% | - | 75% | - | 20% | 20% | 43% | 45% | 36% | 30% | 26% |
| At Masters Grade Level | 2021 | 12% | 13% | 4% | 3% | 2% | 8% | * | 0% | * | 13% | 6% | * | 5% | 1% | 4% | 3% |
| | 2019 | 17% | 19% | 15% | 9% | 8% | 28% | - | 38% | - | 20% | 7% | 14% | 16% | 14% | 10% | 4% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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 Approaches Grade Level or Above | 2021 | 63% | 69% | 63% | 48% | 61% | 74% | * | 80% | * | 67% | 23% | * | 65% | 58% | 55% | 55% |
| | 2019 | 70% | 76% | 70% | 68% | 58% | 82% | - | 100% | - | 100% | 37% | 88% | 70% | 70% | 58% | 53% |
| At Meets Grade Level or Above | 2021 | 33% | 38% | 33% | 29% | 24% | 47% | * | 53% | * | 22% | 20% | * | 35% | 30% | 25% | 22% |
| | 2019 | 42% | 49% | 40% | 36% | 27% | 58% | - | 75% | - | 20% | 22% | 50% | 41% | 37% | 27% | 21% |
| At Masters Grade Level | 2021 | 10% | 11% | 9% | 12% | 1% | 9% | * | 33% | * | 22% | 9% | * | 11% | 4% | 5% | 3% |
| | 2019 | 18% | 21% | 14% | 6% | 9% | 24% | - | 50% | - | 0% | 10% | 0% | 14% | 13% | 9% | 4% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 76% | 76% | 65% | 70% | 87% | * | 80% | * | * | 47% | 86% | 77% | 74% | 70% | 67% |
| | 2019 | 86% | 90% | 86% | 75% | 88% | 92% | * | 100% | - | * | 47% | 100% | 89% | 79% | 81% | 86% |
| At Meets Grade Level or Above | 2021 | 46% | 48% | 47% | 30% | 38% | 63% | * | 70% | * | * | 19% | 57% | 50% | 40% | 37% | 37% |
| | 2019 | 55% | 60% | 52% | 32% | 48% | 69% | * | 78% | - | * | 16% | 67% | 51% | 56% | 43% | 38% |
| At Masters Grade Level | 2021 | 21% | 22% | 22% | 13% | 17% | 29% | * | 50% | * | * | 6% | 29% | 24% | 18% | 16% | 16% |
| | 2019 | 28% | 33% | 22% | 11% | 12% | 38% | * | 67% | - | * | 3% | 11% | 24% | 18% | 10% | 9% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 56% | 50% | 35% | 45% | 65% | * | 67% | * | * | 38% | 20% | 52% | 46% | 44% | 43% |
| | 2019 | 88% | 89% | 88% | 73% | 94% | 89% | * | 100% | - | * | 58% | 89% | 87% | 89% | 83% | 94% |
| At Meets Grade Level or Above | 2021 | 36% | 30% | 22% | 15% | 13% | 36% | * | 50% | * | * | 19% | 0% | 24% | 19% | 17% | 14% |
| | 2019 | 57% | 56% | 51% | 43% | 46% | 59% | * | 100% | - | * | 13% | 67% | 51% | 52% | 46% | 42% |
| At Masters Grade Level | 2021 | 11% | 9% | 5% | 3% | 5% | 6% | * | 0% | * | * | 9% | 0% | 5% | 4% | 4% | 6% |
| | 2019 | 17% | 16% | 12% | 7% | 7% | 17% | * | 63% | - | * | 0% | 11% | 10% | 17% | 10% | 8% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 68% | 60% | 38% | 47% | 82% | * | 70% | * | * | 28% | 57% | 60% | 59% | 50% | 46% |
| | 2019 | 81% | 84% | 80% | 69% | 76% | 91% | * | 100% | - | * | 39% | 89% | 82% | 75% | 75% | 71% |
| At Meets Grade Level or Above | 2021 | 43% | 41% | 38% | 25% | 29% | 50% | * | 70% | * | * | 22% | 29% | 39% | 34% | 30% | 28% |
| | 2019 | 51% | 56% | 50% | 42% | 35% | 68% | * | 89% | - | * | 16% | 33% | 49% | 53% | 39% | 28% |
| At Masters Grade Level | 2021 | 24% | 20% | 15% | 9% | 7% | 28% | * | 30% | * | * | 9% | 14% | 17% | 12% | 10% | 6% |
| | 2019 | 25% | 29% | 25% | 14% | 13% | 39% | * | 78% | - | * | 0% | 22% | 25% | 23% | 17% | 8% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 59% | 53% | 37% | 44% | 66% | * | 70% | * | * | 34% | 57% | 54% | 51% | 44% | 38% |
| | 2019 | 69% | 71% | 64% | 51% | 56% | 80% | * | 89% | - | * | 32% | 67% | 65% | 60% | 53% | 51% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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 | 28% | 27% | 19% | 16% | 13% | 25% | * | 50% | * | * | 22% | 14% | 19% | 20% | 13% | 10% | |
| | 2019 | 37% | 38% | 31% | 15% | 19% | 50% | * | 78% | - | * | 13% | 44% | 32% | 28% | 21% | 15% | |
| At Masters Grade Level | 2021 | 14% | 12% | 6% | 4% | 3% | 10% | * | 10% | * | * | 6% | 0% | 7% | 4% | 5% | 4% | |
| | 2019 | 21% | 23% | 13% | 6% | 7% | 23% | * | 44% | - | * | 0% | 11% | 14% | 9% | 7% | 5% | |
| End of Course Algebra I | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 73% | 100% | 100% | 100% | 100% | * | 100% | - | - | - | * | 100% | 100% | 100% | 100% | |
| | 2019 | 85% | 86% | 100% | 100% | * | 100% | - | * | - | - | - | * | 100% | 100% | * | * | |
| At Meets Grade Level or Above | 2021 | 41% | 40% | 86% | 100% | 76% | 87% | * | 100% | - | - | - | * | 88% | 77% | 86% | 88% | |
| | 2019 | 61% | 64% | 89% | 67% | * | 94% | - | * | - | - | - | * | 95% | 60% | * | * | |
| At Masters Grade Level | 2021 | 23% | 21% | 65% | 57% | 57% | 67% | * | 100% | - | - | - | * | 65% | 62% | 54% | 63% | |
| | 2019 | 37% | 42% | 74% | 50% | * | 81% | - | * | - | - | - | * | 77% | 60% | * | * | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 69% | 62% | 49% | 56% | 77% | 84% | 78% | 60% | 62% | 33% | 67% | 64% | 58% | 53% | 52% | |
| | 2019 | 78% | 81% | 77% | 69% | 71% | 87% | 100% | 96% | * | 82% | 41% | 86% | 78% | 75% | 68% | 67% | |
| At Meets Grade Level or Above | 2021 | 41% | 42% | 33% | 25% | 25% | 45% | 47% | 58% | 10% | 36% | 19% | 30% | 35% | 29% | 25% | 25% | |
| | 2019 | 50% | 54% | 43% | 35% | 33% | 58% | 83% | 75% | * | 31% | 18% | 49% | 44% | 41% | 33% | 27% | |
| At Masters Grade Level | 2021 | 18% | 18% | 13% | 10% | 8% | 20% | 16% | 32% | 0% | 15% | 8% | 10% | 15% | 10% | 9% | 9% | |
| | 2019 | 24% | 26% | 18% | 11% | 10% | 30% | 17% | 53% | * | 16% | 5% | 14% | 19% | 16% | 11% | 8% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 71% | 69% | 59% | 63% | 83% | 80% | 84% | * | 67% | 37% | 76% | 72% | 61% | 61% | 59% | |
| | 2019 | 75% | 78% | 78% | 73% | 72% | 87% | 100% | 93% | * | 81% | 39% | 92% | 79% | 76% | 70% | 68% | |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 40% | 31% | 33% | 53% | 80% | 61% | * | 47% | 18% | 33% | 42% | 36% | 32% | 31% | |
| | 2019 | 48% | 52% | 44% | 37% | 36% | 58% | 80% | 67% | * | 38% | 21% | 52% | 44% | 45% | 35% | 28% | |
| At Masters Grade Level | 2021 | 18% | 19% | 19% | 16% | 13% | 25% | 40% | 45% | * | 27% | 7% | 14% | 20% | 17% | 14% | 13% | |
| | 2019 | 21% | 24% | 22% | 15% | 12% | 35% | 20% | 52% | * | 31% | 7% | 20% | 23% | 19% | 13% | 9% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 67% | 59% | 48% | 54% | 73% | 60% | 77% | * | 47% | 34% | 67% | 61% | 56% | 50% | 51% | |
| | 2019 | 82% | 85% | 81% | 71% | 78% | 88% | 100% | 100% | * | 94% | 49% | 84% | 81% | 79% | 73% | 74% | |
| At Meets Grade Level or Above | 2021 | 37% | 37% | 29% | 20% | 20% | 44% | 40% | 55% | * | 27% | 18% | 33% | 32% | 22% | 22% | 22% | |
| | 2019 | 52% | 55% | 45% | 37% | 36% | 59% | 80% | 78% | * | 31% | 16% | 52% | 47% | 40% | 34% | 32% | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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 Masters Grade Level | 2021 | 18% | 16% | 11% | 6% | 7% | 17% | 20% | 26% | * | 7% | 9% | 10% | 12% | 8% | 8% | 9% |
| | 2019 | 26% | 29% | 16% | 10% | 9% | 25% | 0% | 48% | * | 6% | 5% | 12% | 16% | 15% | 10% | 8% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 61% | 63% | 48% | 61% | 74% | * | 80% | * | 67% | 23% | * | 65% | 58% | 55% | 55% |
| | 2019 | 68% | 74% | 70% | 68% | 58% | 82% | - | 100% | - | 100% | 37% | 88% | 70% | 70% | 58% | 53% |
| At Meets Grade Level or Above | 2021 | 30% | 32% | 33% | 29% | 24% | 47% | * | 53% | * | 22% | 20% | * | 35% | 30% | 25% | 22% |
| | 2019 | 38% | 44% | 40% | 36% | 27% | 58% | - | 75% | - | 20% | 22% | 50% | 41% | 37% | 27% | 21% |
| At Masters Grade Level | 2021 | 9% | 9% | 9% | 12% | 1% | 9% | * | 33% | * | 22% | 9% | * | 11% | 4% | 5% | 3% |
| | 2019 | 14% | 17% | 14% | 6% | 9% | 24% | - | 50% | - | 0% | 10% | 0% | 14% | 13% | 9% | 4% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 60% | 38% | 47% | 82% | * | 70% | * | * | 28% | 57% | 60% | 59% | 50% | 46% |
| | 2019 | 81% | 84% | 80% | 69% | 76% | 91% | * | 100% | - | * | 39% | 89% | 82% | 75% | 75% | 71% |
| At Meets Grade Level or Above | 2021 | 44% | 43% | 38% | 25% | 29% | 50% | * | 70% | * | * | 22% | 29% | 39% | 34% | 30% | 28% |
| | 2019 | 54% | 58% | 50% | 42% | 35% | 68% | * | 89% | - | * | 16% | 33% | 49% | 53% | 39% | 28% |
| At Masters Grade Level | 2021 | 20% | 17% | 15% | 9% | 7% | 28% | * | 30% | * | * | 9% | 14% | 17% | 12% | 10% | 6% |
| | 2019 | 25% | 27% | 25% | 14% | 13% | 39% | * | 78% | - | * | 0% | 22% | 25% | 23% | 17% | 8% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 53% | 37% | 44% | 66% | * | 70% | * | * | 34% | 57% | 54% | 51% | 44% | 38% |
| | 2019 | 81% | 82% | 64% | 51% | 56% | 80% | * | 89% | - | * | 32% | 67% | 65% | 60% | 53% | 51% |
| At Meets Grade Level or Above | 2021 | 49% | 49% | 19% | 16% | 13% | 25% | * | 50% | * | * | 22% | 14% | 19% | 20% | 13% | 10% |
| | 2019 | 55% | 56% | 31% | 15% | 19% | 50% | * | 78% | - | * | 13% | 44% | 32% | 28% | 21% | 15% |
| At Masters Grade Level | 2021 | 29% | 28% | 6% | 4% | 3% | 10% | * | 10% | * | * | 6% | 0% | 7% | 4% | 5% | 4% |
| | 2019 | 33% | 34% | 13% | 6% | 7% | 23% | * | 44% | - | * | 0% | 11% | 14% | 9% | 7% | 5% |

* 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.

Texas Education Agency
2018-19 Progress (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

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 | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2019 | 42 | 45 | 40 | 38 | 36 | 43 | * | 60 | * | 43 | 31 | 44 | 40 | 40 | 35 | 32 |
| | 2018 | 47 | 50 | 50 | 48 | 47 | 51 | - | 88 | - | 58 | 55 | 70 | 50 | 50 | 45 | 49 |
| Grade 6 Mathematics | 2019 | 54 | 47 | 39 | 41 | 32 | 43 | * | 70 | * | 36 | 24 | 50 | 39 | 37 | 34 | 27 |
| | 2018 | 56 | 48 | 47 | 37 | 48 | 49 | - | 81 | - | 42 | 55 | 100 | 46 | 48 | 44 | 47 |
| Grade 7 ELA/Reading | 2019 | 77 | 79 | 77 | 82 | 68 | 85 | - | 81 | - | 80 | 67 | 88 | 77 | 80 | 75 | 67 |
| | 2018 | 76 | 79 | 81 | 77 | 84 | 78 | * | 88 | - | 100 | 70 | * | 80 | 83 | 82 | 88 |
| Grade 7 Mathematics | 2019 | 62 | 66 | 65 | 59 | 58 | 81 | - | 50 | - | 70 | 42 | 64 | 65 | 63 | 59 | 54 |
| | 2018 | 67 | 70 | 81 | 75 | 85 | 80 | * | 86 | - | 92 | 77 | 80 | 83 | 74 | 82 | 87 |
| Grade 8 ELA/Reading | 2019 | 77 | 76 | 72 | 65 | 72 | 76 | * | 81 | - | * | 75 | 78 | 72 | 74 | 71 | 72 |
| | 2018 | 79 | 80 | 87 | 94 | 84 | 84 | * | 96 | * | * | 93 | * | 86 | 89 | 87 | 88 |
| Grade 8 Mathematics | 2019 | 82 | 82 | 80 | 75 | 84 | 83 | * | 71 | - | * | 70 | 89 | 80 | 81 | 80 | 82 |
| | 2018 | 81 | 81 | 89 | 86 | 94 | 87 | * | * | * | * | 85 | * | 88 | 91 | 90 | 92 |
| End of Course Algebra I | 2019 | 75 | 77 | 85 | 60 | * | 94 | - | * | - | - | - | * | 86 | * | * | * |
| | 2018 | 72 | 73 | 96 | * | 100 | 88 | - | 100 | - | - | * | - | 95 | 100 | 100 | * |
| All Grades Both Subjects | 2019 | 69 | 70 | 62 | 60 | 57 | 68 | 40 | 69 | * | 58 | 53 | 70 | 62 | 61 | 58 | 54 |
| | 2018 | 69 | 70 | 72 | 69 | 73 | 72 | 85 | 90 | * | 76 | 70 | 86 | 72 | 73 | 71 | 75 |
| All Grades ELA/Reading | 2019 | 68 | 69 | 63 | 61 | 59 | 67 | 70 | 73 | * | 63 | 59 | 70 | 63 | 63 | 60 | 56 |
| | 2018 | 69 | 70 | 73 | 72 | 71 | 72 | 90 | 91 | * | 81 | 71 | 79 | 72 | 75 | 71 | 76 |
| All Grades Mathematics | 2019 | 70 | 72 | 60 | 58 | 56 | 69 | 10 | 65 | * | 53 | 47 | 70 | 61 | 58 | 56 | 51 |
| | 2018 | 70 | 70 | 72 | 65 | 74 | 72 | 80 | 89 | * | 71 | 69 | 92 | 72 | 71 | 71 | 74 |

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

- 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)
BETTYE MYERS MIDDLE (061901049) - 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% | 62% | 61% | - | - | - | - | 61% | 36% | 41% | 33% | 27% | - | 66% | 40% | 84% |
| | 2019 | 78% | 81% | 77% | - | - | - | - | - | 61% | 43% | 65% | | * | | | 61% | |
| At Meets Grade Level or Above | 2021 | 41% | 42% | 33% | 27% | - | - | - | - | 27% | 14% | 21% | 9% | 7% | - | 36% | 15% | 50% |
| | 2019 | 50% | 54% | 43% | - | - | - | - | - | 19% | 10% | 21% | | * | | | 19% | |
| At Masters Grade Level | 2021 | 18% | 18% | 13% | 7% | - | - | - | - | 7% | 4% | 5% | 5% | 0% | - | 15% | 4% | 21% |
| | 2019 | 24% | 26% | 18% | - | - | - | - | - | 4% | 9% | 3% | | * | | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 71% | 69% | 67% | - | - | - | - | 67% | 44% | 48% | 40% | 43% | - | 73% | 48% | 95% |
| | 2019 | 75% | 78% | 78% | - | - | - | - | - | 63% | 48% | 66% | | * | | | 63% | |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 40% | 33% | - | - | - | - | 33% | 20% | 29% | 13% | 14% | - | 44% | 20% | 63% |
| | 2019 | 48% | 52% | 44% | - | - | - | - | - | 19% | 10% | 21% | | * | | | 20% | |
| At Masters Grade Level | 2021 | 18% | 19% | 19% | 12% | - | - | - | - | 12% | 6% | 9% | 5% | 0% | - | 22% | 7% | 32% |
| | 2019 | 21% | 24% | 22% | - | - | - | - | - | 4% | 10% | 3% | | * | | | 4% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 67% | 59% | 56% | - | - | - | - | 56% | 37% | 42% | 37% | 21% | - | 63% | 42% | 82% |
| | 2019 | 82% | 85% | 81% | - | - | - | - | - | 70% | 55% | 73% | | * | | | 70% | |
| At Meets Grade Level or Above | 2021 | 37% | 37% | 29% | 23% | - | - | - | - | 23% | 12% | 18% | 8% | 7% | - | 32% | 13% | 50% |
| | 2019 | 52% | 55% | 45% | - | - | - | - | - | 26% | 17% | 27% | | * | | | 26% | |
| At Masters Grade Level | 2021 | 18% | 16% | 11% | 5% | - | - | - | - | 5% | 4% | 4% | 5% | 0% | - | 11% | 4% | 25% |
| | 2019 | 26% | 29% | 16% | - | - | - | - | - | 5% | 14% | 4% | | * | | | 6% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 61% | 63% | 75% | - | - | - | - | 75% | 36% | 33% | * | - | - | 66% | 39% | 84% |
| | 2019 | 68% | 74% | 70% | - | - | - | - | - | 45% | 18% | 52% | | * | | | 46% | |
| At Meets Grade Level or Above | 2021 | 30% | 32% | 33% | 19% | - | - | - | - | 19% | 13% | 14% | * | - | - | 38% | 11% | 40% |
| | 2019 | 38% | 44% | 40% | - | - | - | - | - | 11% | 0% | 14% | | * | | | 13% | |
| At Masters Grade Level | 2021 | 9% | 9% | 9% | 0% | - | - | - | - | 0% | 3% | 3% | * | - | - | 11% | 2% | 4% |
| | 2019 | 14% | 17% | 14% | - | - | - | - | - | 0% | 0% | 0% | | * | | | 0% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 60% | 40% | - | - | - | - | 40% | 26% | 50% | 19% | 21% | - | 65% | 25% | 81% |
| | 2019 | 81% | 84% | 80% | - | - | - | - | - | 61% | * | 64% | | - | | | 61% | |
| At Meets Grade Level or Above | 2021 | 44% | 43% | 38% | 20% | - | - | - | - | 20% | 12% | 30% | 8% | 7% | - | 41% | 12% | 58% |
| | 2019 | 54% | 58% | 50% | - | - | - | - | - | 15% | * | 17% | | - | | | 15% | |
| At Masters Grade Level | 2021 | 20% | 17% | 15% | 0% | - | - | - | - | 0% | 2% | 0% | 4% | 0% | - | 19% | 2% | 16% |
| | 2019 | 25% | 27% | 25% | - | - | - | - | - | 7% | * | 7% | | - | | | 7% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BETTIE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

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| | 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% | 53% | 40% | - | - | - | - | 40% | 21% | 20% | 20% | 23% | - | 58% | 20% | 71% |
| | 2019 | 81% | 82% | 64% | - | - | - | - | - | - | 39% | * | 43% | - | - | - | 39% | - |
| At Meets Grade Level or Above | 2021 | 49% | 49% | 19% | 20% | - | - | - | - | 20% | 4% | 10% | 4% | 0% | - | 22% | 4% | 23% |
| | 2019 | 55% | 56% | 31% | - | - | - | - | - | - | 4% | * | 5% | - | - | - | 4% | - |
| At Masters Grade Level | 2021 | 29% | 28% | 6% | 0% | - | - | - | - | 0% | 2% | 0% | 4% | 0% | - | 7% | 2% | 10% |
| | 2019 | 33% | 34% | 13% | - | - | - | - | - | - | 0% | * | 0% | - | - | - | 0% | - |

* 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.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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% | 96% | 95% | 95% | 98% | 100% | 94% | 100% | 96% | 94% | 100% | 96% | 97% | 96% | 97% |
| Included in Accountability | 83% | 89% | 91% | 89% | 90% | 94% | 100% | 94% | 100% | 84% | 91% | 100% | 93% | 86% | 93% | 93% |
| Not Included in Accountability: Mobile | 3% | 4% | 5% | 7% | 4% | 3% | 0% | 0% | 0% | 13% | 3% | 0% | 2% | 10% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 12% | 6% | 4% | 5% | 5% | 2% | 0% | 6% | 0% | 4% | 6% | 0% | 4% | 3% | 4% | 3% |
| Absent | 2% | 1% | 1% | 1% | 1% | 1% | 0% | 0% | 0% | 4% | 3% | 0% | 1% | 1% | 1% | 1% |
| Other | 10% | 5% | 3% | 3% | 4% | 1% | 0% | 6% | 0% | 0% | 3% | 0% | 3% | 2% | 3% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | 93% | 92% | 93% | 94% | 100% | 93% | * | 92% | 94% | 84% | 97% | 83% | 92% | 93% |
| Not Included in Accountability: Mobile | 4% | 4% | 7% | 7% | 6% | 6% | 0% | 7% | * | 8% | 6% | 16% | 3% | 16% | 7% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 1% | 0% | 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% | 0% |
| Other | 0% | 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.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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% | 99.1% | 99.0% | 99.2% | 98.9% | * 99.5% | | * 99.0% | 98.7% | 98.9% | 99.2% | |
| 2018-19 | 95.4% | 96.2% | 96.6% | 96.7% | 96.9% | 96.0% | 98.9% | 97.2% | * 96.0% | 95.8% | 96.4% | 97.3% | |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 3.5% | 3.7% | 4.5% | 2.2% | 5.1% | 0.0% | 2.7% | 0.0% | 5.3% | 5.3% | 4.6% | 1.8% |
| 2018-19 | 11.4% | 6.9% | 5.3% | 5.5% | 4.3% | 6.3% | 0.0% | 10.0% | * 0.0% | 8.5% | 5.9% | 2.9% | |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.1% | 0.2% | 0.0% | 0.4% | 0.0% | 0.0% | 0.0% | * 0.0% | 0.0% | 0.2% | 0.0% | |
| 2018-19 | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * 0.0% | - | 0.0% | 0.0% | 0.0% | 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% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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 |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 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) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BETTYE MYERS MIDDLE (061901049) - 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 |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 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% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

| | 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 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 880 | 100.0% | 30,189 | 5,359,040 | 880 | 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 | 285 | 32.4% | 7.5% | 7.7% | 285 | 32.4% | 7.5% | 7.7% |
| Grade 7 | 275 | 31.3% | 7.7% | 7.9% | 275 | 31.3% | 7.7% | 7.8% |
| Grade 8 | 320 | 36.4% | 8.0% | 7.9% | 320 | 36.4% | 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 | 201 | 22.8% | 18.5% | 12.7% | 201 | 22.8% | 18.5% | 12.7% |
| Hispanic | 350 | 39.8% | 33.7% | 52.9% | 350 | 39.8% | 33.7% | 52.9% |
| White | 269 | 30.6% | 41.2% | 26.5% | 269 | 30.6% | 41.2% | 26.5% |
| American Indian | 5 | 0.6% | 0.5% | 0.3% | 5 | 0.6% | 0.5% | 0.3% |
| Asian | 33 | 3.8% | 3.3% | 4.7% | 33 | 3.8% | 3.3% | 4.7% |
| Pacific Islander | 3 | 0.3% | 0.2% | 0.2% | 3 | 0.3% | 0.2% | 0.2% |
| Two or More Races | 19 | 2.2% | 2.7% | 2.7% | 19 | 2.2% | 2.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 436 | 49.5% | 48.9% | 48.9% | 436 | 49.5% | 48.9% | 48.9% |
| Male | 444 | 50.5% | 51.1% | 51.1% | 444 | 50.5% | 51.1% | 51.1% |
| Other Student Information: | | | | | | | | |
| Economically Disadvantaged | 559 | 63.5% | 47.8% | 60.3% | 559 | 63.5% | 47.8% | 60.2% |
| Non-Educationally Disadvantaged | 321 | 36.5% | 52.2% | 39.7% | 321 | 36.5% | 52.2% | 39.8% |
| Section 504 Students | 130 | 14.8% | 10.8% | 7.2% | 130 | 14.8% | 10.8% | 7.2% |
| EB Students/EL | 194 | 22.0% | 16.0% | 20.7% | 194 | 22.0% | 16.0% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 26 | 2.7% | 1.1% | 1.2% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Dyslexia | 85 | 9.7% | 6.4% | 4.5% | 85 | 9.7% | 6.4% | 4.5% |
| Foster Care | 2 | 0.2% | 0.3% | 0.3% | 2 | 0.2% | 0.3% | 0.3% |
| Homeless | 16 | 1.8% | 1.6% | 1.1% | 16 | 1.8% | 1.6% | 1.1% |
| Immigrant | 20 | 2.3% | 1.4% | 2.0% | 20 | 2.3% | 1.4% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 0 | 0.0% | 30.4% | 64.5% | 0 | 0.0% | 30.5% | 64.5% |
| Military Connected | 11 | 1.3% | 0.9% | 2.7% | 11 | 1.3% | 0.9% | 2.7% |
| At-Risk | 287 | 32.6% | 30.2% | 49.2% | 287 | 32.6% | 30.1% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 215 | 24.4% | 17.0% | 21.0% | 215 | 24.4% | 16.9% | 20.9% |
| Gifted and Talented Education | 118 | 13.4% | 10.3% | 8.3% | 118 | 13.4% | 10.2% | 8.3% |
| Special Education | 110 | 12.5% | 12.4% | 11.1% | 110 | 12.5% | 12.5% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 110 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 62 | 56.4% | 34.8% | 42.5% | | | | |
| Students with Physical Disabilities | 7 | 6.4% | 24.6% | 21.3% | | | | |
| Students with Autism | 6 | 5.5% | 11.3% | 14.1% | | | | |
| Students with Behavioral Disabilities | 35 | 31.8% | 28.0% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.3% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 132 | 13.6% | 13.5% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 43 | 4.4% | 4.1% | 2.8% | | | | |
| Hispanic | 39 | 4.0% | 4.1% | 7.1% | | | | |
| White | 44 | 4.5% | 4.5% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 4 | 0.4% | 0.4% | 0.4% | | | | |
| Pacific Islander | 1 | 0.1% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.3% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 20 | 15.0% | 16.9% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 23 | 10.1% | 12.0% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 103 | 16.9% | 18.2% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 93 | 15.4% | 17.5% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

| 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 | 19.9 | 20.0 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 16.1 | 18.7 | 15.7 |
| Foreign Languages | 12.6 | 19.0 | 17.8 |
| Mathematics | 19.5 | 20.6 | 16.9 |
| Science | 23.0 | 20.9 | 17.9 |
| Social Studies | 22.2 | 21.6 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

| Staff Information | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | District | State |
| Total Staff | 90.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 81.8 | 90.8% | 73.5% | 64.3% |
| Teachers | 69.8 | 77.5% | 57.6% | 49.6% |
| Professional Support | 6.9 | 7.6% | 12.3% | 10.6% |
| Campus Administration (School Leadership) | 5.1 | 5.7% | 2.9% | 3.0% |
| Educational Aides: | 8.3 | 9.2% | 10.9% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 32.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 6.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 89.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 6.0 | 1,126.0 |
| Total Minority Staff: | 35.7 | 39.7% | 30.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 12.9 | 18.5% | 8.3% | 11.1% |
| Hispanic | 15.1 | 21.7% | 14.4% | 28.4% |
| White | 38.7 | 55.5% | 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 | 3.0 | 4.3% | 1.6% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 18.9 | 27.0% | 25.2% | 23.8% |
| Females | 50.9 | 73.0% | 74.8% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.2% | 1.2% |
| Bachelors | 45.6 | 65.4% | 68.2% | 73.0% |
| Masters | 24.2 | 34.6% | 29.9% | 25.0% |
| Doctorate | 0.0 | 0.0% | 0.8% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.8 | 8.3% | 9.0% | 6.7% |
| 1-5 Years Experience | 32.1 | 46.0% | 30.4% | 27.8% |
| 6-10 Years Experience | 15.9 | 22.7% | 19.4% | 20.3% |
| 11-20 Years Experience | 11.9 | 17.1% | 30.2% | 29.1% |
| 21-30 Years Experience | 3.1 | 4.5% | 9.5% | 13.0% |
| Over 30 Years Experience | 1.0 | 1.4% | 1.6% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.6 | n/a | 12.7 | 14.5 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 2.0 | 8.1 | 6.4 |
| Average Years Experience of Principals with District | 2.0 | 7.3 | 5.5 |
| Average Years Experience of Assistant Principals | 5.0 | 6.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.0 | 5.3 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 7.4 | 9.8 | 11.2 |
| Average Years Experience of Teachers with District: | 3.9 | 5.8 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$55,760 | \$55,806 | \$50,849 |
| 1-5 Years Experience | \$57,068 | \$57,159 | \$53,288 |
| 6-10 Years Experience | \$58,613 | \$59,581 | \$56,282 |
| 11-20 Years Experience | \$65,513 | \$62,201 | \$59,900 |
| 21-30 Years Experience | \$66,819 | \$65,442 | \$64,637 |
| Over 30 Years Experience | \$74,418 | \$74,857 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,436 | \$60,097 | \$57,641 |
| Professional Support | \$66,052 | \$69,580 | \$68,030 |
| Campus Administration (School Leadership) | \$77,820 | \$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 |

| | ---- Campus ---- | | | |
|---|------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 3.4 | 4.9% | 2.4% | 6.2% |
| Career and Technical Education | 3.7 | 5.3% | 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 | 47.7 | 68.3% | 77.2% | 71.0% |
| Special Education | 5.9 | 8.5% | 6.4% | 9.4% |
| Other | 9.0 | 13.0% | 6.6% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BETTYE MYERS MIDDLE (061901049) - DENTON ISD - DENTON COUNTY

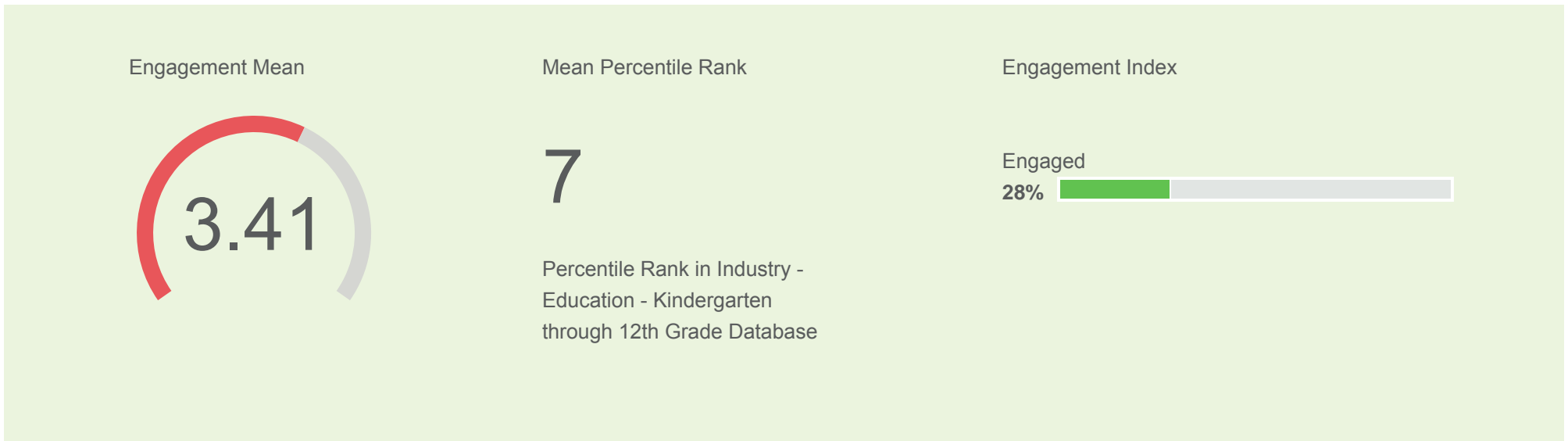
- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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.)

2021 Denton ISD Employee Engagement Survey

DISD Department - MYERS MS

Oct 25, 2021 - Nov 08, 2021



* - 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.

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.

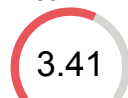
Q12 Mean

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

72

Engagement Mean
3.41



7

Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade

Engagement Index

Engaged: 28%

| | 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? | 71 | 3.32 | 1:10% 2:14% 3:30% 4:27% 5:20% | 3.87 | 12 | 41 |
| Q01: I know what is expected of me at work. | 72 | 4.14 | 1:0% 2:3% 3:25% 4:28% 5:44% | 4.42 | 24 | 49 |
| Q02: I have the materials and equipment I need to do my work right. | 72 | 3.67 | 1:8% 2:10% 3:19% 4:32% 5:31% | 4.07 | 23 | 47 |
| Q03: At work, I have the opportunity to do what I do best every day. | 72 | 3.89 | 1:6% 2:3% 3:29% 4:22% 5:40% | 4.15 | 33 | 55 |
| Q04: In the last seven days, I have received recognition or praise for doing good work. | 72 | 2.64 | 1:38% 2:18% 3:10% 4:13% 5:22% | 3.33 | 6 | 43 |
| Q05: My supervisor, or someone at work, seems to care about me as a person. | 71 | 3.66 | 1:7% 2:20% 3:10% 4:27% 5:37% | 4.24 | 9 | 57 |
| Q06: There is someone at work who encourages my development. | 72 | 3.28 | 1:14% 2:22% 3:15% 4:19% 5:29% | 3.98 | 8 | 53 |
| Q07: At work, my opinions seem to count. | 72 | 2.83 | 1:24% 2:22% 3:19% 4:17% 5:18% | 3.67 | 5 | 41 |
| Q08: The mission or purpose of my organization makes me feel my job is important. | 72 | 3.39 | 1:15% 2:11% 3:22% 4:22% 5:29% | 4.02 | 6 | 53 |
| Q09: My coworkers are committed to doing quality work. | 71 | 3.72 | 1:10% 2:10% 3:14% 4:31% 5:35% | 4.13 | 12 | 54 |
| Q10: I have a best friend at work. | 71 | 3.41 | 1:15% 2:15% 3:15% 4:20% 5:34% | 3.62 | 34 | 57 |
| Q11: In the last six months, someone at work has talked to me about my progress. | 71 | 2.77 | 1:30% 2:17% 3:18% 4:17% 5:18% | 3.55 | 5 | 36 |
| Q12: This last year, I have had opportunities at work to learn and grow. | 71 | 3.48 | 1:11% 2:15% 3:18% 4:24% 5:31% | 4.04 | 10 | 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 |
|---------|--------------|-------------------------------------|------------------------------|---|--|
| 72 | 3.31 | 1:18% 2:14% 3:19% 4:17% 5:32% | 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 |
|---------|--------------|-------------------------------------|------------------------------|---|--|
| 72 | 3.14 | 1:24% 2:13% 3:18% 4:18% 5:28% | 3.76 | * | 90 |

I plan to be working at my organization one year from now.

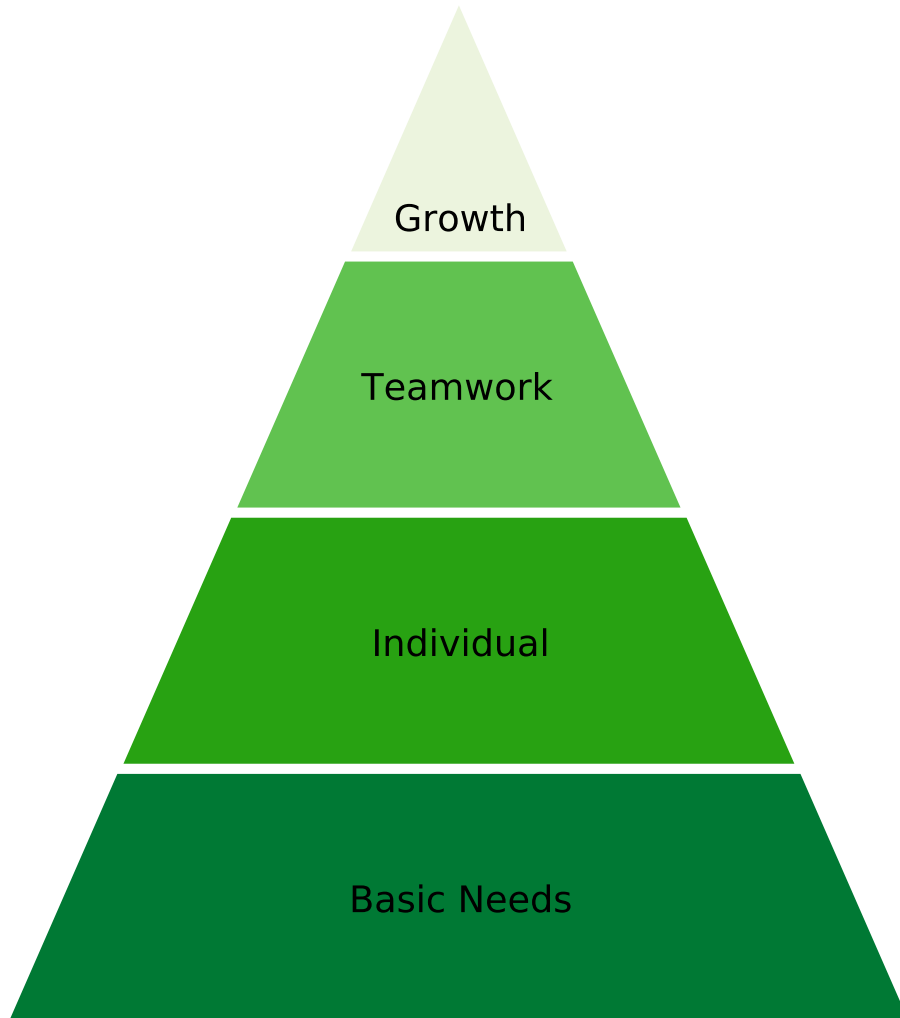
| Total N | Current Mean | Frequency Distribution 1 2 3 4 5 | Company Overall Current Mean | Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade | Company Overall Mean Percentile Rank - Administration - 1st Administration |
|---------|--------------|-------------------------------------|------------------------------|---|--|
| 65 | 3.62 | 1:17% 2:11% 3:6% 4:26% 5:40% | 4.25 | * | * |

What is the most important action your supervisor could take to positively impact your engagement?

| Total N | Sentiment Distribution |
|---------|------------------------|
| 56 | 34% 11% 52% 4% |

Your responses are available in a .csv file. Please log on to my.gallup.com to download your full list of responses.

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?

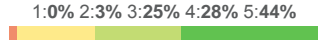
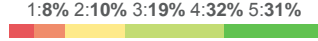
Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

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 |
| | 72 |  | 23 |

| | 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. | 72 | 4.14 |  | 4.42 | 24 | 49 |
| Q02: Materials and Equipment I have the materials and equipment I need to do my work right. | 72 | 3.67 |  | 4.07 | 23 | 47 |

ENGAGEMENT HIERARCHY

| | | | |
|------------------------------|---------|---|---|
| Individual - What do I give? | Total N | Current Mean | Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade |
| | 72 |  3.37 | <div style="background-color: #c00000; color: white; padding: 5px; display: inline-block;">11</div> |

| | 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. | 72 | 3.89 | 1:6% 2:3% 3:29% 4:22% 5:40% | 4.15 | 33 | 55 |
| Q04: Recognition In the last seven days, I have received recognition or praise for doing good work. | 72 | 2.64 | 1:38% 2:18% 3:10% 4:13% 5:22% | 3.33 | 6 | 43 |
| Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person. | 71 | 3.66 | 1:7% 2:20% 3:10% 4:27% 5:37% | 4.24 | 9 | 57 |
| Q06: Development There is someone at work who encourages my development. | 72 | 3.28 | 1:14% 2:22% 3:15% 4:19% 5:29% | 3.98 | 8 | 53 |

ENGAGEMENT HIERARCHY



| | 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. | 72 | 2.83 | 1:24% 2:22% 3:19% 4:17% 5:18% | 3.67 | 5 | 41 |
| Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important. | 72 | 3.39 | 1:15% 2:11% 3:22% 4:22% 5:29% | 4.02 | 6 | 53 |
| Q09: Committed to Quality My coworkers are committed to doing quality work. | 71 | 3.72 | 1:10% 2:10% 3:14% 4:31% 5:35% | 4.13 | 12 | 54 |
| Q10: Best Friend I have a best friend at work. | 71 | 3.41 | 1:15% 2:15% 3:15% 4:20% 5:34% | 3.62 | 34 | 57 |

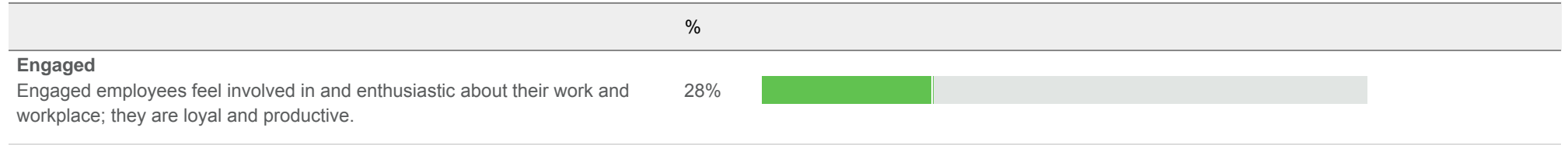
ENGAGEMENT HIERARCHY

| | | | |
|--------------------------|---------|---|--|
| Growth - How can I grow? | Total N | Current Mean | Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade |
| | 72 |  | <div style="background-color: red; color: white; padding: 5px; display: inline-block;">7</div> |

| | 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. | 71 | <div style="background-color: red; color: white; padding: 2px;">2.77</div> | 1:30% 2:17% 3:18% 4:17% 5:18% | <div style="background-color: yellow; padding: 2px;">3.55</div> | <div style="background-color: red; color: white; padding: 2px;">5</div> | <div style="background-color: yellow; padding: 2px;">36</div> |
| Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow. | 71 | <div style="background-color: red; color: white; padding: 2px;">3.48</div> | 1:11% 2:15% 3:18% 4:24% 5:31% | <div style="background-color: yellow; padding: 2px;">4.04</div> | <div style="background-color: red; color: white; padding: 2px;">10</div> | <div style="background-color: lightgreen; padding: 2px;">54</div> |

Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.



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.

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  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

Respondents can select multiple responses for multi-select questions.

Sentiment Distribution  Positive  Negative  Neutral  Mixed

Sentiment Distribution is not available when $n < 50$

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

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 Q¹²®). 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 Q¹²® 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 Q¹²® 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.

| Grade 6 Reading | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL | |
|-----------------|-------------|--------|------------------|----------|--------|-----------------|---------|------------------|-------------------|------------|-------------|--------|--|
| Approaches | 2021 | 61.17% | 53.45% | 50.00% | 82.89% | NA | 100.00% | NA | 60.00% | 14.81% | 46.82% | 43.53% | |
| | 2022 | 67.42% | 60.61% | 60.78% | 81.58% | NA | 90.00% | NA | 50.00% | 34.78% | 59.04% | 52.24% | |
| Meets | 2021 | 26.37% | 24.14% | 20.31% | 36.84% | NA | 66.67% | NA | 0.00% | 3.70% | 17.92% | 15.29% | |
| | 2022 | 32.20% | 21.21% | 22.55% | 53.95% | NA | 50.00% | NA | 20.00% | 6.52% | 22.29% | 66.67% | |
| Masters | 2021 | 12.82% | 12.07% | 8.59% | 19.74% | NA | 33.33% | NA | 0.00% | 3.70% | 8.67% | 7.06% | |
| | 2022 | 13.64% | 3.03% | 7.84% | 28.95% | NA | 30.00% | NA | 10.00% | 2.17% | 6.63% | 7.46% | |
| Grade 7 Reading | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL | |
| Approaches | 2021 | 64.23% | 56.03% | 64.63% | 70.74% | 40% | 75.79% | 36.50% | 61.09% | 40.09% | 59.53% | 55.51% | |
| | 2022 | 72.16% | 68.83% | 68.94% | 81.43% | NA | 80% | NA | 71.43% | 26.67% | 65.28% | 58.82% | |
| Meets | 2021 | 41.94% | 29.03% | 40.86% | 55.38% | 0% | 57.14% | 0% | 36.36% | 6.06% | 34.87% | 20.93% | |
| | 2022 | 44.67% | 35.06% | 37.12% | 67.14% | NA | 80% | NA | 42.86% | 10% | 35.23% | 24.71% | |
| Masters | 2021 | 19.76% | 17.74% | 13.98% | 24.62% | 0% | 50% | 0% | 18.18% | 0% | 13.82% | 2.33% | |
| | 2022 | 26.12% | 15.58% | 21.97% | 44.29% | NA | 80% | NA | 0% | 3.33% | 18.13% | 14.12% | |
| Grade 8 Reading | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL | |
| Approaches | 2021 | 75.56% | 63.38% | 69.37% | 87.16% | 100% | 77.78% | 100% | 100% | 28.57% | 68.78% | 48.08% | |
| | 2022 | 69.27% | 61.93% | 70.84% | 72.87% | 58% | 84.92% | 67% | 69.08% | 44.69% | 64.58% | 64.26% | |
| Meets | 2021 | 45.66% | 25.35% | 36.94% | 62.39% | 100% | 66.67% | 0% | 83.33% | 7.14% | 34.39% | 13.46% | |
| | 2022 | 53.31% | 35.53% | 58.59% | 61.76% | 50% | 83.33% | 50% | 46.15% | 11.43% | 44.77% | 42.55% | |
| Masters | 2021 | 21.54% | 12.68% | 15.32% | 28.44% | 50% | 44.44% | 0% | 66.67% | 0% | 13.76% | 3.85% | |
| | 2022 | 32.35% | 17.11% | 34.34% | 42.65% | 0% | 66.67% | 0% | 30.77% | 5.71% | 20.93% | 17.02% | |
| Grade 6 Math | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL | |
| Approaches | 2021 | 60% | 53.45% | 49.61% | 81.82% | NA | 83.33% | NA | 40% | 25.93% | 46.55% | 44.71% | |
| | 2022 | 65.65% | 57.58% | 60.40% | 77.63% | NA | 88.89% | NA | 60.00% | 30.43% | 59.04% | 61.19% | |
| Meets | 2021 | 24% | 20.69% | 12.40% | 41.56% | NA | 83.33% | NA | 20% | 3.70% | 16.67% | 14.12% | |
| | 2022 | 23.66% | 12.12% | 15.84% | 39.47% | NA | 55.56% | NA | 30% | 6.52% | 14.46% | 17.91% | |
| Masters | 2021 | 8% | 5.17% | 3.10% | 15.58% | NA | 50% | NA | 0% | 3.70% | 5.75% | 2.35% | |
| | 2022 | 6.87% | 3.03% | 3.96% | 11.84% | NA | 22.22% | NA | 10% | 2.17% | 3.01% | 2.99% | |
| Grade 7 Math | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL | |
| Approaches | 2021 | 53.85% | 42.62% | 55.32% | 60.00% | 0% | 76.92% | 100.00% | 36% | 17.65% | 47.68% | 45.45% | |
| | 2022 | 47.95% | 28.57% | 44.70% | 72.86% | | 83.33% | | 42.86% | 13.33% | 35.75% | 40% | |
| Meets | 2021 | 21.46% | 9.84% | 19.15% | 33.85% | 0% | 30.77% | 50% | 18.18% | 5.88% | 15.23% | 4.55% | |
| | 2022 | 20.21% | 7.79% | 15.15% | 40% | | 83.33% | | 0% | 3.33% | 13.47% | 12.94% | |
| Masters | 2021 | 3.24% | 3.28% | 1.06% | 6.15% | 0% | 0% | 0% | 9.09% | 0% | 2.65% | 0% | |
| | 2022 | 5.14% | 3.90% | 1.52% | 11.43% | | 33.33% | | 0% | 3.33% | 3.63% | 1.18% | |
| Grade 8 Math | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL | |
| Approaches | 2021 | 48.78% | 32.81% | 44.94% | 63.75% | 50% | 66.67% | 0% | 75% | 17.86% | 42.94% | 25% | |
| | 2022 | 49.51% | 34.33% | 54.17% | 63.83% | 50% | 57.14% | NA | 45.45% | 17.14% | 41.67% | 45% | |
| Meets | 2021 | 21.54% | 10.94% | 13.48% | 36.25% | 0% | 50% | 0% | 50% | 3.57% | 14.72% | 6.25% | |
| | 2022 | 13.11% | 10.45% | 11.11% | 17.02% | 0% | 57.14% | NA | 0% | 2.86% | 9.72% | 5% | |
| Masters | 2021 | 3.25% | 1.56% | 2.25% | 6.25% | 0% | 0% | 0% | 0% | 0% | 1.84% | 0% | |
| | 2022 | 2.91% | 2.99% | 1.39% | 4.26% | 0% | 14.29% | NA | 0% | 0% | 2.78% | 0% | |

| Grade 8 Science | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL |
|------------------------|-------------|--------|------------------|----------|--------|-----------------|--------|------------------|-------------------|------------|-------------|--------|
| Approaches | 2021 | 58.39% | 34.29% | 46.85% | 81.65% | 100% | 66.67% | 100% | 83.33% | 10.71% | 47.34% | 19.23% |
| | 2022 | 70.96% | 47.37% | 77.78% | 80.88% | 50% | 91.67% | 100% | 84.62% | 25.71% | 62.79% | 61.70% |
| Meets | 2021 | 36.45% | 20% | 28.83% | 49.54% | 50% | 66.67% | 0% | 83.33% | 7.14% | 26.60% | 7.69% |
| | 2022 | 37.50% | 19.74% | 37.37% | 50% | 0% | 75% | 100% | 38.46% | 2.86% | 28.49% | 17.02% |
| Masters | 2021 | 14.84% | 7.14% | 6.31% | 27.52% | 0% | 33.33% | 0% | 16.67% | 7.14% | 10.11% | 0% |
| | 2022 | 13.97% | 9.21% | 13.13% | 17.65% | 0% | 25% | 0% | 23.08% | 0% | 11.05% | 6.38% |
| Grade 8 Social Studies | School Year | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL |
| Approaches | 2021 | 52.12% | 34.78% | 44.95% | 65.14% | 100% | 66.67% | 100% | 83.33% | 17.86% | 41.08% | 18% |
| | 2022 | 50.37% | 36.84% | 45.45% | 64.71% | 0% | 91.67% | 100% | 53.85% | 11.43% | 38.95% | 29.79% |
| Meets | 2021 | 17.92% | 13.04% | 11.93% | 23.85% | 25% | 55.56% | 0% | 16.67% | 7.14% | 10.27% | 2% |
| | 2022 | 16.18% | 7.89% | 15.15% | 22.06% | 0% | 41.67% | 0% | 23.08% | 0% | 9.30% | 6.38% |
| Masters | 2021 | 5.54% | 4.35% | 1.83% | 10.09% | 0% | 11.11% | 0% | 0% | 0% | 4.32% | 0% |
| | 2022 | 8.82% | 6.58% | 7.07% | 11.76% | 0% | 16.67% | 0% | 15.38% | 0% | 5.23% | 2.13% |

Denton Independent School District
Strickland Middle School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

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| Guiding Outcomes | 22 |
| 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 | 23 |
| 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 that encourages parent and community partnerships * Promote health, wellness, and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community | 26 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

*TEA Texas School Report card referenced.

eSchool - enrollment data, attendance and mobility, course enrollment data

Eduphoria -program participation data,

teacher survey via Google Forms

Findings/Analysis

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

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

Strengths...

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

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

- An experienced staff where 60% of the faculty has worked at least 5 years in education.

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

Needs...

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

- Correctly identify special group populations among ethnic groups.

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

Summary of Needs

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

- **Continue to find ways to meet the needs of a diverse student population with an increasing number of economically disadvantaged students.**
- **What are ways to help newly economically disadvantaged students as a result of the pandemic. Find ways to provide help to those students and families through our food pantry, connections to local organizations that provide aid, and support from Communities in Schools.**
- **During hiring, continue to search for candidates who could increase the diversity in our staff demographics to better align with our student demographics.**
- **Strickland has 36% of teachers who have taught less than 5 years. How can we support them to become strong, veteran teachers?**

Demographics Strengths

- -A very diverse and resilient student population with a high number of students who are LEP, SPED, Economically Disadvantaged and at-risk.
- This diversity creates unique learning opportunities and valuable real world training.
- -An experienced staff where 60% of the faculty has worked at least 5 years in education.
- Several platforms used to contact parents/guardians to keep them informed of school information and activities to encourage parent involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to find ways to meet the needs of a diverse student population with an increasing number of economically disadvantaged students.

Problem Statement 2: Be prepared for a potential spike in economically disadvantaged students and an increase in mobility due to Covid-19. Find ways to provide help to those students and families through our food pantry, connections to local organizations that provide aid, and support from Communities in Schools.

Problem Statement 3: During hiring, continue to search for candidates who could increase the diversity in our staff demographics to better align with our student demographics.

Problem Statement 4: Examine ISS, OSS, and DAEP from the past 3-5 years to identify trends.

Problem Statement 5: Correctly identify special populations among ethnicities (ie-GT numbers are low especially for our Hispanic population.)

Student Learning

Student Learning Summary

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

- **Campus Practice STAAR results**
- **Bright Bytes data**
- **Master Schedule**
- **Course enrollment data**
- **CA data**
- **Teacher Survey**
- **Student Survey**
- **STAAR Summary Reports**
- **TELPAS Summary Reports**
- **2021-2022 TEA School Report Card**

Findings/Analysis

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

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

Strengths...

- Instructional technology to enhance curriculum, instruction, and assessment
- Honors and advance course enrollment is representative of overall demographic
- Use of Aware program to analyze data and adjust instruction
- Strong focus on standards-based grading
- Horizontal planning in all core subjects
- Identifying & intervening with students who need remediation
- Use of learning targets to focus instruction
- Growth Mindset philosophy promoted throughout campus
- “Flex tutoring” offers tutoring/reassessment in the school day
- District on and off campus professional development and PLCs focusing on best-practice strategies and engaging qualities
- Sheltered classes for ELLs; extensive co-teach classes
- Increased support for LEP students through TELPAS tutoring

Needs...

- Continue evolving vertical alignment in science due to 8th graders being tested on 6th & 7th grade standards
- More focus on vertical planning in all subject areas (Half of teachers surveyed say they never do this.)
- Increased cross-curricular activities so that students make connections between subjects and apply learning to their own lives (Half of teachers surveyed say they never do this.)
- Remediation for students who have gaps in subjects outside of ELAR and math
- Close achievement gaps for student subpopulations (scored a 76 on “Closing the Gaps” on 21-22 TEA school report card.)
- Increase focus on vertical alignment for 2021-22 school year to address gaps from school closure
- Massive number of HB4545 tutoring hours required in 6th science and all grades math and reading.

Summary of Needs

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

In our back-to-school PD, faculty meetings, and campus inservice days, we will need increased focus on closing gaps in student sub-pops and cross-curricular planning. We will also need to provide more time and resources for vertical planning to address gaps due to the "Covid Gap". Increased support for science and social studies (through additional tutoring, Saturday activities, etc.) is also needed to address complexity of TEKS and scope & sequence challenges.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

BrightBytes Clarity Survey

Campus Inventory

Campus Checkout Schedule

Eduphoria Workshop

DLS Calendar

Findings/Analysis

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

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

Strengths...

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

Needs...

- Professional Learning Opportunities/Planning opportunities/Training
- Digital Citizenship Support
- Teacher & Student use of the 4C's - Creating, Collaborating, Critical Thinking, & Communication
- Classroom Management Ideas for Technology Use

Summary of Needs

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

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

Student Learning Strengths

- Instructional technology to enhance curriculum, instruction, and assessment

- Honors and advance course enrollment is representative of overall demographic
 - Use of Aware program to analyze data and adjust instruction
 - Strong focus on standards-based grading
 - Horizontal planning in all core subjects
 - Identifying & intervening with students who need remediation
 - Use of learning targets to focus instruction
 - Growth Mindset philosophy promoted throughout campus
 - “Flex tutoring” offers tutoring/reassessment in the school day
 - Staff book studies, professional development, and PLCs focusing on best-practice strategies and engaging qualities
 - Sheltered classes for ELLs; extensive co-teach classes
 - Increased support for LEP students through TELPAS tutoring
-
- Strong focus on interventions for struggling students.
 - Outperformed comparison campuses in almost every subgroup for 7th grade writing (despite higher student numbers).
 - Progress on closing gaps for student subgroups (especially in math).
 - More students in advanced math classes than any other middle school.
 - Over ½ of our 7th and 8th graders enrolled in Honors classes.
 - Number of students considered college and career ready based on lexile climbed 8.5%.
 - Strong teacher participation in summer professional development.
 - Summer book studies for staff focus on student achievement and SEL strategies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Accelerated instruction/supplemental instruction needed for math and reading for more than 1/3 of our students.

Problem Statement 2: Remediation needed for students who have gaps in subjects outside of ELAR and math.

Problem Statement 3: Massive number of HB4545 tutoring hours required in 6th science and all grades math and reading. (23,430 hours)

Problem Statement 4: Continue closing gaps for student subgroups, especially LEP and SpEd and especially for reading and writing.

Problem Statement 5: More longitudinal "apples to apples" comparison data in Aware.

School Processes & Programs

School Processes & Programs Summary

School Context and Organization

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Master Schedule

CLT

Teaming

Student support

Physical environment

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

Findings/Analysis

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

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

Strengths...

Needs...

-PLC time embedded in schedule

-Team time embedded in schedule

-This year Strickland master schedule vertically aligned subject planning to the same period.

-Beautiful and functional new building with separate learning and collaboration spaces for each grade level.

-Systems in place to support academic learning and SEL

Their teachers felt that more PreAP / Honors students were ready for next year’s PreAP or Honors Classes.

- Most staff members want to connect and reach out to others.

- As a staff, we are very connected.

- Teachers have students reassess at a variety of times to meet the students’ needs.

-Continue to grow in our learning and use of PLCS and DMTSS.

- Teachers continue to have difficulty getting the students they need during flex tutoring.

Summary of Needs

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

-Some team members don't feel as connected as they would like. We think this will continue to improve as staff members get to know their fellow co-workers as they are invited to participate in activities outside of the workday, as well as regular interactions inside the workday, such as duties and team meetings.

- Continue SEL, Social Emotional Learning, with adults, as well as students and parents.

-Teachers continue to have difficulty getting certain students for flex. We feel that establishing a shared system to claim the high needs kids would be beneficial. There would not need to be funds allocated to this issue, it would be something that can be set up during team meetings.

School Processes & Programs Strengths

- -PLC time embedded in schedule
 - -Team time embedded in schedule
 - -Beautiful and functional new building with separate learning and collaboration spaces for each grade level.
 - -Systems in place to support academic learning and SEL
 - Their teachers felt that more PreAP / Honors students were ready for next year's PreAP or Honors Classes.
 - - Most staff members want to connect and reach out to others.
 - - As a staff, we are very connected.
 - - Teachers have students reassess at a variety of times to meet the students' needs.
-
- Decisions are made through the CLT committee which meets consistently to get campus input from stakeholders
 - Campus leadership roles and responsibilities are clearly defined
 - Opportunities for professional growth in desired area(s) is supported
 - Data is evaluated to ensure that all students are showing improvement
 - Communicate with parents through email, school messenger, social media and by phone
 - PD is consistently led by teachers and staff regarding identified areas of need using data and staff input
 - Common curriculum developed by district to support state standards (TEKS)
 - Focus on growth mindset and student ownership of learning

- Increased number of students participating in advance/honors courses in core content areas
- More kids in advanced math than other middle school campuses in the district
- Dual language program
- Educating teachers on equity and opportunity for all students and how to identify ESL/special populations for honors
- High percentage of students in fine arts and providing ways for equal access
- High school programs recruit during lunches (ie: ROTC)
- Talent Search-College Readiness, Naviance-Career matches and career units/discussions in classes
- CTE courses provide real-life experiences/projects
- Technology: 1 to 1; jetpacks and chromebooks; carts; each team has a cart for students who forget; iPad cart
- Committees and systems in place to get input from stakeholders regarding safety
- SEL practices used to build relationships to support students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue SEL, Social Emotional Learning, with adults, as well as students and parents.

Problem Statement 2: Work to provide events, activities, etc. that allow staff to have fun at work and relieve some of the stress. This will allow adults to get to know staff outside their grade level and department as well.

Problem Statement 3: Collaborate to ensure that Flex continues to be beneficial for all.

Problem Statement 4: Work to ensure equity across fine arts course enrollments.

Problem Statement 5: Equity pieces will continue to be monitored and matched to school demographics.

Perceptions

Perceptions Summary

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

Findings/Analysis

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

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

Strengths...

-
- 97% of our students feel they can succeed if they work hard. (90% last year)
- 95% of our students feel tutoring helps. (90% last year)
- Most students believe they can learn.
- 84% of students feel safe in the locker room. (86% last year)
- 91% of students feel they have a best friend at school. (90% last year)
- 98% of the students feel like teachers treat them with respect. (88% last year)
- 94% of the staff feels safe at school.
- 89% of the staff feel like they have someone to go to for help (grades, curriculum, etc.)

Needs...

- 6% of students don't feel supported
- 20% of our students do not feel safe from teasing in the hallways.
- 55.8% of our students do not attend before or after school tutoring. (60% last year)
- 9% of our students are not involved in a club, fine arts or sports team.

Summary of Needs

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

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

Perceptions Strengths

- 85%- 90% of students feel they belong.
- 90% of students feel teachers treat them with respect.
- SEL and Restorative Practices a campus-wide priority
- Repair circles and stay away agreements to reduce conflict & teach communication and conflict resolution skills

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase variety of clubs and organizations so that everyone has a place to belong.

Problem Statement 2: Increase opportunities for student and staff recognition.

Problem Statement 3: Continue with implementation of SEL and restorative practice to build relationships.

Problem Statement 4: Partner with CIS/ACE so that students without transportation are able to stay for tutoring.

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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 (Rtl) 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 to reflect a minimum of one year's growth for every student in Math and ELAR.

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

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning, and PLCs), so that they are able to ensure that all student groups are achieving.</p> <p>Strategy's Expected Result/Impact: Improved student achievement should be reflected in data from common assessments, benchmarks, MAP, and STAAR data .</p> <p>Staff Responsible for Monitoring: Principals, department heads, teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Utilize common assessments, MAP, benchmark testing and Aware in all core subject areas with a PLC focus on eliminating learning gaps.</p> <p>Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth)</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 3: Integrate technology to enhance instruction so that at-risk students have access to online resources and opportunities for online collaboration.</p> <p>Strategy's Expected Result/Impact: Improvement in L2L engagement data, CNA survey data, student achievement data</p> <p>Staff Responsible for Monitoring: Principals, librarian, DLS, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Utilize web-based learning tools (including IXL, Mathia, library online databases, and STEMscopes), especially with ELL students and students in double-blocked co-teach math and reading.</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data (including MAP, CAs, Generation Genius, IXL, and STAAR)</p> <p>Staff Responsible for Monitoring: Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Provide related professional development, support, and coaching to ensure all teachers are using best practices, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, and engaging qualities to reach all learners, especially those at-risk.</p> <p>Strategy's Expected Result/Impact: Student growth as evidenced by achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas.</p> <p>Strategy's Expected Result/Impact: Improved STAAR results with a minimum of one year's growth for all students.</p> <p>Staff Responsible for Monitoring: Principals/teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Schedule reading interventions classes for students most at-risk in reading (appropriate to needs, for example: ESL reading intervention, Dyslexia therapy, or reading intervention).</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Principals, counselors</p> <p>Funding Sources: Jessica Baker - State Compensatory Education (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 8 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 8: Build library collection with multi-level/high interest material (fiction and nonfiction) and eBooks with selection based on need of students in reading intervention classes as well as ELL students in sheltered instruction.</p> <p>Strategy's Expected Result/Impact: Increased library usage and improved reading achievement.</p> <p>Staff Responsible for Monitoring: Principals, librarians, teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Schedule math intervention for our most at risk students not mastering grade level math TEKS.</p> <p>Strategy's Expected Result/Impact: Student growth as evidenced by benchmark and common assessment data, MAP data, and STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Continue to implement Book Whisper strategies in all ELAR classes as well as school wide with staff.</p> <p>Strategy's Expected Result/Impact: Increased library usage and increased student Lexile levels</p> <p>Staff Responsible for Monitoring: Principals, reading teachers, librarian</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 11 Details | Formative Reviews | | |
| <p>Strategy 11: Use Mathia and IXL in co-teach math and math intervention.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as evidenced by common assessments and benchmark data, MAP data and STAAR results</p> <p>Staff Responsible for Monitoring: Math teachers</p> <p>Funding Sources: Online learning tools - State Compensatory Education (SCE) - \$5,500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 12 Details | Formative Reviews | | |
| <p>Strategy 12: Use Writer's Resources folders (in digital or physical form) to standardize expectations for writing across the curriculum. Resources are being moved to a digital format to increase accessibility during Covid protocols.</p> <p>Strategy's Expected Result/Impact: Improved student writing across the curriculum</p> <p>Staff Responsible for Monitoring: ELAR Department head, teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 13 Details | Formative Reviews | | |
| <p>Strategy 13: Collaborative guidance lessons with 8th grade focusing on motivation to achieve, goal-setting, planning, and transition.</p> <p>Strategy's Expected Result/Impact: Improved STAAR results, increased enrollment in pre-AP, more students on Honor Roll, and less students on failure reports</p> <p>Staff Responsible for Monitoring: Principal, counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 14 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 14: Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources and platforms texts in history, SIOP strategies and language objectives.</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by multiple sources of achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 15 Details | Formative Reviews | | |
| <p>Strategy 15: Share 8th grade MAP and pre-test data with HS teams to facilitate appropriate transition for at-risk 9th graders.</p> <p>Strategy's Expected Result/Impact: Appropriate scheduling of students at the transition to high school</p> <p>Staff Responsible for Monitoring: Principal, counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 16 Details | Formative Reviews | | |
| <p>Strategy 16: Implement flex tutoring to improve student mastery of essential content and reduce failure rates campus-wide at all grade levels.</p> <p>Strategy's Expected Result/Impact: Student growth as evidenced in student achievement data</p> <p>Staff Responsible for Monitoring: Principal, APs, teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 17 Details | Formative Reviews | | |
| <p>Strategy 17: Work with feeder LPAC committee chairs to set high expectations and to facilitate appropriate transitions for our ELLs.</p> <p>Strategy's Expected Result/Impact: Appropriate transitioning planning and student growth</p> <p>Staff Responsible for Monitoring: Principal, LPAC chairs</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 18 Details | Formative Reviews | | |
| <p>Strategy 18: Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Calkins Units of Study to increase student engagement, provide differentiated instruction, and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Student growth as evidenced by student achievement data</p> <p>Staff Responsible for Monitoring: Principal, ELAR teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 19 Details | Formative Reviews | | |
| <p>Strategy 19: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students struggling in core content classes.</p> <p>Strategy's Expected Result/Impact: Decreased failure rates</p> <p>Staff Responsible for Monitoring: Core content teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  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 that encourages 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 that encourage participation by all members of the school community in continuous development of school culture.

Evaluation Data Sources: Climate surveys, discipline data, student survey data, attendance, parent feedback, club rosters, employee engagement survey, counselor data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post to the marquee and Scholastic TVs, complete all school messenger and written parent communication in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parent attendance and feedback</p> <p>Staff Responsible for Monitoring: All SMS staff and PTSA</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Continue to implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make Vikings GROW a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, climate surveys</p> <p>Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Schedule Child Advocacy Center presentation: Internet Safety for teens (for students and parents).</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, climate surveys, community service projects</p> <p>Staff Responsible for Monitoring: Counselors, CIS</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| Strategy 4: Implement Safety Net Program, a positive action program for at-risk students. Strategy's Expected Result/Impact: Student Staff Responsible for Monitoring: Counselors | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: WEB (Where Everybody Belongs) 6th grade transition program. Strategy's Expected Result/Impact: Climate surveys, discipline data Staff Responsible for Monitoring: WEB sponsors, principals | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter, Smore, School Messenger, and Instagram and provide opportunities for parent to sign up. Strategy's Expected Result/Impact: Honor roll and failure reports Staff Responsible for Monitoring: Principals, teachers, counselors, ITS | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Path to Scholarship program. Strategy's Expected Result/Impact: Discipline, grade, assessment, and course enrollment data Staff Responsible for Monitoring: PTS teacher presenters | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: "Generation Texas" college week as well as ongoing emphasis on higher education and college readiness (12/7-12/11). Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data Staff Responsible for Monitoring: Principals, counselors, teachers | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Promote use of STOPit. Strategy's Expected Result/Impact: Climate survey and Gallup Hope Engagement and Well-being survey Staff Responsible for Monitoring: Counselors, principal, teachers | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 10 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| Strategy 10: Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolutions, growth mindset, career/college exploration, and communication skills. Strategy's Expected Result/Impact: Referrals Staff Responsible for Monitoring: Counselors, principal | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Use adventure based group counseling with 6th grade students to increase positive interactions and engagement and to reduce discipline referrals. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Counselors, teachers, principals | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Implement Gallup Strengths program in 6th, 7th, and 8th grade. Strategy's Expected Result/Impact: Improvement in grades, behavior, and positive leadership skills Staff Responsible for Monitoring: Principals, Strengths coach, health teachers | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: GOAL program. Strategy's Expected Result/Impact: Behavior and positive leadership skills Staff Responsible for Monitoring: GOAL Coaches | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Implementation of the following clubs and organizations: Garden, Jazz and Pop Choir, Fiddle Club, Yearbook, Newsletter, D&D, Board Games, Chess, KPOP, Anime Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades and leadership skills Staff Responsible for Monitoring: Teacher sponsors | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

State Compensatory

Personnel for Strickland Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|---------------|----------------------|------------|
| Jessica Baker | Reading Intervention | 0 |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|-----------------------|--------------|-------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Jessica Baker | | \$0.00 |
| 1 | 1 | 11 | Online learning tools | | \$5,500.00 |
| Sub-Total | | | | | \$5,500.00 |

2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **STRICKLAND MIDDLE**

Campus Number: **061901044**

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

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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) | |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|-----|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 74% | 70% | 67% | 64% | 79% | * | * | * | * | 42% | 67% | 70% | 69% | 63% | 55% |
| | 2018 | 69% | 76% | 63% | 63% | 57% | 72% | 80% | * | - | * | 34% | 56% | 63% | 65% | 56% | 51% |
| At Meets Grade Level or Above | 2019 | 37% | 43% | 37% | 50% | 25% | 51% | * | * | * | * | 22% | 33% | 36% | 42% | 29% | 16% |
| | 2018 | 39% | 45% | 34% | 28% | 25% | 50% | 20% | * | - | * | 25% | 25% | 32% | 43% | 28% | 16% |
| At Masters Grade Level | 2019 | 18% | 20% | 17% | 21% | 10% | 25% | * | * | * | * | 9% | 11% | 16% | 19% | 9% | 5% |
| | 2018 | 19% | 21% | 15% | 16% | 8% | 26% | 20% | * | - | * | 7% | 13% | 15% | 19% | 14% | 9% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 84% | 88% | 82% | 86% | * | * | * | * | 64% | 67% | 85% | 79% | 81% | 81% |
| | 2018 | 77% | 80% | 76% | 69% | 72% | 81% | 100% | * | - | * | 64% | 75% | 77% | 68% | 71% | 66% |
| At Meets Grade Level or Above | 2019 | 47% | 46% | 41% | 46% | 34% | 49% | * | * | * | * | 24% | 56% | 41% | 40% | 37% | 31% |
| | 2018 | 44% | 45% | 35% | 22% | 30% | 46% | 40% | * | - | * | 25% | 44% | 35% | 36% | 29% | 25% |
| At Masters Grade Level | 2019 | 21% | 19% | 13% | 8% | 8% | 20% | * | * | * | * | 13% | 22% | 14% | 10% | 8% | 5% |
| | 2018 | 18% | 17% | 8% | 6% | 5% | 14% | 0% | * | - | * | 2% | 13% | 9% | 7% | 5% | 5% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 81% | 74% | 72% | 70% | 79% | 80% | * | * | * | 33% | 84% | 75% | 70% | 68% | 67% |
| | 2018 | 74% | 82% | 76% | 77% | 72% | 82% | * | * | - | 63% | 40% | 71% | 75% | 79% | 72% | 62% |
| At Meets Grade Level or Above | 2019 | 49% | 56% | 45% | 48% | 36% | 56% | 80% | * | * | * | 13% | 47% | 41% | 59% | 38% | 31% |
| | 2018 | 48% | 56% | 48% | 57% | 37% | 60% | * | * | - | 63% | 28% | 43% | 49% | 46% | 40% | 30% |
| At Masters Grade Level | 2019 | 29% | 34% | 28% | 31% | 20% | 37% | 40% | * | * | * | 4% | 21% | 25% | 38% | 21% | 16% |
| | 2018 | 29% | 35% | 28% | 33% | 16% | 44% | * | * | - | 13% | 8% | 29% | 26% | 35% | 18% | 11% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 80% | 76% | 69% | 73% | 83% | 80% | * | * | * | 47% | 78% | 76% | 75% | 72% | 68% |
| | 2018 | 72% | 79% | 73% | 69% | 68% | 82% | * | * | - | 63% | 38% | 71% | 74% | 65% | 65% | 69% |
| At Meets Grade Level or Above | 2019 | 43% | 48% | 38% | 34% | 31% | 48% | 60% | * | * | * | 24% | 33% | 38% | 37% | 32% | 28% |
| | 2018 | 40% | 49% | 40% | 48% | 29% | 56% | * | * | - | 38% | 19% | 36% | 41% | 35% | 35% | 28% |
| At Masters Grade Level | 2019 | 17% | 19% | 10% | 7% | 8% | 14% | 0% | * | * | * | 7% | 11% | 11% | 8% | 7% | 9% |
| | 2018 | 18% | 23% | 20% | 17% | 13% | 32% | * | * | - | 13% | 6% | 21% | 21% | 16% | 14% | 11% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 70% | 76% | 64% | 59% | 61% | 71% | 80% | * | * | * | 29% | 68% | 63% | 70% | 59% | 60% |
| | 2018 | 69% | 75% | 71% | 70% | 63% | 80% | * | * | - | 75% | 28% | 77% | 71% | 71% | 64% | 56% |
| At Meets Grade Level or Above | 2019 | 42% | 49% | 38% | 34% | 30% | 50% | 80% | * | * | * | 18% | 32% | 38% | 41% | 32% | 26% |
| | 2018 | 43% | 51% | 46% | 53% | 36% | 59% | * | * | - | 50% | 16% | 62% | 46% | 45% | 36% | 29% |
| At Masters Grade Level | 2019 | 18% | 21% | 16% | 14% | 10% | 25% | 40% | * | * | * | 7% | 16% | 16% | 17% | 11% | 9% |
| | 2018 | 15% | 16% | 15% | 23% | 7% | 23% | * | * | - | 0% | 6% | 23% | 14% | 16% | 10% | 6% |

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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% | 85% | 91% | 79% | 92% | 80% | * | - | 80% | 41% | 93% | 88% | 73% | 81% | 71% |
| | 2018 | 86% | 91% | 86% | 84% | 84% | 88% | * | * | * | - | 61% | 100% | 86% | 88% | 80% | 79% |
| At Meets Grade Level or Above | 2019 | 55% | 60% | 52% | 55% | 42% | 66% | 20% | * | - | 40% | 18% | 40% | 53% | 46% | 45% | 34% |
| | 2018 | 49% | 59% | 48% | 20% | 42% | 61% | * | * | * | - | 26% | 67% | 48% | 49% | 37% | 33% |
| At Masters Grade Level | 2019 | 28% | 33% | 28% | 33% | 18% | 43% | 0% | * | - | 20% | 0% | 27% | 30% | 21% | 21% | 13% |
| | 2018 | 27% | 34% | 21% | 12% | 19% | 25% | * | * | * | - | 8% | 50% | 22% | 17% | 13% | 11% |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 89% | 83% | 77% | 84% | 86% | 80% | * | - | 60% | 50% | 92% | 84% | 82% | 82% | 84% |
| | 2018 | 86% | 90% | 88% | 88% | 87% | 89% | * | * | * | - | 68% | * | 89% | 85% | 86% | 86% |
| At Meets Grade Level or Above | 2019 | 57% | 56% | 31% | 32% | 29% | 34% | 40% | * | - | 40% | 12% | 31% | 33% | 24% | 28% | 28% |
| | 2018 | 51% | 54% | 41% | 23% | 38% | 51% | * | * | * | - | 27% | * | 40% | 46% | 34% | 32% |
| At Masters Grade Level | 2019 | 17% | 16% | 3% | 5% | 3% | 3% | 0% | * | - | 0% | 0% | 8% | 2% | 5% | 3% | 1% |
| | 2018 | 15% | 17% | 6% | 8% | 7% | 5% | * | * | * | - | 5% | * | 6% | 8% | 7% | 8% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 75% | 73% | 68% | 87% | 80% | * | - | 60% | 29% | 73% | 77% | 65% | 69% | 58% |
| | 2018 | 76% | 80% | 76% | 70% | 74% | 80% | * | * | * | - | 43% | 83% | 76% | 80% | 67% | 65% |
| At Meets Grade Level or Above | 2019 | 51% | 56% | 46% | 48% | 35% | 62% | 60% | * | - | 0% | 12% | 47% | 49% | 33% | 40% | 30% |
| | 2018 | 52% | 59% | 54% | 30% | 48% | 67% | * | * | * | - | 27% | 67% | 53% | 61% | 40% | 39% |
| At Masters Grade Level | 2019 | 25% | 29% | 24% | 27% | 11% | 43% | 0% | * | - | 0% | 0% | 27% | 24% | 21% | 16% | 8% |
| | 2018 | 28% | 35% | 31% | 11% | 22% | 46% | * | * | * | - | 9% | 17% | 30% | 32% | 19% | 18% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 71% | 61% | 61% | 56% | 71% | 40% | * | - | 20% | 26% | 73% | 62% | 56% | 54% | 50% |
| | 2018 | 65% | 70% | 62% | 48% | 55% | 73% | * | * | * | - | 34% | 67% | 59% | 75% | 49% | 45% |
| At Meets Grade Level or Above | 2019 | 37% | 38% | 29% | 36% | 19% | 44% | 20% | * | - | 0% | 12% | 40% | 29% | 31% | 21% | 14% |
| | 2018 | 36% | 40% | 32% | 15% | 29% | 41% | * | * | * | - | 20% | 50% | 33% | 30% | 21% | 20% |
| At Masters Grade Level | 2019 | 21% | 23% | 16% | 12% | 10% | 27% | 0% | * | - | 0% | 0% | 20% | 16% | 17% | 11% | 3% |
| | 2018 | 21% | 23% | 17% | 11% | 15% | 20% | * | * | * | - | 5% | 33% | 17% | 14% | 10% | 10% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 86% | 100% | 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% | 96% | 100% | 96% | 96% | - | * | - | - | - | * | 96% | 100% | 98% | 92% |
| | 2018 | 55% | 59% | 100% | * | 100% | 100% | - | - | - | - | - | * | 100% | 100% | 100% | * |
| At Masters Grade Level | 2019 | 37% | 42% | 86% | 91% | 85% | 85% | - | * | - | - | - | * | 85% | 90% | 88% | 92% |
| | 2018 | 32% | 35% | 79% | * | 50% | 88% | - | - | - | - | - | * | 86% | 40% | 83% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 75% | 74% | 71% | 82% | 76% | 85% | 100% | 57% | 41% | 79% | 76% | 71% | 70% | 66% |
| | 2018 | 77% | 81% | 74% | 71% | 70% | 81% | 81% | 86% | * | 65% | 46% | 74% | 74% | 75% | 67% | 64% |
| At Meets Grade Level or Above | 2019 | 50% | 54% | 42% | 45% | 33% | 54% | 49% | 38% | 80% | 24% | 18% | 41% | 42% | 41% | 35% | 27% |

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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) |
|------------------------------------|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| At Masters Grade Level | 2018 | 48% | 53% | 43% | 34% | 35% | 56% | 27% | 38% | * | 46% | 24% | 45% | 43% | 44% | 33% | 28% |
| | 2019 | 24% | 26% | 20% | 21% | 13% | 30% | 11% | 23% | 60% | 8% | 5% | 20% | 20% | 19% | 14% | 9% |
| | 2018 | 22% | 24% | 19% | 16% | 13% | 28% | 8% | 24% | * | 8% | 6% | 22% | 19% | 18% | 12% | 10% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 78% | 76% | 78% | 71% | 83% | 82% | * | * | 75% | 39% | 84% | 78% | 71% | 71% | 64% |
| | 2018 | 74% | 79% | 75% | 74% | 70% | 81% | 80% | 86% | * | 56% | 45% | 69% | 74% | 76% | 68% | 63% |
| | 2019 | 48% | 52% | 45% | 51% | 34% | 58% | 45% | * | * | 42% | 18% | 42% | 43% | 50% | 37% | 27% |
| At Meets Grade Level or Above | 2018 | 46% | 52% | 43% | 36% | 34% | 57% | 30% | 43% | * | 56% | 26% | 39% | 43% | 45% | 34% | 26% |
| | 2019 | 21% | 24% | 24% | 29% | 16% | 35% | 18% | * | * | 8% | 5% | 21% | 24% | 27% | 17% | 11% |
| | 2018 | 19% | 22% | 21% | 21% | 14% | 31% | 10% | 29% | * | 11% | 7% | 25% | 21% | 24% | 15% | 10% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 85% | 83% | 80% | 80% | 87% | 82% | * | * | 58% | 54% | 81% | 83% | 79% | 79% | 78% |
| | 2018 | 81% | 84% | 79% | 75% | 75% | 85% | 80% | 86% | * | 67% | 58% | 78% | 81% | 72% | 74% | 73% |
| | 2019 | 52% | 55% | 43% | 45% | 36% | 53% | 45% | * | * | 33% | 21% | 42% | 44% | 39% | 37% | 32% |
| At Meets Grade Level or Above | 2018 | 50% | 53% | 41% | 32% | 34% | 54% | 20% | 43% | * | 33% | 24% | 42% | 41% | 40% | 33% | 29% |
| | 2019 | 26% | 29% | 17% | 17% | 11% | 25% | 0% | * | * | 17% | 7% | 19% | 18% | 13% | 12% | 9% |
| | 2018 | 24% | 25% | 14% | 11% | 9% | 23% | 0% | 14% | * | 11% | 4% | 17% | 15% | 11% | 10% | 9% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 74% | 64% | 59% | 61% | 71% | 80% | * | * | * | 29% | 68% | 63% | 70% | 59% | 60% |
| | 2018 | 66% | 72% | 71% | 70% | 63% | 80% | * | * | - | 75% | 28% | 77% | 71% | 71% | 64% | 56% |
| | 2019 | 38% | 44% | 38% | 34% | 30% | 50% | 80% | * | * | * | 18% | 32% | 38% | 41% | 32% | 26% |
| At Meets Grade Level or Above | 2018 | 41% | 48% | 46% | 53% | 36% | 59% | * | * | - | 50% | 16% | 62% | 46% | 45% | 36% | 29% |
| | 2019 | 14% | 17% | 16% | 14% | 10% | 25% | 40% | * | * | * | 7% | 16% | 16% | 17% | 11% | 9% |
| | 2018 | 13% | 14% | 15% | 23% | 7% | 23% | * | * | - | 0% | 6% | 23% | 14% | 16% | 10% | 6% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 75% | 73% | 68% | 87% | 80% | * | - | 60% | 29% | 73% | 77% | 65% | 69% | 58% |
| | 2018 | 80% | 83% | 76% | 70% | 74% | 80% | * | * | * | - | 43% | 83% | 76% | 80% | 67% | 65% |
| | 2019 | 54% | 58% | 46% | 48% | 35% | 62% | 60% | * | - | 0% | 12% | 47% | 49% | 33% | 40% | 30% |
| At Meets Grade Level or Above | 2018 | 51% | 55% | 54% | 30% | 48% | 67% | * | * | * | - | 27% | 67% | 53% | 61% | 40% | 39% |
| | 2019 | 25% | 27% | 24% | 27% | 11% | 43% | 0% | * | - | 0% | 0% | 27% | 24% | 21% | 16% | 8% |
| | 2018 | 23% | 26% | 31% | 11% | 22% | 46% | * | * | * | - | 9% | 17% | 30% | 32% | 19% | 18% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 61% | 61% | 56% | 71% | 40% | * | - | 20% | 26% | 73% | 62% | 56% | 54% | 50% |
| | 2018 | 78% | 81% | 62% | 48% | 55% | 73% | * | * | * | - | 34% | 67% | 59% | 75% | 49% | 45% |
| | 2019 | 55% | 56% | 29% | 36% | 19% | 44% | 20% | * | - | 0% | 12% | 40% | 29% | 31% | 21% | 14% |
| At Meets Grade Level or Above | 2018 | 53% | 56% | 32% | 15% | 29% | 41% | * | * | * | - | 20% | 50% | 33% | 30% | 21% | 20% |
| | 2019 | 33% | 34% | 16% | 12% | 10% | 27% | 0% | * | - | 0% | 0% | 20% | 16% | 17% | 11% | 3% |
| | 2018 | 31% | 33% | 17% | 11% | 15% | 20% | * | * | * | - | 5% | 33% | 17% | 14% | 10% | 10% |

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

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 | 44 | 50 | 39 | 50 | * | * | * | * | 49 | 31 | 45 | 43 | 37 | 36 |
| | 2018 | 47 | 50 | 44 | 45 | 39 | 49 | 50 | * | - | * | 43 | 32 | 44 | 42 | 41 | 40 |
| Grade 6 Mathematics | 2019 | 54 | 47 | 42 | 39 | 36 | 52 | * | * | * | * | 43 | 44 | 41 | 51 | 38 | 36 |
| | 2018 | 56 | 48 | 42 | 47 | 40 | 43 | 40 | * | - | * | 61 | 38 | 44 | 34 | 39 | 42 |
| Grade 7 ELA/Reading | 2019 | 77 | 79 | 77 | 77 | 77 | 76 | 100 | * | * | * | 52 | 84 | 78 | 73 | 73 | 79 |
| | 2018 | 76 | 79 | 80 | 72 | 82 | 80 | * | * | - | 88 | 52 | 93 | 80 | 80 | 78 | 76 |
| Grade 7 Mathematics | 2019 | 62 | 66 | 60 | 59 | 58 | 65 | 50 | * | * | * | 49 | 58 | 59 | 65 | 60 | 59 |
| | 2018 | 67 | 70 | 69 | 78 | 68 | 71 | * | * | - | 69 | 48 | 57 | 69 | 71 | 66 | 69 |
| Grade 8 ELA/Reading | 2019 | 77 | 76 | 76 | 77 | 69 | 85 | 70 | * | - | 90 | 64 | 90 | 77 | 71 | 73 | 69 |
| | 2018 | 79 | 80 | 71 | 74 | 70 | 71 | * | * | * | - | 74 | 83 | 70 | 74 | 71 | 64 |
| Grade 8 Mathematics | 2019 | 82 | 82 | 80 | 67 | 82 | 78 | 100 | * | - | 100 | 68 | 96 | 79 | 85 | 78 | 78 |
| | 2018 | 81 | 81 | 79 | 86 | 73 | 84 | * | * | * | - | 79 | * | 79 | 77 | 80 | 78 |
| End of Course Algebra I | 2019 | 75 | 77 | 94 | 100 | 96 | 91 | - | * | - | - | - | * | 93 | 100 | 98 | 92 |
| | 2018 | 72 | 73 | 94 | * | 75 | 100 | - | - | - | - | - | * | 96 | 80 | 83 | * |
| All Grades Both Subjects | 2019 | 69 | 70 | 64 | 65 | 60 | 69 | 77 | 88 | * | 75 | 53 | 73 | 64 | 65 | 61 | 60 |
| | 2018 | 69 | 70 | 64 | 66 | 62 | 67 | 48 | 71 | * | 72 | 60 | 59 | 65 | 61 | 61 | 61 |
| All Grades ELA/Reading | 2019 | 68 | 69 | 67 | 69 | 62 | 70 | 82 | * | * | 68 | 54 | 76 | 67 | 63 | 62 | 63 |
| | 2018 | 69 | 70 | 65 | 63 | 64 | 66 | 55 | 75 | * | 78 | 56 | 66 | 65 | 64 | 63 | 60 |
| All Grades Mathematics | 2019 | 70 | 72 | 62 | 61 | 58 | 67 | 73 | * | * | 82 | 52 | 70 | 61 | 67 | 60 | 57 |
| | 2018 | 70 | 70 | 63 | 69 | 60 | 68 | 40 | 67 | * | 67 | 64 | 53 | 64 | 59 | 60 | 61 |

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

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% | 37% | 45% | 34% | 39% | * | * | - | * | 15% | 35% | 36% |
| | 2018 | 38% | 45% | 32% | 50% | 29% | 34% | * | - | - | * | 22% | 31% | 22% |
| Mathematics | 2019 | 45% | 50% | 49% | 50% | 47% | 53% | * | * | - | * | 27% | 50% | 48% |
| | 2018 | 47% | 53% | 42% | 47% | 44% | 36% | * | - | - | * | 38% | 43% | 39% |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 8 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 83% | 78% | 81% | 71% | 88% | 80% | * | - | 60% | 27% | 73% | 51% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 17% | 22% | 19% | 29% | 12% | 20% | 0% | - | 40% | 73% | 27% | 49% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 85% | 89% | 84% | 91% | 77% | 92% | 80% | * | - | 80% | 33% | 80% | 60% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 99% | * | * | * | - | - | - | - | - | - | - | * | - |
| Grade 8 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 82% | 84% | 72% | 62% | 71% | 78% | 60% | * | - | 60% | 30% | 69% | 68% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 18% | 16% | 28% | 38% | 29% | 22% | 40% | 0% | - | 40% | 70% | 31% | 32% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 88% | 89% | 83% | 76% | 83% | 86% | 80% | * | - | 60% | 43% | 81% | 80% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 98% | * | * | * | - | - | - | - | - | - | - | * | - |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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

Total Students: 944
 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 |
|--|------|-------|----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 75% | - | - | - | - | - | 58% | 51% | 60% | 92% | 58% | 59% |
| | 2018 | 77% | 81% | 74% | - | - | - | - | - | 46% | 31% | 47% | * | 46% | 46% |
| At Meets Grade Level or Above | 2019 | 50% | 54% | 42% | - | - | - | - | - | 20% | 16% | 20% | 50% | 20% | 20% |
| | 2018 | 48% | 53% | 43% | - | - | - | - | - | 11% | 6% | 11% | * | 11% | 11% |
| At Masters Grade Level | 2019 | 24% | 26% | 20% | - | - | - | - | - | 4% | 6% | 4% | 25% | 4% | 4% |
| | 2018 | 22% | 24% | 19% | - | - | - | - | - | 2% | 0% | 2% | * | 2% | 2% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 78% | 76% | - | - | - | - | - | 57% | 50% | 57% | * | 57% | 57% |
| | 2018 | 74% | 79% | 75% | - | - | - | - | - | 42% | 38% | 42% | * | 42% | 43% |
| At Meets Grade Level or Above | 2019 | 48% | 52% | 45% | - | - | - | - | - | 19% | 20% | 18% | * | 19% | 19% |
| | 2018 | 46% | 52% | 43% | - | - | - | - | - | 10% | 8% | 10% | * | 10% | 10% |
| At Masters Grade Level | 2019 | 21% | 24% | 24% | - | - | - | - | - | 5% | 7% | 4% | * | 5% | 5% |
| | 2018 | 19% | 22% | 21% | - | - | - | - | - | 3% | 0% | 3% | * | 3% | 3% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 85% | 83% | - | - | - | - | - | 73% | 70% | 73% | * | 73% | 73% |
| | 2018 | 81% | 84% | 79% | - | - | - | - | - | 60% | 47% | 61% | * | 60% | 60% |
| At Meets Grade Level or Above | 2019 | 52% | 55% | 43% | - | - | - | - | - | 24% | 20% | 25% | * | 24% | 25% |
| | 2018 | 50% | 53% | 41% | - | - | - | - | - | 14% | 12% | 14% | * | 14% | 14% |
| At Masters Grade Level | 2019 | 26% | 29% | 17% | - | - | - | - | - | 5% | 7% | 4% | * | 5% | 5% |
| | 2018 | 24% | 25% | 14% | - | - | - | - | - | 2% | 0% | 2% | * | 2% | 2% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 74% | 64% | - | - | - | - | - | 48% | * | 47% | * | 48% | 49% |
| | 2018 | 66% | 72% | 71% | - | - | - | - | - | 40% | 18% | 44% | - | 40% | 40% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | 38% | - | - | - | - | - | 17% | * | 17% | * | 17% | 18% |
| | 2018 | 41% | 48% | 46% | - | - | - | - | - | 10% | 0% | 12% | - | 10% | 10% |
| At Masters Grade Level | 2019 | 14% | 17% | 16% | - | - | - | - | - | 6% | * | 5% | * | 6% | 6% |
| | 2018 | 13% | 14% | 15% | - | - | - | - | - | 0% | 0% | 0% | - | 0% | 0% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 75% | - | - | - | - | - | 45% | 31% | 49% | * | 45% | 46% |
| | 2018 | 80% | 83% | 76% | - | - | - | - | - | 32% | * | 37% | - | 32% | 32% |
| At Meets Grade Level or Above | 2019 | 54% | 58% | 46% | - | - | - | - | - | 20% | 8% | 23% | * | 20% | 19% |
| | 2018 | 51% | 55% | 54% | - | - | - | - | - | 12% | * | 13% | - | 12% | 12% |
| At Masters Grade Level | 2019 | 25% | 27% | 24% | - | - | - | - | - | 0% | 0% | 0% | * | 0% | 0% |
| | 2018 | 23% | 26% | 31% | - | - | - | - | - | 3% | * | 3% | - | 3% | 3% |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 61% | - | - | - | - | - | 38% | 23% | 42% | * | 38% | 37% |
| | 2018 | 78% | 81% | 62% | - | - | - | - | - | 12% | * | 13% | - | 12% | 12% |
| At Meets Grade Level or Above | 2019 | 55% | 56% | 29% | - | - | - | - | - | 8% | 0% | 9% | * | 8% | 7% |
| | 2018 | 53% | 56% | 32% | - | - | - | - | - | 0% | * | 0% | - | 0% | 0% |
| At Masters Grade Level | 2019 | 33% | 34% | 16% | - | - | - | - | - | 0% | 0% | 0% | * | 0% | 0% |
| | 2018 | 31% | 33% | 17% | - | - | - | - | - | 0% | * | 0% | - | 0% | 0% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 70% | 64% | - | - | - | - | - | 57% | 50% | 58% | 94% | 57% | 57% |
| | 2018 | 69% | 70% | 64% | - | - | - | - | - | 57% | 66% | 56% | * | 57% | 57% |
| All Grades ELA/Reading | 2019 | 68% | 69% | 67% | - | - | - | - | - | 60% | 45% | 63% | * | 60% | 61% |
| | 2018 | 69% | 70% | 65% | - | - | - | - | - | 57% | 62% | 57% | * | 57% | 58% |
| All Grades Mathematics | 2019 | 70% | 72% | 62% | - | - | - | - | - | 54% | 55% | 54% | * | 54% | 55% |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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

Total Students: 944
 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.

| | 2018 | 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% | 63% | - | - | - | - | - | 56% | 69% | 55% | * | 56% | 56% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 45% | 37% | - | - | - | - | - | 36% | 7% | 40% | - | 36% | 36% |
| | 2018 | 38% | 45% | 32% | - | - | - | - | - | 22% | * | 21% | - | 22% | 22% |
| Mathematics | 2019 | 45% | 50% | 49% | - | - | - | - | - | 46% | 50% | 46% | * | 46% | 48% |
| | 2018 | 47% | 53% | 42% | - | - | - | - | - | 39% | * | 41% | - | 39% | 39% |

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

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% | 98% | 100% | 100% | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 95% | 95% | 91% | 94% | 96% | 100% | 93% | 100% | 95% | 93% | 93% | 95% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 5% | 8% | 4% | 4% | 0% | 7% | 0% | 5% | 5% | 6% | 3% |
| Other Exclusions | 1% | 1% | 1% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 1% | 1% | 1% |
| Not Tested | 1% | 0% | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 0% | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 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% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 88% | 96% | 94% | 90% | 100% | 57% | 100% | 91% | 93% | 93% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 5% | 5% | 11% | 2% | 5% | 0% | 0% | 43% | 0% | 7% | 6% | 4% |
| Other Exclusions | 1% | 1% | 1% | 1% | 1% | 0% | 10% | 0% | 0% | 0% | 1% | 1% | 3% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

| | 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% | 96.3% | 96.5% | 96.6% | 96.0% | 95.3% | * | * | 97.0% | 95.3% | 96.2% | 96.9% |
| 2017-18 | 95.4% | 96.0% | 96.6% | 96.0% | 96.8% | 96.5% | 94.7% | 96.9% | * | 96.1% | 95.8% | 96.5% | 96.9% |
| 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% | 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% | - | - | - | - | - | - | - | - | - | - | - |

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

| | 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) | | | | | | | | | | | | | |
| 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% | - | - | - | - | - | - | - | - | - | - | - |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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

Total Students: 944
 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
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

| | 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) | | | | | | | | | | | | | |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 944
 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% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

| | 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 |

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

Total Students: 944
 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 Science | 52.8% | 54.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2019 Science | 40.6% | 42.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 Social Studies | 38.0% | 38.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2019 Social Studies | 46.3% | 51.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 Social Studies | 44.6% | 48.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 2018-19 | 1027 | 1091 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 1036 | 1104 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2018-19 | 517 | 554 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 521 | 559 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 510 | 537 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 515 | 545 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 20.6 | 22.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.6 | 22.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 20.3 | 22.3 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.3 | 22.8 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4 | 21.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.6 | 21.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2018-19 | 20.8 | 22.6 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.9 | 22.6 | - | - | - | - | - | - | - | - | n/a | - | n/a |

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

| | 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% | - | - | - | - | - | - | - | - | - | - | - |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|---|------------------------|---------|----------|-----------|------------------------|---------|----------|-----------|
| | ----- Campus ----- | | District | State | ----- Campus ----- | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 944 | 100.0% | 30,682 | 5,479,173 | 944 | 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 | 307 | 32.5% | 7.6% | 7.7% | 307 | 32.5% | 7.5% | 7.7% |
| Grade 7 | 318 | 33.7% | 7.9% | 7.7% | 318 | 33.7% | 7.8% | 7.7% |
| Grade 8 | 319 | 33.8% | 7.8% | 7.5% | 319 | 33.8% | 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 | 98 | 10.4% | 17.6% | 12.6% | 98 | 10.4% | 17.6% | 12.6% |
| Hispanic | 473 | 50.1% | 32.1% | 52.8% | 473 | 50.1% | 32.2% | 52.8% |
| White | 343 | 36.3% | 44.6% | 27.0% | 343 | 36.3% | 44.5% | 27.0% |
| American Indian | 9 | 1.0% | 0.6% | 0.4% | 9 | 1.0% | 0.6% | 0.4% |
| Asian | 5 | 0.5% | 3.6% | 4.6% | 5 | 0.5% | 3.6% | 4.6% |
| Pacific Islander | 4 | 0.4% | 0.2% | 0.2% | 4 | 0.4% | 0.2% | 0.2% |
| Two or More Races | 12 | 1.3% | 1.3% | 2.5% | 12 | 1.3% | 1.3% | 2.5% |
| Sex: | | | | | | | | |
| Female | 450 | 47.7% | 48.6% | 48.8% | 450 | 47.7% | 48.6% | 48.8% |
| Male | 494 | 52.3% | 51.4% | 51.2% | 494 | 52.3% | 51.4% | 51.2% |
| Economically Disadvantaged | 609 | 64.5% | 45.7% | 60.3% | 609 | 64.5% | 46.0% | 60.2% |
| Non-Educationally Disadvantaged | 335 | 35.5% | 54.3% | 39.7% | 335 | 35.5% | 54.0% | 39.8% |
| Section 504 Students | 152 | 16.1% | 10.3% | 6.9% | 152 | 16.1% | 10.3% | 6.9% |
| English Learners (EL) | 267 | 28.3% | 15.3% | 20.3% | 267 | 28.3% | 15.4% | 20.3% |
| Students w/ Disciplinary Placements (2018-19) | 39 | 4.0% | 1.2% | 1.5% | | | | |
| Students w/ Dyslexia | 100 | 10.6% | 5.5% | 4.1% | 100 | 10.6% | 5.5% | 4.1% |
| Foster Care | 4 | 0.4% | 0.5% | 0.3% | 4 | 0.4% | 0.5% | 0.3% |
| Homeless | 19 | 2.0% | 1.7% | 1.4% | 19 | 2.0% | 1.7% | 1.4% |
| Immigrant | 10 | 1.1% | 1.5% | 2.3% | 10 | 1.1% | 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 | 539 | 57.1% | 32.0% | 50.6% | 539 | 57.1% | 32.1% | 50.5% |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|---|------------------------|-------|----------|-------|------------------------|-------|----------|-------|
| | ----- Campus ----- | | District | State | ----- Campus ----- | | District | State |
| Count | Percent | Count | | | Percent | | | |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 266 | 28.2% | 16.2% | 20.6% | 266 | 28.2% | 16.4% | 20.6% |
| Career & Technical Education | 200 | 21.2% | 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 | 152 | 16.1% | 10.9% | 8.1% | 152 | 16.1% | 10.8% | 8.1% |
| Special Education | 140 | 14.8% | 11.7% | 10.5% | 140 | 14.8% | 11.9% | 10.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 140 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 69 | 49.3% | 34.9% | 42.4% | | | | |
| Students with Physical Disabilities | * | * | 24.0% | 21.4% | | | | |
| Students with Autism | ** | ** | 11.1% | 13.8% | | | | |
| Students with Behavioral Disabilities | 52 | 37.1% | 28.9% | 20.8% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.1% | 1.5% | | | | |
| Mobility (2018-19): | | | | | | | | |
| Total Mobile Students | 101 | 10.4% | 14.7% | 15.3% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 18 | 1.8% | | | | | | |
| Hispanic | 41 | 4.2% | | | | | | |
| White | 38 | 3.9% | | | | | | |
| American Indian | 1 | 0.1% | | | | | | |
| Asian | 1 | 0.1% | | | | | | |
| Pacific Islander | 1 | 0.1% | | | | | | |
| Two or More Races | 1 | 0.1% | | | | | | |
| Student Attrition (2018-19): | | | | | | | | |
| Total Student Attrition | 69 | 11.2% | | | | | | |

| Student Information | -----Non-Special Education Rates----- | | | -----Special Education Rates----- | | |
|---------------------------|---------------------------------------|----------|-------|-----------------------------------|----------|-------|
| | 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% | 2.0% | 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% |

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

| 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 | 20.8 | 20.4 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 14.9 | 19.1 | 16.4 |
| Foreign Languages | 14.0 | 18.0 | 18.7 |
| Mathematics | 20.5 | 20.8 | 17.8 |
| Science | 24.8 | 21.2 | 18.8 |
| Social Studies | 23.6 | 22.1 | 19.3 |

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

District Name: DENTON ISD
Campus Name: STRICKLAND MIDDLE
Campus Number: 061901044

Total Students: 944
Grade Span: 06 - 08
School Type: Middle

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 101.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 85.3 | 84.2% | 69.1% | 63.7% |
| Teachers | 73.9 | 73.0% | 54.8% | 49.4% |
| Professional Support | 7.4 | 7.3% | 11.1% | 10.2% |
| Campus Administration (School Leadership) | 4.0 | 3.9% | 2.6% | 3.0% |
| Educational Aides: | 16.0 | 15.8% | 9.3% | 10.6% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 0.0 | n/a | 31.0 | 4,373.0 |
| Part-time | 0.0 | n/a | 6.0 | 595.0 |
| Counselors | | | | |
| Full-time | 3.0 | n/a | 86.0 | 12,901.0 |
| Part-time | 0.0 | n/a | 7.0 | 1,103.0 |
| Total Minority Staff: | 26.2 | 25.9% | 30.6% | 51.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 5.0 | 6.8% | 8.4% | 10.8% |
| Hispanic | 11.2 | 15.2% | 14.2% | 28.1% |
| White | 53.7 | 72.6% | 74.3% | 57.7% |
| American Indian | 1.0 | 1.4% | 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 | 3.0 | 4.1% | 1.6% | 1.1% |
| Males | 26.0 | 35.2% | 24.8% | 23.8% |
| Females | 47.9 | 64.8% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.7% | 1.3% |
| Bachelors | 52.8 | 71.4% | 68.8% | 73.4% |
| Masters | 21.2 | 28.6% | 29.7% | 24.5% |
| Doctorate | 0.0 | 0.0% | 0.8% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 6.0 | 8.2% | 8.1% | 7.4% |
| 1-5 Years Experience | 27.6 | 37.4% | 28.2% | 27.9% |
| 6-10 Years Experience | 14.0 | 18.9% | 20.2% | 19.4% |
| 11-20 Years Experience | 19.3 | 26.1% | 31.1% | 29.4% |
| Over 20 Years Experience | 7.0 | 9.5% | 12.4% | 15.9% |
| Number of Students per Teacher | 12.8 | n/a | 13.1 | 15.1 |

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

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

| Staff Information | Campus | District | State |
|--|---------------|-----------------|--------------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 7.2 | 6.2 |
| Average Years Experience of Principals with District | 13.0 | 6.4 | 5.3 |
| Average Years Experience of Assistant Principals | 4.3 | 5.8 | 5.3 |
| Average Years Experience of Assistant Principals with District | 3.0 | 5.2 | 4.7 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 9.0 | 10.3 | 11.1 |
| Average Years Experience of Teachers with District: | 6.5 | 6.3 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$54,350 | \$54,825 | \$49,868 |
| 1-5 Years Experience | \$55,928 | \$55,823 | \$52,823 |
| 6-10 Years Experience | \$58,760 | \$58,865 | \$55,756 |
| 11-20 Years Experience | \$60,969 | \$61,161 | \$59,308 |
| Over 20 Years Experience | \$64,982 | \$66,769 | \$65,449 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,506 | \$59,377 | \$57,091 |
| Professional Support | \$67,751 | \$68,262 | \$67,352 |
| Campus Administration (School Leadership) | \$80,301 | \$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 |

District Name: DENTON ISD
 Campus Name: STRICKLAND MIDDLE
 Campus Number: 061901044

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

Total Students: 944
 Grade Span: 06 - 08
 School Type: Middle

| Program Information | ----- Campus ----- | | District | State |
|--|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 6.0 | 8.1% | 2.5% | 6.5% |
| Career & Technical Education | 1.3 | 1.8% | 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 | 55.7 | 75.3% | 77.0% | 70.9% |
| Special Education | 3.5 | 4.8% | 7.5% | 9.3% |
| Other | 7.4 | 10.1% | 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: 044 STRICKLAND 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 of Students Rated | Number | | Percent | | Number of Students Rated | Number | | Percent | | Number of Students Rated | Number | | Percent | | Number of Students Rated | Number | | Percent | | |
| | | 84 | 100 | 84 | 100 | | 84 | 100 | 84 | 100 | | 83 | 99 | 84 | 100 | | 84 | 100 | | | |
| Students Absent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Not Rated: EC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Not Rated: ARD Decision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Other Students Not Rated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total Documents Submitted: | 84 | 100 | 84 | 100 | 84 | 84 | 100 | 84 | 100 | 84 | 84 | 100 | 84 | 100 | 84 | 84 | 100 | 84 | 100 | 84 | |
| # 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 | 84 | 0 | 30 | 26 | 44 | 84 | 10 | 51 | 39 | 0 | 84 | 10 | 32 | 35 | 24 | 83 | 0 | 10 | 33 | 58 | |
| Male | 40 | 0 | 25 | 28 | 48 | 40 | 3 | 50 | 48 | 0 | 40 | 5 | 33 | 33 | 30 | 40 | 0 | 13 | 33 | 55 | |
| Female | 44 | 0 | 34 | 25 | 41 | 44 | 16 | 52 | 32 | 0 | 44 | 14 | 32 | 36 | 18 | 43 | 0 | 7 | 33 | 60 | |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Hispanic/Latino | 78 | 0 | 28 | 28 | 44 | 78 | 10 | 51 | 38 | 0 | 78 | 9 | 33 | 33 | 24 | 77 | 0 | 10 | 32 | 57 | |
| Am. Indian or Alaska Native | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | |
| Asian | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Black or African American | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | |
| 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 | 79 | 0 | 32 | 27 | 42 | 79 | 10 | 52 | 38 | 0 | 79 | 10 | 34 | 34 | 22 | 78 | 0 | 10 | 35 | 55 |
| No Information Provided | No | 5 | 0 | 0 | 20 | 80 | 5 | 0 | 40 | 60 | 0 | 5 | 0 | 0 | 40 | 60 | 5 | 0 | 0 | 0 | 100 |
| Title I, Part A | Participants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | Nonparticipants | 83 | 0 | 30 | 27 | 43 | 83 | 10 | 52 | 39 | 0 | 83 | 10 | 33 | 34 | 24 | 82 | 0 | 10 | 33 | 57 |
| Migrant | Yes | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | No | 84 | 0 | 30 | 26 | 44 | 84 | 10 | 51 | 39 | 0 | 84 | 10 | 32 | 35 | 24 | 83 | 0 | 10 | 33 | 58 |
| Limited English Proficient | Current LEP | 84 | 0 | 30 | 26 | 44 | 84 | 10 | 51 | 39 | 0 | 84 | 10 | 32 | 35 | 24 | 83 | 0 | 10 | 33 | 58 |
| No Information Provided | Non-LEP (Monitored 1st Year) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Non-LEP (Monitored 4th Year) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Non-LEP (Post Monitoring) | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Other Non-LEP | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Bilingual | Participants | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Nonparticipants | 84 | 0 | 30 | 26 | 44 | 84 | 10 | 51 | 39 | 0 | 84 | 10 | 32 | 35 | 24 | 83 | 0 | 10 | 33 | 58 |
| ESL | Participants | 66 | 0 | 38 | 27 | 35 | 66 | 11 | 58 | 32 | 0 | 66 | 12 | 41 | 33 | 14 | 65 | 0 | 12 | 37 | 51 |
| No Information Provided | Nonparticipants | 18 | 0 | 0 | 22 | 78 | 18 | 6 | 28 | 67 | 0 | 18 | 0 | 0 | 39 | 61 | 18 | 0 | 0 | 17 | 83 |
| Special Education | Yes | 5 | 0 | 40 | 60 | 0 | 5 | 0 | 80 | 20 | 0 | 5 | 20 | 60 | 20 | 0 | 5 | 0 | 40 | 40 | 20 |
| No Information Provided | No | 79 | 0 | 29 | 24 | 47 | 79 | 10 | 49 | 41 | 0 | 79 | 9 | 30 | 35 | 25 | 78 | 0 | 8 | 32 | 60 |
| Gifted/Talented | Participants | 8 | 0 | 0 | 13 | 88 | 8 | 0 | 0 | 100 | 0 | 8 | 0 | 0 | 38 | 63 | 8 | 0 | 0 | 0 | 100 |
| No Information Provided | Nonparticipants | 76 | 0 | 33 | 28 | 39 | 76 | 11 | 57 | 33 | 0 | 76 | 11 | 36 | 34 | 20 | 75 | 0 | 11 | 36 | 53 |
| At-Risk | Yes | 84 | 0 | 30 | 26 | 44 | 84 | 10 | 51 | 39 | 0 | 84 | 10 | 32 | 35 | 24 | 83 | 0 | 10 | 33 | 58 |
| No Information Provided | No | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Years in U.S. Schools | One | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Two | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | Three | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| No Information Provided | Four | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| No Information Provided | Five | 5 | 0 | 0 | 20 | 80 | 5 | 0 | 20 | 80 | 0 | 5 | 0 | 20 | 20 | 60 | 4 | --- | --- | --- | --- |
| No Information Provided | Six or More | 75 | 0 | 31 | 25 | 44 | 75 | 11 | 51 | 39 | 0 | 75 | 9 | 32 | 36 | 23 | 75 | 0 | 8 | 35 | 57 |
| No Information Provided | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

| | TELPAS Composite Rating | | | | | Average Score | # of Matched Students | Yearly Progress in TELPAS Composite Rating | | | | | | | |
|---|---|-----|--------|-----|---------|---------------|-----------------------|---|-----|--|-----|--|-----|--|-----|
| | Number of Students Receiving a Composite Rating | | Number | | Percent | | | 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 | |
| | | | 83 | 99 | | | | | | | | | | | |
| | Number of Students Not Receiving a Composite Rating | | 1 | | 1 | | | | | | | | | | |
| Total Documents Submitted | | | 84 | 100 | | | | | | | | | | | |
| | # Std | BEG | INT | ADV | ADV H | | # | % | # | % | # | % | # | % | |
| All Students | 83 | 0 | 29 | 49 | 22 | 2.9 | 51 | 15 | 29 | 0 | 0 | 0 | 0 | 15 | 29 |
| Male | 40 | 0 | 20 | 58 | 23 | 3.0 | 24 | 6 | 25 | 0 | 0 | 0 | 0 | 6 | 25 |
| Female | 43 | 0 | 37 | 42 | 21 | 2.9 | 27 | 9 | 33 | 0 | 0 | 0 | 0 | 9 | 33 |
| No Information Provided | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 77 | 0 | 29 | 52 | 19 | 2.9 | 48 | 13 | 27 | 0 | 0 | 0 | 0 | 13 | 27 |
| Am. Indian or Alaska Native | 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 2 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian/Pacific Islander | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 2 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes 78 | 0 | 31 | 50 | 19 | 2.9 | 47 | 12 | 26 | 0 | 0 | 0 | 0 | 12 | 26 |
| | No 5 | 0 | 0 | 40 | 60 | 3.5 | 4 | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants 1 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants 82 | 0 | 29 | 50 | 21 | 2.9 | 51 | 15 | 29 | 0 | 0 | 0 | 0 | 15 | 29 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | No 83 | 0 | 29 | 49 | 22 | 2.9 | 51 | 15 | 29 | 0 | 0 | 0 | 0 | 15 | 29 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP 83 | 0 | 29 | 49 | 22 | 2.9 | 51 | 15 | 29 | 0 | 0 | 0 | 0 | 15 | 29 |
| | 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 83 | 0 | 29 | 49 | 22 | 2.9 | 51 | 15 | 29 | 0 | 0 | 0 | 0 | 15 | 29 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants 65 | 0 | 35 | 51 | 14 | 2.8 | 41 | 10 | 24 | 0 | 0 | 0 | 0 | 10 | 24 |
| | Nonparticipants 18 | 0 | 6 | 44 | 50 | 3.5 | 10 | 5 | 50 | 0 | 0 | 0 | 0 | 5 | 50 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes 5 | 0 | 60 | 40 | 0 | 2.4 | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| | No 78 | 0 | 27 | 50 | 23 | 3.0 | 50 | 15 | 30 | 0 | 0 | 0 | 0 | 15 | 30 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants 8 | 0 | 0 | 13 | 88 | 3.7 | 6 | 5 | 83 | 0 | 0 | 0 | 0 | 5 | 83 |
| | Nonparticipants 75 | 0 | 32 | 53 | 15 | 2.9 | 45 | 10 | 22 | 0 | 0 | 0 | 0 | 10 | 22 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes 83 | 0 | 29 | 49 | 22 | 2.9 | 51 | 15 | 29 | 0 | 0 | 0 | 0 | 15 | 29 |
| | No 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Years in U.S. Schools | One 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Two 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Three 2 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Four 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Five 4 | --- | --- | --- | --- | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Six or More 75 | 0 | 28 | 52 | 20 | 2.9 | 45 | 12 | 27 | 0 | 0 | 0 | 0 | 12 | 27 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |

Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 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 | 87 | 99 | Number of Students Rated | | 87 | 99 | Number of Students Rated | 87 | | 99 | Number of Students Rated | 84 | 97 | | | | | |
| | | Students Absent | 0 | 0 | Students Absent | | 0 | 0 | Students Absent | 0 | | 0 | Not Rated: EC | 3 | 3 | | Not Rated: ARD Decision | 0 | 0 | |
| Not Rated: EC | 0 | 0 | Not Rated: EC | 0 | 0 | Not Rated: ARD Decision | 0 | 0 | Other Students Not Rated | 1 | 1 | Other Students Not Rated | 1 | 1 | | | | | | |
| | Total Documents Submitted | | 88 100 | | Total Documents Submitted | | 88 100 | | Total Documents Submitted | | 88 100 | | Total Documents Submitted | | 87 100 | | | | | |
| | # Stdt | BEG | INT | ADV | ADV H | # Stdt | BEG | INT | ADV | ADV H | # Stdt | BEG | INT | ADV | ADV H | # Stdt | BEG | INT | ADV | ADV H |
| All Students | 87 | 2 | 11 | 33 | 53 | 87 | 20 | 55 | 24 | 1 | 87 | 3 | 22 | 23 | 52 | 84 | 2 | 13 | 36 | 49 |
| Male | 37 | 5 | 16 | 49 | 30 | 37 | 27 | 51 | 22 | 0 | 37 | 8 | 30 | 22 | 41 | 36 | 6 | 22 | 39 | 33 |
| Female | 50 | 0 | 8 | 22 | 70 | 50 | 14 | 58 | 26 | 2 | 50 | 0 | 16 | 24 | 60 | 48 | 0 | 6 | 33 | 60 |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Hispanic/Latino | 80 | 1 | 10 | 36 | 53 | 80 | 21 | 56 | 21 | 1 | 80 | 3 | 20 | 25 | 53 | 77 | 3 | 13 | 36 | 48 |
| 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 | 6 | 0 | 33 | 0 | 67 | 6 | 0 | 33 | 67 | 0 | 6 | 0 | 50 | 0 | 50 | 6 | 0 | 0 | 33 | 67 |
| Two or More Races | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Economically Disadvantaged | 82 | 1 | 12 | 34 | 52 | 82 | 18 | 57 | 23 | 1 | 82 | 2 | 23 | 23 | 51 | 79 | 3 | 13 | 37 | 48 |
| Yes | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- |
| No | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Title I, Part A | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Participants | 85 | 1 | 12 | 33 | 54 | 85 | 19 | 55 | 25 | 1 | 85 | 2 | 21 | 24 | 53 | 83 | 2 | 12 | 36 | 49 |
| Nonparticipants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Migrant | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Yes | 86 | 1 | 12 | 34 | 53 | 86 | 20 | 55 | 24 | 1 | 86 | 2 | 22 | 23 | 52 | 83 | 2 | 12 | 36 | 49 |
| No | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Limited English Proficient | 87 | 2 | 11 | 33 | 53 | 87 | 20 | 55 | 24 | 1 | 87 | 3 | 22 | 23 | 52 | 84 | 2 | 13 | 36 | 49 |
| Current LEP | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| 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 | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Participants | 86 | 1 | 12 | 34 | 53 | 86 | 20 | 55 | 24 | 1 | 86 | 2 | 22 | 23 | 52 | 83 | 2 | 12 | 36 | 49 |
| Nonparticipants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| ESL | 60 | 2 | 12 | 35 | 52 | 60 | 17 | 53 | 28 | 2 | 60 | 3 | 25 | 22 | 50 | 57 | 2 | 11 | 40 | 47 |
| Participants | 26 | 0 | 12 | 31 | 58 | 26 | 27 | 58 | 15 | 0 | 26 | 0 | 15 | 27 | 58 | 26 | 4 | 15 | 27 | 54 |
| Nonparticipants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Special Education | 8 | 0 | 25 | 38 | 38 | 8 | 25 | 63 | 13 | 0 | 8 | 0 | 63 | 13 | 25 | 8 | 0 | 25 | 75 | 0 |
| Yes | 78 | 1 | 10 | 33 | 55 | 78 | 19 | 54 | 26 | 1 | 78 | 3 | 18 | 24 | 55 | 75 | 3 | 11 | 32 | 55 |
| No | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Gifted/Talented | 10 | 0 | 0 | 20 | 80 | 10 | 20 | 50 | 30 | 0 | 10 | 0 | 0 | 10 | 90 | 10 | 0 | 10 | 20 | 70 |
| Participants | 76 | 1 | 13 | 36 | 50 | 76 | 20 | 55 | 24 | 1 | 76 | 3 | 25 | 25 | 47 | 73 | 3 | 12 | 38 | 47 |
| Nonparticipants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| At-Risk | 86 | 1 | 12 | 34 | 53 | 86 | 20 | 55 | 24 | 1 | 86 | 2 | 22 | 23 | 52 | 83 | 2 | 12 | 36 | 49 |
| Yes | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Years in U.S. Schools | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| One | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- |
| Two | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Three | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| Four | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- | 3 | --- | --- | --- | --- |
| Five | 78 | 0 | 13 | 32 | 55 | 78 | 18 | 56 | 24 | 1 | 78 | 1 | 23 | 22 | 54 | 75 | 1 | 12 | 35 | 52 |
| Six or More | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

| | TELPAS Composite Rating | | | | | Average Score | # of Matched Students | Yearly Progress in TELPAS Composite Rating | | | | | | | |
|---|---|----------|-----------|-----------|-----------|---------------|----------------------------------|--|---|----------|---|----------|---|-----------|-----------|
| | Number of Students Receiving a Composite Rating | | Number | | Percent | | | 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 | | |
| | | | 84 | 95 | | | | | # | | % | | % | | % |
| | Number of Students Not Receiving a Composite Rating | | 4 | | 5 | | | # | | % | | % | | % | |
| Total Documents Submitted | | | | | 88 | 100 | | | | | | | | | |
| | # Std | BEG | INT | ADV | ADV H | | # | % | # | % | # | % | # | % | |
| All Students | 84 | 1 | 29 | 55 | 15 | 3.0 | 79 | 13 | 16 | 0 | 0 | 0 | 0 | 13 | 16 |
| Male | 36 | 3 | 42 | 44 | 11 | 2.8 | 32 | 4 | 13 | 0 | 0 | 0 | 0 | 4 | 13 |
| Female | 48 | 0 | 19 | 63 | 19 | 3.2 | 47 | 9 | 19 | 0 | 0 | 0 | 0 | 9 | 19 |
| No Information Provided | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 77 | 1 | 27 | 58 | 13 | 3.0 | 73 | 10 | 14 | 0 | 0 | 0 | 0 | 10 | 14 |
| Am. Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian/Pacific Islander | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 6 | 0 | 33 | 17 | 50 | 3.2 | 6 | 3 | 50 | 0 | 0 | 0 | 0 | 3 | 50 |
| Two or More Races | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 1 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes 79 No 4 No Information Provided 1 | 1 --- | 27 --- | 58 --- | 14 --- | 3.0 --- | 76 3 0 | 12 --- | 16 --- | 0 --- | 0 --- | 0 --- | 0 --- | 12 --- | 16 --- |
| Title I, Part A | Participants 0 Nonparticipants 83 No Information Provided 1 | --- | --- | --- | --- | --- | 0 3.0 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes 0 No 83 No Information Provided 1 | --- | --- | --- | --- | --- | 0 3.0 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP 84 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 0 No Information Provided 0 | 1 --- | 29 --- | 55 --- | 15 --- | 3.0 --- | 79 0 0 0 0 0 0 | 13 --- | 16 --- | 0 --- | 0 --- | 0 --- | 0 --- | 13 --- | 16 --- |
| Bilingual | Participants 0 Nonparticipants 83 No Information Provided 1 | --- | --- | --- | --- | --- | 0 3.0 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants 57 Nonparticipants 26 No Information Provided 1 | 2 0 | 21 42 | 60 46 | 18 12 | 3.0 3.1 | 54 25 0 | 10 3 | 19 12 | 0 0 | 0 0 | 0 0 | 0 0 | 10 3 | 19 12 |
| Special Education | Yes 8 No 75 No Information Provided 1 | 0 1 | 50 25 | 50 56 | 0 17 | 2.6 3.1 | 7 72 0 | 0 13 | 0 18 | 0 0 | 0 0 | 0 0 | 0 13 | 0 18 | |
| Gifted/Talented | Participants 10 Nonparticipants 73 No Information Provided 1 | 0 1 | 20 29 | 60 55 | 20 15 | 3.4 3.0 | 10 69 0 | 3 10 | 30 14 | 0 0 | 0 0 | 0 0 | 3 10 | 30 14 | |
| At-Risk | Yes 83 No 0 No Information Provided 1 | 1 --- | 28 --- | 55 --- | 16 --- | 3.0 --- | 79 0 0 | 13 --- | 16 --- | 0 --- | 0 --- | 0 --- | 13 --- | 16 --- | |
| Years in U.S. Schools | One 1 Two 3 Three 1 Four 1 Five 3 Six or More 75 No Information Provided 0 | --- | --- | --- | --- | --- | 0 2 1 1 3 72 0 | --- | --- | --- | --- | --- | --- | --- | --- |

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

| | Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | | |
|---|------------------------------|--------|-----|---------|-------|---------------------------|--------|-----|---------|-------|---------------------------|--------|-----|---------|-------|---------------------------|--------|-----|---------|-------|-----|
| | Number of Students Rated | Number | | Percent | | Number of Students Rated | Number | | Percent | | Number of Students Rated | Number | | Percent | | Number of Students Rated | Number | | Percent | | |
| | | 90 | 95 | 90 | 95 | | 90 | 95 | 90 | 95 | | 90 | 95 | 90 | 95 | | 90 | 95 | 90 | 95 | |
| | Students Absent | 1 | 1 | | | Students Absent | 1 | 1 | | | Students Absent | 1 | 1 | | | Students Absent | 1 | 1 | | | |
| | Not Rated: EC | 0 | 0 | | | Not Rated: EC | 0 | 0 | | | Not Rated: EC | 0 | 0 | | | Not Rated: EC | 0 | 0 | | | |
| | Not Rated: ARD Decision | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | Not Rated: ARD Decision | 0 | 0 | | | |
| | Other Students Not Rated | 4 | 4 | | | Other Students Not Rated | 4 | 4 | | | Other Students Not Rated | 4 | 4 | | | Other Students Not Rated | 4 | 4 | | | |
| | Total Documents Submitted | 95 | 100 | | | Total Documents Submitted | 95 | 100 | | | Total Documents Submitted | 95 | 100 | | | Total Documents Submitted | 95 | 100 | | | |
| | # Stdt | BEG | INT | ADV | ADV H | # Stdt | BEG | INT | ADV | ADV H | # Stdt | BEG | INT | ADV | ADV H | # Stdt | BEG | INT | ADV | ADV H | |
| All Students | 90 | 2 | 17 | 29 | 52 | 90 | 17 | 58 | 22 | 3 | 90 | 8 | 29 | 28 | 36 | 91 | 0 | 10 | 31 | 59 | |
| Male | 55 | 2 | 16 | 31 | 51 | 55 | 18 | 65 | 15 | 2 | 55 | 7 | 25 | 35 | 33 | 55 | 0 | 13 | 35 | 53 | |
| Female | 35 | 3 | 17 | 26 | 54 | 35 | 14 | 46 | 34 | 6 | 35 | 9 | 34 | 17 | 40 | 36 | 0 | 6 | 25 | 69 | |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Hispanic/Latino | 87 | 2 | 17 | 28 | 53 | 87 | 17 | 57 | 22 | 3 | 87 | 8 | 29 | 28 | 36 | 89 | 0 | 10 | 30 | 60 | |
| Am. Indian or Alaska Native | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Asian | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Black or African American | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | |
| Native Hawaiian/Pacific Islander | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| White | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | |
| Two or More Races | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | |
| Economically Disadvantaged | Yes | 83 | 2 | 17 | 30 | 51 | 83 | 18 | 57 | 22 | 4 | 83 | 8 | 28 | 30 | 34 | 84 | 0 | 10 | 31 | 60 |
| | No | 7 | 0 | 14 | 14 | 71 | 7 | 0 | 71 | 29 | 0 | 7 | 0 | 43 | 0 | 57 | 7 | 0 | 14 | 29 | 57 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Title I, Part A | Participants | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | --- |
| | Nonparticipants | 89 | 2 | 17 | 29 | 52 | 89 | 17 | 57 | 22 | 3 | 89 | 8 | 29 | 27 | 36 | 90 | 0 | 10 | 31 | 59 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| | No | 90 | 2 | 17 | 29 | 52 | 90 | 17 | 58 | 22 | 3 | 90 | 8 | 29 | 28 | 36 | 91 | 0 | 10 | 31 | 59 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | 90 | 2 | 17 | 29 | 52 | 90 | 17 | 58 | 22 | 3 | 90 | 8 | 29 | 28 | 36 | 91 | 0 | 10 | 31 | 59 |
| | 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 | 90 | 2 | 17 | 29 | 52 | 90 | 17 | 58 | 22 | 3 | 90 | 8 | 29 | 28 | 36 | 91 | 0 | 10 | 31 | 59 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| ESL | Participants | 84 | 2 | 18 | 31 | 49 | 84 | 15 | 60 | 21 | 4 | 84 | 8 | 31 | 25 | 36 | 83 | 0 | 11 | 34 | 55 |
| | Nonparticipants | 6 | 0 | 0 | 0 | 100 | 6 | 33 | 33 | 33 | 0 | 6 | 0 | 0 | 67 | 33 | 8 | 0 | 0 | 0 | 100 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Special Education | Yes | 13 | 0 | 54 | 31 | 15 | 13 | 31 | 62 | 0 | 8 | 13 | 15 | 69 | 8 | 8 | 13 | 0 | 31 | 54 | 15 |
| | No | 77 | 3 | 10 | 29 | 58 | 77 | 14 | 57 | 26 | 3 | 77 | 6 | 22 | 31 | 40 | 78 | 0 | 6 | 27 | 67 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| Gifted/Talented | Participants | 9 | 0 | 0 | 11 | 89 | 9 | 11 | 56 | 33 | 0 | 9 | 0 | 0 | 11 | 89 | 9 | 0 | 0 | 0 | 100 |
| | Nonparticipants | 81 | 2 | 19 | 31 | 48 | 81 | 17 | 58 | 21 | 4 | 81 | 9 | 32 | 30 | 30 | 82 | 0 | 11 | 34 | 55 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| At-Risk | Yes | 90 | 2 | 17 | 29 | 52 | 90 | 17 | 58 | 22 | 3 | 90 | 8 | 29 | 28 | 36 | 91 | 0 | 10 | 31 | 59 |
| | 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 | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- | 4 | --- | --- | --- | --- |
| | Four | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |
| | Five | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- | 2 | --- | --- | --- | --- |
| | Six or More | 82 | 0 | 16 | 29 | 55 | 82 | 15 | 59 | 23 | 4 | 82 | 6 | 26 | 30 | 38 | 83 | 0 | 5 | 33 | 63 |
| | No Information Provided | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- | 0 | --- | --- | --- | --- |



Texas English Language Proficiency Assessment System

Summary Report

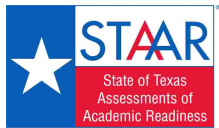
All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

| | TELPAS Composite Rating | | | | | Average Score | # of Matched Students | Yearly Progress in TELPAS Composite Rating | | | | | | | |
|---|---|-----|--------|-----|---------|---------------|-----------------------|--|---|-----|---|-----|---|-----|-----|
| | Number of Students Receiving a Composite Rating | | Number | | Percent | | | 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 | | |
| | | | 88 | 93 | | | | | | | | | | | |
| | Number of Students Not Receiving a Composite Rating | | 7 | 7 | | | | | | | | | | | |
| Total Documents Submitted | | 95 | 100 | | | | | | | | | | | | |
| | # Std | BEG | INT | ADV | ADV H | | # | % | # | % | # | % | # | % | |
| All Students | 88 | 1 | 32 | 48 | 19 | 3.0 | 83 | 22 | 27 | 0 | 0 | 0 | 0 | 22 | 27 |
| Male | 55 | 0 | 35 | 53 | 13 | 2.9 | 53 | 12 | 23 | 0 | 0 | 0 | 0 | 12 | 23 |
| Female | 33 | 3 | 27 | 39 | 30 | 3.1 | 30 | 10 | 33 | 0 | 0 | 0 | 0 | 10 | 33 |
| No Information Provided | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 86 | 1 | 33 | 48 | 19 | 3.0 | 81 | 21 | 26 | 0 | 0 | 0 | 0 | 21 | 26 |
| Am. Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian/Pacific Islander | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes 81 | 1 | 32 | 48 | 19 | 3.0 | 76 | 20 | 26 | 0 | 0 | 0 | 0 | 20 | 26 |
| | No 7 | 0 | 29 | 43 | 29 | 3.1 | 7 | 2 | 29 | 0 | 0 | 0 | 0 | 2 | 29 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants 1 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants 87 | 1 | 32 | 47 | 20 | 3.0 | 82 | 22 | 27 | 0 | 0 | 0 | 0 | 22 | 27 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | No 88 | 1 | 32 | 48 | 19 | 3.0 | 83 | 22 | 27 | 0 | 0 | 0 | 0 | 22 | 27 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP 88 | 1 | 32 | 48 | 19 | 3.0 | 83 | 22 | 27 | 0 | 0 | 0 | 0 | 22 | 27 |
| | 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 88 | 1 | 32 | 48 | 19 | 3.0 | 83 | 22 | 27 | 0 | 0 | 0 | 0 | 22 | 27 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants 82 | 1 | 32 | 49 | 18 | 3.0 | 77 | 20 | 26 | 0 | 0 | 0 | 0 | 20 | 26 |
| | Nonparticipants 6 | 0 | 33 | 33 | 33 | 3.4 | 6 | 2 | 33 | 0 | 0 | 0 | 0 | 2 | 33 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes 13 | 0 | 77 | 23 | 0 | 2.4 | 12 | 1 | 8 | 0 | 0 | 0 | 0 | 1 | 8 |
| | No 75 | 1 | 24 | 52 | 23 | 3.1 | 71 | 21 | 30 | 0 | 0 | 0 | 0 | 21 | 30 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants 9 | 0 | 11 | 56 | 33 | 3.5 | 9 | 3 | 33 | 0 | 0 | 0 | 0 | 3 | 33 |
| | Nonparticipants 79 | 1 | 34 | 47 | 18 | 2.9 | 74 | 19 | 26 | 0 | 0 | 0 | 0 | 19 | 26 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes 88 | 1 | 32 | 48 | 19 | 3.0 | 83 | 22 | 27 | 0 | 0 | 0 | 0 | 22 | 27 |
| | No 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| Years in U.S. Schools | One 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Two 2 | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Three 4 | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Four 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Five 2 | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- |
| | Six or More 80 | 0 | 30 | 50 | 20 | 3.1 | 77 | 18 | 23 | 0 | 0 | 0 | 0 | 18 | 23 |
| | No Information Provided 0 | --- | --- | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |



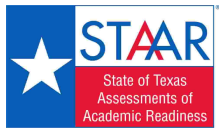
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 6 READING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|--|--|------------------------------|---------|---------------------------|---------------------|--------------|-----|-----------------------------|-----|-------|-----|---------|-----|-------------------------------------|------|-----|------|-----|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| | | | 8 | | 17 | | 15 | | Avg. # of Items / % Correct | | | | | | | | | | | |
| | | | # | | # | | # | | # | | # | | # | | # | | # | | | |
| | | | % | | % | | % | | % | | % | | % | | % | | % | | | |
| All Students | | | 277 | 1565 | 101 | 36 | 176 | 64 | 86 | 31 | 34 | 12 | 4.7 | 58 | 12.0 | 71 | 8.8 | 59 | | |
| Male | | | 143 | 1571 | 49 | 34 | 94 | 66 | 49 | 34 | 20 | 14 | 5.0 | 62 | 11.7 | 69 | 9.1 | 61 | | |
| Female | | | 134 | 1558 | 52 | 39 | 82 | 61 | 37 | 28 | 14 | 10 | 4.4 | 54 | 12.4 | 73 | 8.4 | 56 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | 136 | 1546 | 56 | 41 | 80 | 59 | 33 | 24 | 12 | 9 | 4.3 | 54 | 11.7 | 69 | 8.3 | 55 | | |
| American Indian or Alaska Native | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | | | 26 | 1527 | 10 | 38 | 16 | 62 | 5 | 19 | 0 | 0 | 4.5 | 56 | 11.4 | 67 | 7.5 | 50 | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | | 103 | 1605 | 29 | 28 | 74 | 72 | 46 | 45 | 22 | 21 | 5.3 | 66 | 12.7 | 75 | 9.9 | 66 | | |
| Two or More Races | | | 7 | 1510 | 4 | 57 | 3 | 43 | 1 | 14 | 0 | 0 | 3.7 | 46 | 11.0 | 65 | 7.3 | 49 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | | | Yes | 189 | 1539 | 84 | 44 | 105 | 56 | 44 | 23 | 13 | 7 | 4.3 | 54 | 11.5 | 68 | 8.1 | 54 | |
| | | | No | 88 | 1621 | 17 | 19 | 71 | 81 | 42 | 48 | 21 | 24 | 5.4 | 67 | 13.1 | 77 | 10.3 | 69 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | | | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Nonparticipants | 276 | 1565 | 100 | 36 | 176 | 64 | 86 | 31 | 34 | 12 | 4.7 | 59 | 12.0 | 71 | 8.8 | 59 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | No | 277 | 1565 | 101 | 36 | 176 | 64 | 86 | 31 | 34 | 12 | 4.7 | 58 | 12.0 | 71 | 8.8 | 59 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Limited English Proficient | | | Current LEP | 81 | 1504 | 47 | 58 | 34 | 42 | 11 | 14 | 2 | 2 | 3.9 | 48 | 10.6 | 63 | 7.1 | 47 | |
| | | | 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 | 189 | 1589 | 53 | 28 | 136 | 72 | 72 | 38 | 31 | 16 | 5.0 | 62 | 12.5 | 74 | 9.4 | 63 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Nonparticipants | 277 | 1565 | 101 | 36 | 176 | 64 | 86 | 31 | 34 | 12 | 4.7 | 58 | 12.0 | 71 | 8.8 | 59 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | | | Participants | 64 | 1487 | 42 | 66 | 22 | 34 | 8 | 13 | 1 | 2 | 3.7 | 46 | 10.1 | 59 | 6.6 | 44 | |
| | | | Nonparticipants | 213 | 1588 | 59 | 28 | 154 | 72 | 78 | 37 | 33 | 15 | 5.0 | 62 | 12.6 | 74 | 9.5 | 63 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | | | Yes | 26 | 1448 | 20 | 77 | 6 | 23 | 2 | 8 | 1 | 4 | 3.0 | 38 | 9.1 | 54 | 5.3 | 36 | |
| | | | No | 251 | 1577 | 81 | 32 | 170 | 68 | 84 | 33 | 33 | 13 | 4.8 | 61 | 12.3 | 72 | 9.1 | 61 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | | | Participants | 44 | 1678 | 5 | 11 | 39 | 89 | 31 | 70 | 16 | 36 | 5.9 | 74 | 14.0 | 82 | 11.9 | 79 | |
| | | | Nonparticipants | 233 | 1543 | 96 | 41 | 137 | 59 | 55 | 24 | 18 | 8 | 4.4 | 55 | 11.6 | 68 | 8.2 | 55 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | | | Yes | 156 | 1514 | 82 | 53 | 74 | 47 | 27 | 17 | 6 | 4 | 4.0 | 50 | 10.9 | 64 | 7.4 | 49 | |
| | | | No | 121 | 1630 | 19 | 16 | 102 | 84 | 59 | 49 | 28 | 23 | 5.5 | 69 | 13.4 | 79 | 10.6 | 71 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

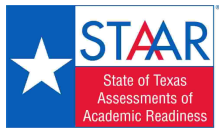
Summary Report

GRADE 6 MATHEMATICS

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|------------------------------|-----|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----|-----|-----------------------------|-----|-----|-----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | |
| | | | | | | | | | | | | | # | % | # | % | # | % | # | % |
| Students Tested | 280 | 96 | | | | | | | | | | | 4.8 | 48 | 7.3 | 49 | 3.1 | 52 | 3.3 | 47 |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 13 | 4 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 293 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 280 | 1589 | 91 | 33 | 189 | 68 | 76 | 27 | 19 | 7 | 4.8 | 48 | 7.3 | 49 | 3.1 | 52 | 3.3 | 47 |
| Male | | | 144 | 1601 | 40 | 28 | 104 | 72 | 43 | 30 | 14 | 10 | 5.1 | 51 | 7.5 | 50 | 3.3 | 55 | 3.3 | 47 |
| Female | | | 136 | 1576 | 51 | 38 | 85 | 63 | 33 | 24 | 5 | 4 | 4.4 | 44 | 7.1 | 47 | 2.9 | 49 | 3.2 | 46 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 138 | 1573 | 49 | 36 | 89 | 64 | 27 | 20 | 7 | 5 | 4.4 | 44 | 7.1 | 47 | 2.9 | 48 | 3.0 | 43 |
| American Indian or Alaska Native | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 26 | 1582 | 8 | 31 | 18 | 69 | 7 | 27 | 3 | 12 | 4.7 | 47 | 6.9 | 46 | 3.5 | 58 | 3.0 | 42 |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 103 | 1617 | 27 | 26 | 76 | 74 | 40 | 39 | 9 | 9 | 5.3 | 53 | 7.9 | 53 | 3.4 | 57 | 3.7 | 53 |
| Two or More Races | | | 8 | 1550 | 4 | 50 | 4 | 50 | 1 | 13 | 0 | 0 | 4.6 | 46 | 5.9 | 39 | 2.5 | 42 | 3.0 | 43 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | | 192 | 1565 | 77 | 40 | 115 | 60 | 36 | 19 | 5 | 3 | 4.4 | 44 | 6.7 | 45 | 2.9 | 48 | 3.0 | 42 |
| | No | | 88 | 1640 | 14 | 16 | 74 | 84 | 40 | 45 | 14 | 16 | 5.7 | 57 | 8.6 | 58 | 3.6 | 61 | 3.9 | 56 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 279 | 1589 | 91 | 33 | 188 | 67 | 76 | 27 | 19 | 7 | 4.8 | 48 | 7.3 | 49 | 3.1 | 52 | 3.3 | 47 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 280 | 1589 | 91 | 33 | 189 | 68 | 76 | 27 | 19 | 7 | 4.8 | 48 | 7.3 | 49 | 3.1 | 52 | 3.3 | 47 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | | 82 | 1552 | 39 | 48 | 43 | 52 | 12 | 15 | 3 | 4 | 4.2 | 42 | 6.6 | 44 | 2.7 | 45 | 2.6 | 37 |
| | 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 | | 191 | 1605 | 50 | 26 | 141 | 74 | 63 | 33 | 15 | 8 | 5.1 | 51 | 7.6 | 51 | 3.3 | 55 | 3.5 | 51 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 280 | 1589 | 91 | 33 | 189 | 68 | 76 | 27 | 19 | 7 | 4.8 | 48 | 7.3 | 49 | 3.1 | 52 | 3.3 | 47 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | | 65 | 1538 | 35 | 54 | 30 | 46 | 8 | 12 | 2 | 3 | 4.0 | 40 | 6.2 | 41 | 2.5 | 41 | 2.4 | 35 |
| | Nonparticipants | | 215 | 1604 | 56 | 26 | 159 | 74 | 68 | 32 | 17 | 8 | 5.0 | 50 | 7.7 | 51 | 3.3 | 55 | 3.5 | 50 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | | 26 | 1532 | 13 | 50 | 13 | 50 | 2 | 8 | 1 | 4 | 4.2 | 42 | 5.7 | 38 | 2.3 | 38 | 2.5 | 36 |
| | No | | 254 | 1595 | 78 | 31 | 176 | 69 | 74 | 29 | 18 | 7 | 4.8 | 48 | 7.5 | 50 | 3.2 | 54 | 3.3 | 48 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | | 45 | 1678 | 5 | 11 | 40 | 89 | 26 | 58 | 12 | 27 | 6.2 | 62 | 9.6 | 64 | 4.0 | 66 | 4.4 | 63 |
| | Nonparticipants | | 235 | 1572 | 86 | 37 | 149 | 63 | 50 | 21 | 7 | 3 | 4.5 | 45 | 6.9 | 46 | 3.0 | 50 | 3.0 | 43 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | | 157 | 1554 | 72 | 46 | 85 | 54 | 21 | 13 | 4 | 3 | 4.2 | 42 | 6.4 | 43 | 2.9 | 48 | 2.8 | 39 |
| | No | | 123 | 1633 | 19 | 15 | 104 | 85 | 55 | 45 | 15 | 12 | 5.6 | 56 | 8.5 | 57 | 3.5 | 58 | 3.9 | 56 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



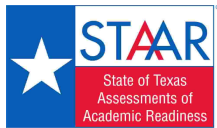
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 7 READING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | |
|---|--|--|--------|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----------------------------|------|-----|---|----|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | |
| Legend | | | | | | | | | | | | | | | | 8 | | 18 | | 16 | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| Students Tested | | | 297 | 93 | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | | | 1 | 0 | | | | | | | | | | | | | | | | | |
| Other | | | 22 | 7 | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 320 | 100 | | | | | | | | | | | | | | | | | |
| All Students | | | 297 | 1622 | 103 | 35 | 194 | 65 | 131 | 44 | 64 | 22 | 5.4 | 67 | 11.2 | 62 | 10.5 | 66 | | | |
| Male | | | 145 | 1598 | 58 | 40 | 87 | 60 | 58 | 40 | 26 | 18 | 5.2 | 65 | 10.5 | 58 | 9.9 | 62 | | | |
| Female | | | 152 | 1644 | 45 | 30 | 107 | 70 | 73 | 48 | 38 | 25 | 5.5 | 69 | 11.9 | 66 | 11.1 | 70 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 155 | 1604 | 58 | 37 | 97 | 63 | 56 | 36 | 21 | 14 | 5.2 | 65 | 10.9 | 60 | 10.1 | 63 | | | |
| American Indian or Alaska Native | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | | | 30 | 1563 | 17 | 57 | 13 | 43 | 12 | 40 | 5 | 17 | 4.5 | 56 | 9.2 | 51 | 9.2 | 58 | | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 100 | 1668 | 24 | 24 | 76 | 76 | 57 | 57 | 35 | 35 | 5.9 | 74 | 12.5 | 69 | 11.6 | 73 | | | |
| Two or More Races | | | 5 | 1573 | 3 | 60 | 2 | 40 | 2 | 40 | 2 | 40 | 4.2 | 53 | 10.2 | 57 | 8.8 | 55 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | 205 | 1603 | 82 | 40 | 123 | 60 | 77 | 38 | 38 | 19 | 5.1 | 64 | 10.8 | 60 | 10.0 | 63 | | | |
| Yes | | | 205 | 1603 | 82 | 40 | 123 | 60 | 77 | 38 | 38 | 19 | 5.1 | 64 | 10.8 | 60 | 10.0 | 63 | | | |
| No | | | 91 | 1664 | 21 | 23 | 70 | 77 | 54 | 59 | 26 | 29 | 6.0 | 75 | 12.1 | 67 | 11.7 | 73 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Participants | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Nonparticipants | | | 295 | 1622 | 102 | 35 | 193 | 65 | 130 | 44 | 64 | 22 | 5.4 | 67 | 11.2 | 62 | 10.5 | 66 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No | | | 295 | 1623 | 102 | 35 | 193 | 65 | 131 | 44 | 64 | 22 | 5.4 | 67 | 11.3 | 63 | 10.6 | 66 | | | |
| No Information Provided | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Limited English Proficient | | | 85 | 1572 | 39 | 46 | 46 | 54 | 21 | 25 | 4 | 5 | 4.6 | 58 | 10.0 | 55 | 9.4 | 59 | | | |
| Current LEP | | | 85 | 1572 | 39 | 46 | 46 | 54 | 21 | 25 | 4 | 5 | 4.6 | 58 | 10.0 | 55 | 9.4 | 59 | | | |
| Non-LEP (Monitored 1st Year) | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-LEP (Monitored 2nd Year) | | | 12 | 1746 | 0 | 0 | 12 | 100 | 11 | 92 | 8 | 67 | 7.6 | 95 | 14.0 | 78 | 13.9 | 87 | | | |
| Non-LEP (Monitored 3rd Year) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-LEP (Monitored 4th Year) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-LEP (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Other Non-LEP | | | 197 | 1634 | 64 | 32 | 133 | 68 | 97 | 49 | 50 | 25 | 5.5 | 69 | 11.6 | 64 | 10.8 | 67 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Nonparticipants | | | 296 | 1622 | 103 | 35 | 193 | 65 | 131 | 44 | 64 | 22 | 5.4 | 67 | 11.2 | 62 | 10.5 | 66 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | | | 60 | 1569 | 30 | 50 | 30 | 50 | 14 | 23 | 4 | 7 | 4.5 | 56 | 9.9 | 55 | 9.3 | 58 | | | |
| Participants | | | 60 | 1569 | 30 | 50 | 30 | 50 | 14 | 23 | 4 | 7 | 4.5 | 56 | 9.9 | 55 | 9.3 | 58 | | | |
| Nonparticipants | | | 236 | 1635 | 73 | 31 | 163 | 69 | 117 | 50 | 60 | 25 | 5.6 | 70 | 11.6 | 64 | 10.9 | 68 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | | | 38 | 1482 | 29 | 76 | 9 | 24 | 2 | 5 | 0 | 0 | 3.3 | 42 | 7.2 | 40 | 6.9 | 43 | | | |
| Yes | | | 38 | 1482 | 29 | 76 | 9 | 24 | 2 | 5 | 0 | 0 | 3.3 | 42 | 7.2 | 40 | 6.9 | 43 | | | |
| No | | | 258 | 1642 | 74 | 29 | 184 | 71 | 129 | 50 | 64 | 25 | 5.7 | 71 | 11.8 | 66 | 11.1 | 69 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | | | 47 | 1750 | 4 | 9 | 43 | 91 | 41 | 87 | 27 | 57 | 6.9 | 87 | 13.9 | 77 | 13.9 | 87 | | | |
| Participants | | | 47 | 1750 | 4 | 9 | 43 | 91 | 41 | 87 | 27 | 57 | 6.9 | 87 | 13.9 | 77 | 13.9 | 87 | | | |
| Nonparticipants | | | 248 | 1599 | 98 | 40 | 150 | 60 | 90 | 36 | 37 | 15 | 5.1 | 63 | 10.8 | 60 | 9.9 | 62 | | | |
| No Information Provided | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | | | 172 | 1569 | 84 | 49 | 88 | 51 | 46 | 27 | 15 | 9 | 4.6 | 58 | 9.8 | 55 | 9.2 | 57 | | | |
| Yes | | | 172 | 1569 | 84 | 49 | 88 | 51 | 46 | 27 | 15 | 9 | 4.6 | 58 | 9.8 | 55 | 9.2 | 57 | | | |
| No | | | 124 | 1695 | 19 | 15 | 105 | 85 | 85 | 69 | 49 | 40 | 6.4 | 80 | 13.2 | 73 | 12.4 | 78 | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

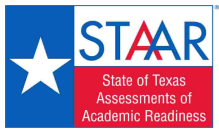
Summary Report

GRADE 7 MATHEMATICS

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

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | |
|---|------------------------------------|------|---|---------------------|--|-----|--------------------------|-----|---|-----|---------|-----|-------------------------------------|-----|-----|-----|-----------------------------|-----|-----|--|--|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | | |
| Legend | | | --- | | | | | | | | | | | | | | | | | | |
| --- | | | = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | |
| | | | Probability and Numerical Representations | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | | 6 | | 15 | | 12 | | 7 | | | | |
| Students Tested | 294 | 92 | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 2 | 1 | | | | | | | | | | | | | | | | | | | |
| Other | 23 | 7 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 319 | 100 | | | | | | | | | | | | | | | | | | | |
| All Students | 294 | 1608 | 133 | 45 | 161 | 55 | 66 | 22 | 21 | 7 | 2.7 | 46 | 7.4 | 49 | 4.9 | 41 | 3.2 | 46 | | | |
| Male | 142 | 1605 | 62 | 44 | 80 | 56 | 31 | 22 | 9 | 6 | 2.6 | 44 | 7.4 | 49 | 4.7 | 39 | 3.3 | 47 | | | |
| Female | 152 | 1611 | 71 | 47 | 81 | 53 | 35 | 23 | 12 | 8 | 2.8 | 47 | 7.4 | 49 | 5.0 | 42 | 3.2 | 45 | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 153 | 1603 | 75 | 49 | 78 | 51 | 29 | 19 | 12 | 8 | 2.6 | 43 | 7.3 | 49 | 4.7 | 39 | 3.2 | 45 | | | |
| American Indian or Alaska Native | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | 30 | 1568 | 19 | 63 | 11 | 37 | 6 | 20 | 1 | 3 | 2.2 | 37 | 6.6 | 44 | 4.1 | 34 | 2.4 | 35 | | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 99 | 1630 | 34 | 34 | 65 | 66 | 28 | 28 | 7 | 7 | 3.1 | 52 | 7.8 | 52 | 5.3 | 45 | 3.6 | 52 | | | |
| Two or More Races | 5 | 1620 | 2 | 40 | 3 | 60 | 2 | 40 | 1 | 20 | 2.6 | 43 | 7.2 | 48 | 5.2 | 43 | 4.2 | 60 | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes 202 | 1597 | 101 | 50 | 101 | 50 | 41 | 20 | 13 | 6 | 2.6 | 43 | 7.1 | 48 | 4.6 | 38 | 3.1 | 44 | | | |
| | No 91 | 1634 | 31 | 34 | 60 | 66 | 25 | 27 | 8 | 9 | 3.0 | 50 | 8.0 | 53 | 5.5 | 46 | 3.6 | 52 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants 292 | 1609 | 131 | 45 | 161 | 55 | 66 | 23 | 21 | 7 | 2.7 | 46 | 7.4 | 49 | 4.9 | 41 | 3.3 | 46 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No 292 | 1609 | 131 | 45 | 161 | 55 | 66 | 23 | 21 | 7 | 2.7 | 46 | 7.4 | 49 | 4.9 | 41 | 3.3 | 46 | | | |
| | No Information Provided 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Limited English Proficient | Current LEP 84 | 1580 | 50 | 60 | 34 | 40 | 10 | 12 | 4 | 5 | 2.4 | 39 | 6.8 | 45 | 4.2 | 35 | 2.8 | 40 | | | |
| | Non-LEP (Monitored 1st Year) 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Non-LEP (Monitored 2nd Year) 12 | 1719 | 1 | 8 | 11 | 92 | 7 | 58 | 3 | 25 | 3.9 | 65 | 9.8 | 66 | 7.8 | 65 | 4.7 | 67 | | | |
| | Non-LEP (Monitored 3rd Year) 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Non-LEP (Monitored 4th Year) 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Non-LEP (Post Monitoring) 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Other Non-LEP 195 | 1614 | 81 | 42 | 114 | 58 | 47 | 24 | 14 | 7 | 2.8 | 47 | 7.5 | 50 | 5.0 | 42 | 3.3 | 48 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants 293 | 1609 | 132 | 45 | 161 | 55 | 66 | 23 | 21 | 7 | 2.7 | 45 | 7.4 | 49 | 4.9 | 41 | 3.2 | 46 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants 59 | 1577 | 36 | 61 | 23 | 39 | 6 | 10 | 4 | 7 | 2.5 | 42 | 6.7 | 44 | 4.0 | 34 | 2.7 | 38 | | | |
| | Nonparticipants 234 | 1617 | 96 | 41 | 138 | 59 | 60 | 26 | 17 | 7 | 2.8 | 46 | 7.6 | 51 | 5.1 | 43 | 3.4 | 49 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes 38 | 1529 | 28 | 74 | 10 | 26 | 2 | 5 | 0 | 0 | 1.9 | 32 | 4.9 | 33 | 3.4 | 29 | 2.4 | 34 | | | |
| | No 255 | 1621 | 104 | 41 | 151 | 59 | 64 | 25 | 21 | 8 | 2.9 | 48 | 7.8 | 52 | 5.1 | 43 | 3.4 | 48 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants 47 | 1745 | 3 | 6 | 44 | 94 | 32 | 68 | 15 | 32 | 4.2 | 71 | 10.8 | 72 | 7.8 | 65 | 4.9 | 71 | | | |
| | Nonparticipants 245 | 1583 | 128 | 52 | 117 | 48 | 34 | 14 | 6 | 2 | 2.4 | 41 | 6.8 | 45 | 4.3 | 36 | 2.9 | 42 | | | |
| | No Information Provided 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes 170 | 1575 | 99 | 58 | 71 | 42 | 22 | 13 | 5 | 3 | 2.4 | 40 | 6.5 | 43 | 4.2 | 35 | 2.8 | 39 | | | |
| | No 123 | 1656 | 33 | 27 | 90 | 73 | 44 | 36 | 16 | 13 | 3.2 | 54 | 8.7 | 58 | 5.8 | 49 | 3.9 | 56 | | | |
| | No Information Provided 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



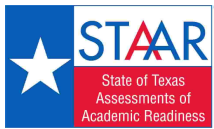
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 7 WRITING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | | | | | | |
|--|--|-----|---|-----------------------------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|------|-----|---|--|--|--|-----------------------------|--|----------|--|---------|--|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | Composition | | Revision | | Editing | | |
| Students Tested | | 299 | 94 | Number of Points Possible | | | | | | | | | | | | | | | | | | | Number of Items Tested | | | | | | |
| Students Not Tested | | | | 16 | | | | | | | | | | | | | | | | | | | 13 | | 17 | | | | |
| Absent | | 1 | 0 | Avg. # of Points / % Scored | | | | | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | |
| Other | | 18 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 318 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 299 | 3639 | 122 | 41 | 177 | 59 | 72 | 24 | 21 | 7 | 6.6 | 41 | 7.7 | 59 | 11.3 | 66 | | | | | | | | | | | |
| Male | | | 145 | 3527 | 70 | 48 | 75 | 52 | 25 | 17 | 5 | 3 | 5.9 | 37 | 7.3 | 56 | 10.6 | 63 | | | | | | | | | | | |
| Female | | | 154 | 3745 | 52 | 34 | 102 | 66 | 47 | 31 | 16 | 10 | 7.2 | 45 | 8.0 | 62 | 11.9 | 70 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Hispanic/Latino | | | 157 | 3570 | 73 | 46 | 84 | 54 | 29 | 18 | 9 | 6 | 6.5 | 40 | 7.3 | 56 | 10.8 | 64 | | | | | | | | | | | |
| American Indian or Alaska Native | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Asian | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Black or African American | | | 29 | 3465 | 15 | 52 | 14 | 48 | 5 | 17 | 2 | 7 | 6.0 | 38 | 6.6 | 51 | 9.8 | 58 | | | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| White | | | 100 | 3792 | 29 | 29 | 71 | 71 | 33 | 33 | 9 | 9 | 7.0 | 44 | 8.5 | 65 | 12.5 | 73 | | | | | | | | | | | |
| Two or More Races | | | 5 | 3464 | 3 | 60 | 2 | 40 | 2 | 40 | 0 | 0 | 5.2 | 33 | 7.0 | 54 | 10.0 | 59 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Economically Disadvantaged | | | 208 | 3550 | 101 | 49 | 107 | 51 | 40 | 19 | 13 | 6 | 6.2 | 39 | 7.2 | 55 | 10.8 | 63 | | | | | | | | | | | |
| Yes | | | 208 | 3550 | 101 | 49 | 107 | 51 | 40 | 19 | 13 | 6 | 6.2 | 39 | 7.2 | 55 | 10.8 | 63 | | | | | | | | | | | |
| No | | | 91 | 3845 | 21 | 23 | 70 | 77 | 32 | 35 | 8 | 9 | 7.4 | 46 | 8.8 | 68 | 12.5 | 73 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Title I, Part A | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Nonparticipants | | | 299 | 3639 | 122 | 41 | 177 | 59 | 72 | 24 | 21 | 7 | 6.6 | 41 | 7.7 | 59 | 11.3 | 66 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| No | | | 299 | 3639 | 122 | 41 | 177 | 59 | 72 | 24 | 21 | 7 | 6.6 | 41 | 7.7 | 59 | 11.3 | 66 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Limited English Proficient | | | 86 | 3410 | 52 | 60 | 34 | 40 | 11 | 13 | 2 | 2 | 5.7 | 36 | 6.7 | 51 | 9.9 | 58 | | | | | | | | | | | |
| Current LEP | | | 86 | 3410 | 52 | 60 | 34 | 40 | 11 | 13 | 2 | 2 | 5.7 | 36 | 6.7 | 51 | 9.9 | 58 | | | | | | | | | | | |
| Non-LEP (Monitored 1st Year) | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Non-LEP (Monitored 2nd Year) | | | 12 | 4093 | 0 | 0 | 12 | 100 | 6 | 50 | 2 | 17 | 8.0 | 50 | 10.0 | 77 | 14.3 | 84 | | | | | | | | | | | |
| Non-LEP (Monitored 3rd Year) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Non-LEP (Monitored 4th Year) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Non-LEP (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Other Non-LEP | | | 199 | 3702 | 70 | 35 | 129 | 65 | 53 | 27 | 16 | 8 | 6.8 | 43 | 7.9 | 61 | 11.7 | 69 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Bilingual | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Nonparticipants | | | 299 | 3639 | 122 | 41 | 177 | 59 | 72 | 24 | 21 | 7 | 6.6 | 41 | 7.7 | 59 | 11.3 | 66 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| ESL | | | 60 | 3383 | 41 | 68 | 19 | 32 | 7 | 12 | 2 | 3 | 5.6 | 35 | 6.5 | 50 | 9.7 | 57 | | | | | | | | | | | |
| Participants | | | 60 | 3383 | 41 | 68 | 19 | 32 | 7 | 12 | 2 | 3 | 5.6 | 35 | 6.5 | 50 | 9.7 | 57 | | | | | | | | | | | |
| Nonparticipants | | | 239 | 3704 | 81 | 34 | 158 | 66 | 65 | 27 | 19 | 8 | 6.8 | 43 | 8.0 | 61 | 11.7 | 69 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Special Education | | | 39 | 3108 | 35 | 90 | 4 | 10 | 1 | 3 | 0 | 0 | 4.2 | 26 | 5.5 | 42 | 7.5 | 44 | | | | | | | | | | | |
| Yes | | | 39 | 3108 | 35 | 90 | 4 | 10 | 1 | 3 | 0 | 0 | 4.2 | 26 | 5.5 | 42 | 7.5 | 44 | | | | | | | | | | | |
| No | | | 260 | 3719 | 87 | 33 | 173 | 67 | 71 | 27 | 21 | 8 | 6.9 | 43 | 8.0 | 61 | 11.9 | 70 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| Gifted/Talented | | | 47 | 4171 | 4 | 9 | 43 | 91 | 32 | 68 | 12 | 26 | 8.6 | 53 | 10.0 | 77 | 14.3 | 84 | | | | | | | | | | | |
| Participants | | | 47 | 4171 | 4 | 9 | 43 | 91 | 32 | 68 | 12 | 26 | 8.6 | 53 | 10.0 | 77 | 14.3 | 84 | | | | | | | | | | | |
| Nonparticipants | | | 252 | 3540 | 118 | 47 | 134 | 53 | 40 | 16 | 9 | 4 | 6.2 | 39 | 7.2 | 56 | 10.7 | 63 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |
| At-Risk | | | 175 | 3398 | 106 | 61 | 69 | 39 | 18 | 10 | 4 | 2 | 5.6 | 35 | 6.5 | 50 | 9.9 | 58 | | | | | | | | | | | |
| Yes | | | 175 | 3398 | 106 | 61 | 69 | 39 | 18 | 10 | 4 | 2 | 5.6 | 35 | 6.5 | 50 | 9.9 | 58 | | | | | | | | | | | |
| No | | | 124 | 3979 | 16 | 13 | 108 | 87 | 54 | 44 | 17 | 14 | 8.0 | 50 | 9.3 | 71 | 13.3 | 78 | | | | | | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Constructed Responses Summary Report

GRADE 7 WRITING

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

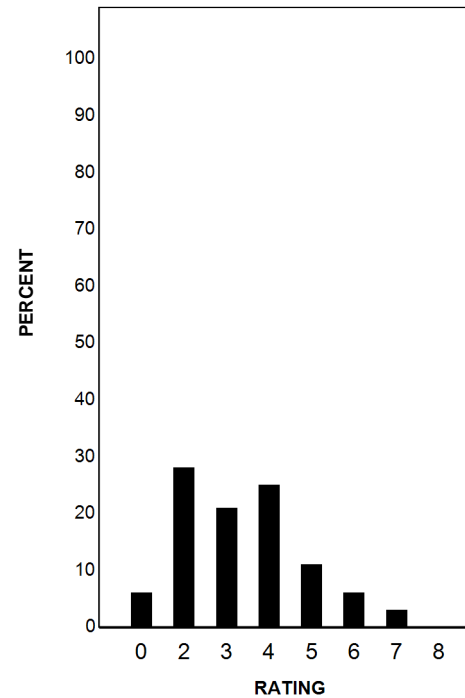
Report Date: JUNE 2021
Date of Testing: SPRING 2021

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

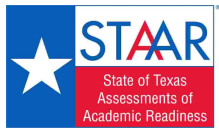
Written Composition Rating Summary

Composition

| Rating | # | % |
|--------|-----|-----|
| 0 | 18 | 6 |
| 2 | 85 | 28 |
| 3 | 62 | 21 |
| 4 | 76 | 25 |
| 5 | 32 | 11 |
| 6 | 18 | 6 |
| 7 | 8 | 3 |
| 8 | 0 | 0 |
| Total | 299 | 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

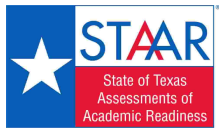
Summary Report

GRADE 8 SOCIAL STUDIES

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

Report Date: JUNE 2021
 Date of Testing: MAY 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | |
|---|------------------------------|------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----|-----|-----------------------------|-----|-----|--|--|--|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | | | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | |
| Students Tested | 275 | 94 | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 4 | 1 | | | | | | | | | | | | | | | | | | | | |
| Other | 15 | 5 | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 294 | 100 | | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 275 | 3549 | 147 | 53 | 128 | 47 | 54 | 20 | 25 | 9 | 7.4 | 43 | 6.1 | 61 | 4.9 | 49 | 3.7 | 53 | | | | |
| Male | 158 | 3557 | 83 | 53 | 75 | 47 | 34 | 22 | 16 | 10 | 7.5 | 44 | 6.0 | 60 | 5.0 | 50 | 3.8 | 54 | | | | |
| Female | 117 | 3538 | 64 | 55 | 53 | 45 | 20 | 17 | 9 | 8 | 7.2 | 42 | 6.3 | 63 | 4.8 | 48 | 3.7 | 52 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | 152 | 3483 | 90 | 59 | 62 | 41 | 22 | 14 | 11 | 7 | 6.8 | 40 | 5.9 | 59 | 4.6 | 46 | 3.5 | 51 | | | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | 30 | 3492 | 18 | 60 | 12 | 40 | 3 | 10 | 1 | 3 | 6.9 | 41 | 6.1 | 61 | 4.4 | 44 | 3.5 | 50 | | | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | 85 | 3679 | 35 | 41 | 50 | 59 | 27 | 32 | 13 | 15 | 8.6 | 50 | 6.3 | 63 | 5.5 | 55 | 4.1 | 59 | | | | |
| Two or More Races | 6 | 3740 | 2 | 33 | 4 | 67 | 2 | 33 | 0 | 0 | 8.8 | 52 | 7.8 | 78 | 6.0 | 60 | 3.3 | 48 | | | | |
| No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | 183 | 3476 | 110 | 60 | 73 | 40 | 26 | 14 | 9 | 6.9 | 40 | 5.9 | 59 | 4.6 | 46 | 3.4 | 49 | | | | |
| | No | 92 | 3694 | 37 | 40 | 55 | 60 | 28 | 30 | 16 | 8.4 | 49 | 6.6 | 66 | 5.4 | 54 | 4.3 | 61 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 275 | 3549 | 147 | 53 | 128 | 47 | 54 | 20 | 25 | 7.4 | 43 | 6.1 | 61 | 4.9 | 49 | 3.7 | 53 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 275 | 3549 | 147 | 53 | 128 | 47 | 54 | 20 | 25 | 7.4 | 43 | 6.1 | 61 | 4.9 | 49 | 3.7 | 53 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Limited English Proficient | Current LEP | 93 | 3387 | 60 | 65 | 33 | 35 | 8 | 9 | 3 | 6.1 | 36 | 5.6 | 56 | 4.2 | 42 | 3.3 | 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 | 178 | 3628 | 85 | 48 | 93 | 52 | 44 | 25 | 12 | 8.0 | 47 | 6.4 | 64 | 5.2 | 52 | 3.9 | 56 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 275 | 3549 | 147 | 53 | 128 | 47 | 54 | 20 | 25 | 7.4 | 43 | 6.1 | 61 | 4.9 | 49 | 3.7 | 53 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | 85 | 3367 | 57 | 67 | 28 | 33 | 8 | 9 | 3 | 6.0 | 35 | 5.4 | 54 | 4.1 | 41 | 3.2 | 45 | | | | |
| | Nonparticipants | 190 | 3631 | 90 | 47 | 100 | 53 | 46 | 24 | 12 | 8.0 | 47 | 6.4 | 64 | 5.2 | 52 | 4.0 | 57 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | 33 | 3170 | 26 | 79 | 7 | 21 | 1 | 3 | 0 | 4.4 | 26 | 4.4 | 44 | 3.8 | 38 | 2.5 | 36 | | | | |
| | No | 242 | 3601 | 121 | 50 | 121 | 50 | 53 | 22 | 10 | 7.8 | 46 | 6.4 | 64 | 5.0 | 50 | 3.9 | 55 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | 40 | 4023 | 3 | 8 | 37 | 93 | 23 | 58 | 11 | 11.3 | 66 | 7.7 | 77 | 6.8 | 68 | 5.3 | 76 | | | | |
| | Nonparticipants | 235 | 3468 | 144 | 61 | 91 | 39 | 31 | 13 | 14 | 6.7 | 39 | 5.9 | 59 | 4.6 | 46 | 3.4 | 49 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | 174 | 3410 | 113 | 65 | 61 | 35 | 17 | 10 | 5 | 6.1 | 36 | 5.7 | 57 | 4.4 | 44 | 3.3 | 47 | | | | |
| | No | 101 | 3789 | 34 | 34 | 67 | 66 | 37 | 37 | 20 | 9.5 | 56 | 6.8 | 68 | 5.8 | 58 | 4.5 | 64 | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



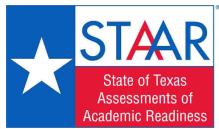
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 8 SCIENCE

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

Report Date: JUNE 2021
Date of Testing: MAY 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|------------------------------|-----|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----|-----|-----------------------------|-----|-----|-----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | |
| | | | | | | | | | | | | | # | % | # | % | # | % | # | % |
| Students Tested | 280 | 95 | | | | | | | | | | | 6.4 | 58 | 4.7 | 52 | 6.8 | 62 | 6.6 | 60 |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 4 | 1 | | | | | | | | | | | | | | | | | | |
| Other | 11 | 4 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 295 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 280 | 3753 | 101 | 36 | 179 | 64 | 96 | 34 | 37 | 13 | 6.4 | 58 | 4.7 | 52 | 6.8 | 62 | 6.6 | 60 |
| Male | | | 159 | 3751 | 54 | 34 | 105 | 66 | 55 | 35 | 21 | 13 | 6.3 | 57 | 4.6 | 52 | 6.9 | 63 | 6.7 | 61 |
| Female | | | 121 | 3756 | 47 | 39 | 74 | 61 | 41 | 34 | 16 | 13 | 6.5 | 59 | 4.7 | 53 | 6.6 | 60 | 6.5 | 59 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 155 | 3668 | 66 | 43 | 89 | 57 | 39 | 25 | 14 | 9 | 6.1 | 56 | 4.5 | 50 | 6.5 | 59 | 6.1 | 56 |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 30 | 3626 | 13 | 43 | 17 | 57 | 6 | 20 | 1 | 3 | 5.8 | 53 | 4.2 | 47 | 6.3 | 58 | 6.4 | 58 |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 87 | 3920 | 22 | 25 | 65 | 75 | 46 | 53 | 20 | 23 | 6.9 | 62 | 5.2 | 57 | 7.4 | 67 | 7.5 | 68 |
| Two or More Races | | | 6 | 4230 | 0 | 0 | 6 | 100 | 5 | 83 | 2 | 33 | 8.5 | 77 | 5.5 | 61 | 8.5 | 77 | 9.0 | 82 |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | | 185 | 3665 | 77 | 42 | 108 | 58 | 47 | 25 | 14 | 8 | 6.0 | 55 | 4.5 | 50 | 6.5 | 60 | 6.2 | 57 |
| | No | | 95 | 3924 | 24 | 25 | 71 | 75 | 49 | 52 | 23 | 24 | 7.1 | 65 | 5.1 | 56 | 7.3 | 67 | 7.4 | 67 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 280 | 3753 | 101 | 36 | 179 | 64 | 96 | 34 | 37 | 13 | 6.4 | 58 | 4.7 | 52 | 6.8 | 62 | 6.6 | 60 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 280 | 3753 | 101 | 36 | 179 | 64 | 96 | 34 | 37 | 13 | 6.4 | 58 | 4.7 | 52 | 6.8 | 62 | 6.6 | 60 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | | 94 | 3524 | 52 | 55 | 42 | 45 | 17 | 18 | 3 | 3 | 5.4 | 50 | 4.1 | 45 | 6.0 | 55 | 5.5 | 50 |
| | 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 | | 182 | 3867 | 48 | 26 | 134 | 74 | 77 | 42 | 33 | 18 | 6.9 | 62 | 5.0 | 55 | 7.2 | 66 | 7.2 | 65 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 280 | 3753 | 101 | 36 | 179 | 64 | 96 | 34 | 37 | 13 | 6.4 | 58 | 4.7 | 52 | 6.8 | 62 | 6.6 | 60 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | | 86 | 3516 | 50 | 58 | 36 | 42 | 16 | 19 | 3 | 3 | 5.4 | 49 | 4.1 | 45 | 6.0 | 54 | 5.4 | 49 |
| | Nonparticipants | | 194 | 3858 | 51 | 26 | 143 | 74 | 80 | 41 | 34 | 18 | 6.8 | 62 | 4.9 | 55 | 7.2 | 65 | 7.2 | 65 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | | 34 | 3437 | 23 | 68 | 11 | 32 | 4 | 12 | 2 | 6 | 4.9 | 44 | 3.9 | 43 | 5.7 | 52 | 4.9 | 44 |
| | No | | 246 | 3797 | 78 | 32 | 168 | 68 | 92 | 37 | 35 | 14 | 6.6 | 60 | 4.8 | 53 | 7.0 | 63 | 6.9 | 62 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | | 40 | 4241 | 1 | 3 | 39 | 98 | 32 | 80 | 16 | 40 | 8.1 | 73 | 6.1 | 68 | 8.5 | 78 | 9.0 | 82 |
| | Nonparticipants | | 240 | 3672 | 100 | 42 | 140 | 58 | 64 | 27 | 21 | 9 | 6.1 | 55 | 4.4 | 49 | 6.5 | 59 | 6.2 | 57 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | | 177 | 3583 | 87 | 49 | 90 | 51 | 36 | 20 | 11 | 6 | 5.7 | 52 | 4.1 | 45 | 6.3 | 57 | 5.9 | 54 |
| | No | | 103 | 4044 | 14 | 14 | 89 | 86 | 60 | 58 | 26 | 25 | 7.6 | 69 | 5.7 | 64 | 7.7 | 70 | 7.9 | 72 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



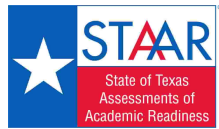
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 8 READING

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

Report Date: APRIL 2021
Date of Testing: APRIL 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|--|--|---------------------------------------|---------|---|---------------------|--|-----|-----------------------------|-----|-------|-----|---------|-----|-------------------------------------|------|------|------|-----|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| | | | Understanding/ Analysis Across Genres | | Understanding/ Analysis of Literary Texts | | Understanding/ Analysis of Informational Texts | | Number of Items Tested | | | | | | | | | | | |
| | | | 8 | | 19 | | 17 | | Avg. # of Items / % Correct | | | | | | | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | |
| All Students | | | 275 | 1647 | 90 | 33 | 185 | 67 | 108 | 39 | 39 | 14 | 5.4 | 68 | 12.5 | 66 | 10.2 | 60 | | |
| Male | | | 158 | 1625 | 62 | 39 | 96 | 61 | 55 | 35 | 15 | 9 | 5.2 | 65 | 11.7 | 62 | 9.9 | 58 | | |
| Female | | | 117 | 1678 | 28 | 24 | 89 | 76 | 53 | 45 | 24 | 21 | 5.7 | 71 | 13.6 | 71 | 10.7 | 63 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | 153 | 1635 | 52 | 34 | 101 | 66 | 53 | 35 | 19 | 12 | 5.3 | 66 | 12.1 | 64 | 10.1 | 60 | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | | | 30 | 1608 | 13 | 43 | 17 | 57 | 9 | 30 | 2 | 7 | 4.9 | 61 | 11.7 | 61 | 9.2 | 54 | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | | 84 | 1682 | 22 | 26 | 62 | 74 | 42 | 50 | 17 | 20 | 5.8 | 72 | 13.6 | 72 | 10.8 | 64 | | |
| Two or More Races | | | 6 | 1690 | 2 | 33 | 4 | 67 | 3 | 50 | 1 | 17 | 6.5 | 81 | 13.3 | 70 | 11.0 | 65 | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | | | Yes | 181 | 1627 | 63 | 35 | 118 | 65 | 57 | 31 | 16 | 9 | 5.2 | 65 | 12.1 | 64 | 9.8 | 58 | |
| | | | No | 94 | 1687 | 27 | 29 | 67 | 71 | 51 | 54 | 23 | 24 | 5.9 | 73 | 13.3 | 70 | 11.1 | 65 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Nonparticipants | 275 | 1647 | 90 | 33 | 185 | 67 | 108 | 39 | 39 | 14 | 5.4 | 68 | 12.5 | 66 | 10.2 | 60 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | No | 275 | 1647 | 90 | 33 | 185 | 67 | 108 | 39 | 39 | 14 | 5.4 | 68 | 12.5 | 66 | 10.2 | 60 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Limited English Proficient | | | Current LEP | 93 | 1595 | 40 | 43 | 53 | 57 | 19 | 20 | 5 | 5 | 4.8 | 60 | 10.9 | 57 | 9.2 | 54 | |
| | | | 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 | 178 | 1674 | 50 | 28 | 128 | 72 | 86 | 48 | 34 | 19 | 5.7 | 72 | 13.3 | 70 | 10.7 | 63 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Nonparticipants | 275 | 1647 | 90 | 33 | 185 | 67 | 108 | 39 | 39 | 14 | 5.4 | 68 | 12.5 | 66 | 10.2 | 60 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | | | Participants | 85 | 1588 | 38 | 45 | 47 | 55 | 15 | 18 | 5 | 6 | 4.7 | 58 | 10.7 | 56 | 9.0 | 53 | |
| | | | Nonparticipants | 190 | 1674 | 52 | 27 | 138 | 73 | 93 | 49 | 34 | 18 | 5.7 | 72 | 13.3 | 70 | 10.8 | 63 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | | | Yes | 32 | 1513 | 25 | 78 | 7 | 22 | 2 | 6 | 0 | 0 | 3.8 | 48 | 8.1 | 42 | 6.8 | 40 | |
| | | | No | 243 | 1665 | 65 | 27 | 178 | 73 | 106 | 44 | 39 | 16 | 5.6 | 70 | 13.1 | 69 | 10.7 | 63 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | | | Participants | 40 | 1788 | 2 | 5 | 38 | 95 | 33 | 83 | 17 | 43 | 6.8 | 84 | 16.0 | 84 | 13.6 | 80 | |
| | | | Nonparticipants | 235 | 1624 | 88 | 37 | 147 | 63 | 75 | 32 | 22 | 9 | 5.2 | 65 | 11.9 | 63 | 9.7 | 57 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | | | Yes | 171 | 1606 | 74 | 43 | 97 | 57 | 42 | 25 | 11 | 6 | 5.0 | 62 | 11.4 | 60 | 9.2 | 54 | |
| | | | No | 104 | 1715 | 16 | 15 | 88 | 85 | 66 | 63 | 28 | 27 | 6.2 | 77 | 14.4 | 76 | 11.9 | 70 | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

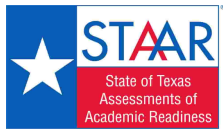
Summary Report

GRADE 8 MATHEMATICS

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

Report Date: APRIL 2021
Date of Testing: APRIL 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | | |
|---|------------------------------|--|-----------------------------|---------------------|---------------------|-----|--------------|-----|------------|-----|---------|-----|-------------------------------------|-----|------|-----|-----|-----|-----|-----|---|--|--|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | | | | |
| Number Percent | | | | | | | | | | | | | | | | | | | | | | | |
| Students Tested | | | 163 | 92 | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | | |
| Absent | | | 4 | 2 | | | | | | | | | | | | | | | | | | | |
| Other | | | 11 | 6 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 178 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Number of Students Tested | | Average Scale Score | | Did Not Meet | | Approaches | | Meets | | Masters | | 4 | | 16 | | 15 | | 7 | | |
| | | | Avg. # of Items / % Correct | | # % | | # % | | # % | | # % | | # % | | # % | | # % | | # % | | | | |
| All Students | | | 163 | 1553 | 121 | 74 | 42 | 26 | 13 | 8 | 0 | 0 | 1.3 | 31 | 6.3 | 39 | 4.9 | 33 | 3.1 | 44 | | | |
| Male | | | 93 | 1546 | 71 | 76 | 22 | 24 | 7 | 8 | 0 | 0 | 1.2 | 30 | 6.1 | 38 | 4.6 | 31 | 3.1 | 44 | | | |
| Female | | | 70 | 1562 | 50 | 71 | 20 | 29 | 6 | 9 | 0 | 0 | 1.3 | 33 | 6.5 | 41 | 5.3 | 35 | 3.1 | 44 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 93 | 1545 | 72 | 77 | 21 | 23 | 4 | 4 | 0 | 0 | 1.2 | 29 | 6.2 | 39 | 4.5 | 30 | 3.0 | 43 | | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | | | 22 | 1555 | 17 | 77 | 5 | 23 | 2 | 9 | 0 | 0 | 1.4 | 35 | 6.4 | 40 | 5.0 | 33 | 2.8 | 40 | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 46 | 1569 | 30 | 65 | 16 | 35 | 7 | 15 | 0 | 0 | 1.3 | 33 | 6.4 | 40 | 5.7 | 38 | 3.3 | 48 | | | |
| Two or More Races | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | | 117 | 1541 | 97 | 83 | 20 | 17 | 3 | 3 | 0 | 0 | 1.2 | 30 | 6.0 | 37 | 4.4 | 30 | 2.9 | 41 | | | |
| | No | | 46 | 1585 | 24 | 52 | 22 | 48 | 10 | 22 | 0 | 0 | 1.4 | 36 | 6.9 | 43 | 6.1 | 41 | 3.6 | 52 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 163 | 1553 | 121 | 74 | 42 | 26 | 13 | 8 | 0 | 0 | 1.3 | 31 | 6.3 | 39 | 4.9 | 33 | 3.1 | 44 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | | 163 | 1553 | 121 | 74 | 42 | 26 | 13 | 8 | 0 | 0 | 1.3 | 31 | 6.3 | 39 | 4.9 | 33 | 3.1 | 44 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Limited English Proficient | Current LEP | | 65 | 1540 | 51 | 78 | 14 | 22 | 2 | 3 | 0 | 0 | 1.1 | 27 | 6.0 | 38 | 4.4 | 30 | 2.9 | 41 | | | |
| | 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 | | 98 | 1562 | 70 | 71 | 28 | 29 | 11 | 11 | 0 | 0 | 1.4 | 34 | 6.4 | 40 | 5.2 | 35 | 3.2 | 46 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 163 | 1553 | 121 | 74 | 42 | 26 | 13 | 8 | 0 | 0 | 1.3 | 31 | 6.3 | 39 | 4.9 | 33 | 3.1 | 44 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | | 59 | 1541 | 47 | 80 | 12 | 20 | 2 | 3 | 0 | 0 | 1.1 | 26 | 6.1 | 38 | 4.5 | 30 | 2.8 | 41 | | | |
| | Nonparticipants | | 104 | 1560 | 74 | 71 | 30 | 29 | 11 | 11 | 0 | 0 | 1.4 | 34 | 6.3 | 40 | 5.1 | 34 | 3.2 | 46 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | | 30 | 1512 | 28 | 93 | 2 | 7 | 1 | 3 | 0 | 0 | 1.0 | 24 | 4.8 | 30 | 3.9 | 26 | 2.7 | 38 | | | |
| | No | | 133 | 1563 | 93 | 70 | 40 | 30 | 12 | 9 | 0 | 0 | 1.3 | 33 | 6.6 | 41 | 5.1 | 34 | 3.2 | 45 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | | 7 | 1662 | 2 | 29 | 5 | 71 | 3 | 43 | 0 | 0 | 1.7 | 43 | 10.1 | 63 | 7.0 | 47 | 5.0 | 71 | | | |
| | Nonparticipants | | 156 | 1548 | 119 | 76 | 37 | 24 | 10 | 6 | 0 | 0 | 1.2 | 31 | 6.1 | 38 | 4.8 | 32 | 3.0 | 43 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | | 122 | 1537 | 100 | 82 | 22 | 18 | 4 | 3 | 0 | 0 | 1.2 | 30 | 5.7 | 36 | 4.6 | 30 | 2.8 | 40 | | | |
| | No | | 41 | 1600 | 21 | 51 | 20 | 49 | 9 | 22 | 0 | 0 | 1.5 | 37 | 7.9 | 50 | 5.9 | 39 | 3.8 | 54 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

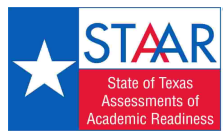
ALGEBRA I

All Students

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

Report Date: SPRING 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | | | Approaches | | | | Meets | | | | Masters | | | | Results for Each Reporting Category | | | | | | | | | | | | | | | | | | | |
|---|------------------------------|------|---|---------------------|--------------|-----|-----|-----|------------|-----|-----|-----|-------|-----|-----|-----|---------|-----|-----|-----|-------------------------------------|---------------------|---------|-------|---------------------------|----|----|----|----|---|-----------------------------|--|---|--|--|----|--|---|--|---|
| | | | | | | | | | | | | | | | | | | | | | Number | | Percent | | 1 | | 2 | | 3 | | 4 | | 5 | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | Students Tested | Students Not Tested | Absent | Other | Total Documents Submitted | 11 | 12 | 14 | 11 | 6 | Number of Items Tested | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | 11 | | 6 | | # |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | | | | | | | | | | | | | | |
| Male | 67 | 3674 | 25 | 37 | 42 | 63 | 11 | 16 | 3 | 4 | 4.1 | 37 | 5.8 | 49 | 6.1 | 43 | 4.9 | 45 | 2.9 | 49 | | | | | | | | | | | | | | | | | | | | |
| Female | 49 | 3872 | 11 | 22 | 38 | 78 | 15 | 31 | 8 | 16 | 5.3 | 49 | 6.5 | 54 | 7.4 | 53 | 5.6 | 51 | 3.4 | 57 | | | | | | | | | | | | | | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino | 62 | 3739 | 19 | 31 | 43 | 69 | 10 | 16 | 4 | 6 | 4.5 | 41 | 6.1 | 51 | 6.7 | 48 | 5.0 | 46 | 3.0 | 51 | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | |
| Asian | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | |
| Black or African American | 10 | 3575 | 7 | 70 | 3 | 30 | 2 | 20 | 1 | 10 | 3.7 | 34 | 4.5 | 38 | 5.4 | 39 | 4.7 | 43 | 3.0 | 50 | | | | | | | | | | | | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | |
| White | 41 | 3839 | 10 | 24 | 31 | 76 | 14 | 34 | 6 | 15 | 4.9 | 45 | 6.7 | 55 | 7.0 | 50 | 5.7 | 52 | 3.3 | 54 | | | | | | | | | | | | | | | | | | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | Yes | 67 | 3704 | 22 | 33 | 45 | 67 | 11 | 16 | 3 | 4 | 4.5 | 41 | 5.8 | 49 | 6.2 | 44 | 5.0 | 45 | 3.0 | 49 | | | | | | | | | | | | | | | | | | | |
| | No | 49 | 3831 | 14 | 29 | 35 | 71 | 15 | 31 | 8 | 16 | 4.7 | 43 | 6.5 | 54 | 7.3 | 52 | 5.5 | 50 | 3.4 | 56 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | No | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | Current LEP | 28 | 3637 | 11 | 39 | 17 | 61 | 1 | 4 | 0 | 0 | 3.9 | 35 | 5.5 | 46 | 6.5 | 46 | 4.5 | 41 | 2.5 | 42 | | | | | | | | | | | | | | | | | | | |
| | Non-LEP (Monitored 1st Year) | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Non-LEP (Monitored 2nd Year) | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Non-LEP (Monitored 3rd Year) | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Non-LEP (Monitored 4th Year) | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Non-LEP (Post Monitoring) | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Other Non-LEP | 78 | 3798 | 24 | 31 | 54 | 69 | 23 | 29 | 11 | 14 | 4.8 | 44 | 6.3 | 53 | 6.8 | 49 | 5.4 | 49 | 3.3 | 55 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| ESL | Participants | 26 | 3643 | 10 | 38 | 16 | 62 | 1 | 4 | 0 | 0 | 3.9 | 35 | 5.5 | 46 | 6.4 | 46 | 4.6 | 42 | 2.6 | 43 | | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 90 | 3791 | 26 | 29 | 64 | 71 | 25 | 28 | 11 | 12 | 4.8 | 44 | 6.3 | 52 | 6.7 | 48 | 5.4 | 49 | 3.3 | 55 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| Special Education | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| | No | 112 | 3756 | 35 | 31 | 77 | 69 | 25 | 22 | 10 | 9 | 4.6 | 41 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| Gifted/Talented | Participants | 34 | 3916 | 7 | 21 | 27 | 79 | 11 | 32 | 7 | 21 | 5.1 | 47 | 6.6 | 55 | 7.9 | 56 | 6.0 | 54 | 3.6 | 61 | | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 82 | 3692 | 29 | 35 | 53 | 65 | 15 | 18 | 4 | 5 | 4.4 | 40 | 5.9 | 49 | 6.2 | 44 | 4.9 | 44 | 2.9 | 49 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | |
| At-Risk | Yes | 51 | 3653 | 19 | 37 | 32 | 63 | 4 | 8 | 1 | 2 | 4.0 | 37 | 5.6 | 47 | 6.2 | 44 | 4.6 | 42 | 2.6 | 43 | | | | | | | | | | | | | | | | | | | |
| | No | 65 | 3840 | 17 | 26 | 48 | 74 | 22 | 34 | 10 | 15 | 5.1 | 46 | 6.5 | 54 | 7.0 | 50 | 5.6 | 51 | 3.6 | 59 | | | | | | | | | | | | | | | | | | | |
| | 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: 044 STRICKLAND M.S.

Report Date: SPRING 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|---|---------|------------------------------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|------------------------------|--|---|-----|---|-----|-----------------------------------|-----|-------------------------------------|-----|-----|-----|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | | 5 | | | | | | | | |
| Number | Percent | Number and Algebraic Methods | | | | | | | | | | | Describing and Graphing Linear Functions, Equations, and Inequalities | | Writing and Solving Linear Functions, Equations, and Inequalities | | Quadratic Functions and Equations | | Exponential Functions and Equations | | | | | | | | | | |
| Number of Items Tested | | | | | | | | | | | | | 11 | | 12 | | 14 | | 11 | | 6 | | | | | | | | |
| Avg. # of Items / % Correct | | | | | | | | | | | | | # | % | # | % | # | % | # | % | # | % | | | | | | | |
| Students Tested | 116 | 98 | | | | | | | | | | | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 118 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | | | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | |
| Male | 67 | 3674 | 25 | 37 | 42 | 63 | 11 | 16 | 3 | 4 | | | 4.1 | 37 | 5.8 | 49 | 6.1 | 43 | 4.9 | 45 | 2.9 | 49 | | | | | | | |
| Female | 49 | 3872 | 11 | 22 | 38 | 78 | 15 | 31 | 8 | 16 | | | 5.3 | 49 | 6.5 | 54 | 7.4 | 53 | 5.6 | 51 | 3.4 | 57 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Hispanic/Latino | 62 | 3739 | 19 | 31 | 43 | 69 | 10 | 16 | 4 | 6 | | | 4.5 | 41 | 6.1 | 51 | 6.7 | 48 | 5.0 | 46 | 3.0 | 51 | | | | | | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Asian | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Black or African American | 10 | 3575 | 7 | 70 | 3 | 30 | 2 | 20 | 1 | 10 | | | 3.7 | 34 | 4.5 | 38 | 5.4 | 39 | 4.7 | 43 | 3.0 | 50 | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| White | 41 | 3839 | 10 | 24 | 31 | 76 | 14 | 34 | 6 | 15 | | | 4.9 | 45 | 6.7 | 55 | 7.0 | 50 | 5.7 | 52 | 3.3 | 54 | | | | | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Economically Disadvantaged | 67 | 3704 | 22 | 33 | 45 | 67 | 11 | 16 | 3 | 4 | Yes | | 4.5 | 41 | 5.8 | 49 | 6.2 | 44 | 5.0 | 45 | 3.0 | 49 | | | | | | | |
| No Information Provided | 49 | 3831 | 14 | 29 | 35 | 71 | 15 | 31 | 8 | 16 | No | | 4.7 | 43 | 6.5 | 54 | 7.3 | 52 | 5.5 | 50 | 3.4 | 56 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Title I, Part A | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Participants | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | Nonparticipants | | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Migrant | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Yes | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | No | | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Limited English Proficient | 28 | 3637 | 11 | 39 | 17 | 61 | 1 | 4 | 0 | 0 | Current LEP | | 3.9 | 35 | 5.5 | 46 | 6.5 | 46 | 4.5 | 41 | 2.5 | 42 | | | | | | | |
| No Information Provided | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Non-LEP (Monitored 1st Year) | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Non-LEP (Monitored 2nd Year) | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Non-LEP (Monitored 3rd Year) | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Non-LEP (Monitored 4th Year) | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Non-LEP (Post Monitoring) | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 78 | 3798 | 24 | 31 | 54 | 69 | 23 | 29 | 11 | 14 | Other Non-LEP | | 4.8 | 44 | 6.3 | 53 | 6.8 | 49 | 5.4 | 49 | 3.3 | 55 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Bilingual | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Participants | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 116 | 3758 | 36 | 31 | 80 | 69 | 26 | 22 | 11 | 9 | Nonparticipants | | 4.6 | 42 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| ESL | 26 | 3643 | 10 | 38 | 16 | 62 | 1 | 4 | 0 | 0 | Participants | | 3.9 | 35 | 5.5 | 46 | 6.4 | 46 | 4.6 | 42 | 2.6 | 43 | | | | | | | |
| No Information Provided | 90 | 3791 | 26 | 29 | 64 | 71 | 25 | 28 | 11 | 12 | Nonparticipants | | 4.8 | 44 | 6.3 | 52 | 6.7 | 48 | 5.4 | 49 | 3.3 | 55 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Special Education | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | Yes | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| No Information Provided | 112 | 3756 | 35 | 31 | 77 | 69 | 25 | 22 | 10 | 9 | No | | 4.6 | 41 | 6.1 | 51 | 6.7 | 48 | 5.2 | 47 | 3.1 | 52 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| Gifted/Talented | 34 | 3916 | 7 | 21 | 27 | 79 | 11 | 32 | 7 | 21 | Participants | | 5.1 | 47 | 6.6 | 55 | 7.9 | 56 | 6.0 | 54 | 3.6 | 61 | | | | | | | |
| No Information Provided | 82 | 3692 | 29 | 35 | 53 | 65 | 15 | 18 | 4 | 5 | Nonparticipants | | 4.4 | 40 | 5.9 | 49 | 6.2 | 44 | 4.9 | 44 | 2.9 | 49 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |
| At-Risk | 51 | 3653 | 19 | 37 | 32 | 63 | 4 | 8 | 1 | 2 | Yes | | 4.0 | 37 | 5.6 | 47 | 6.2 | 44 | 4.6 | 42 | 2.6 | 43 | | | | | | | |
| No Information Provided | 65 | 3840 | 17 | 26 | 48 | 74 | 22 | 34 | 10 | 15 | No | | 5.1 | 46 | 6.5 | 54 | 7.0 | 50 | 5.6 | 51 | 3.6 | 59 | | | | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | |

**Texas Education Agency
2019-20 School Report Card
STRICKLAND MIDDLE (061901044)**

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: 944
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 STRICKLAND 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) | 96.3% | 96.2% | 95.4% |
| Enrollment by Race/Ethnicity | | | |
| African American | 10.4% | 17.6% | 12.6% |
| Hispanic | 50.1% | 32.2% | 52.8% |
| White | 36.3% | 44.5% | 27.0% |
| American Indian | 1.0% | 0.6% | 0.4% |
| Asian | 0.5% | 3.6% | 4.6% |
| Pacific Islander | 0.4% | 0.2% | 0.2% |
| Two or More Races | 1.3% | 1.3% | 2.5% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 64.5% | 46.0% | 60.2% |
| Special Education | 14.8% | 11.9% | 10.7% |
| English Learners | 28.3% | 15.4% | 20.3% |
| Mobility Rate (2018-19) | 10.4% | 14.7% | 15.3% |

| | Campus | District | State |
|--|--------|----------|-------|
| Class Size Averages by Grade or Subject | | | |
| Elementary | | | |
| Grade 6 | 20.8 | 20.4 | 20.4 |
| Secondary | | | |
| English/Language Arts | 14.9 | 19.1 | 16.4 |
| Foreign Languages | 14.0 | 18.0 | 18.7 |
| Mathematics | 20.5 | 20.8 | 17.8 |
| Science | 24.8 | 21.2 | 18.8 |
| Social Studies | 23.6 | 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 | \$8,877 | \$9,856 | \$9,913 |
| Instruction | \$6,137 | \$5,968 | \$5,558 |
| Instructional Leadership | \$159 | \$136 | \$162 |
| School Leadership | \$472 | \$516 | \$589 |

Texas Education Agency
2019-20 School Report Card
STRICKLAND MIDDLE (061901044)

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% | 74% | 71% | 82% | 76% | 85% | 100% | 57% | 70% |
| | 2018 | 77% | 81% | 74% | 71% | 70% | 81% | 81% | 86% | * | 65% | 67% |
| ELA/Reading | 2019 | 75% | 78% | 76% | 78% | 71% | 83% | 82% | * | * | 75% | 71% |
| | 2018 | 74% | 79% | 75% | 74% | 70% | 81% | 80% | 86% | * | 56% | 68% |
| Mathematics | 2019 | 82% | 85% | 83% | 80% | 80% | 87% | 82% | * | * | 58% | 79% |
| | 2018 | 81% | 84% | 79% | 75% | 75% | 85% | 80% | 86% | * | 67% | 74% |
| Writing | 2019 | 68% | 74% | 64% | 59% | 61% | 71% | 80% | * | * | * | 59% |
| | 2018 | 66% | 72% | 71% | 70% | 63% | 80% | * | * | - | 75% | 64% |
| Science | 2019 | 81% | 84% | 75% | 73% | 68% | 87% | 80% | * | - | 60% | 69% |
| | 2018 | 80% | 83% | 76% | 70% | 74% | 80% | * | * | * | - | 67% |
| Social Studies | 2019 | 81% | 82% | 61% | 61% | 56% | 71% | 40% | * | - | 20% | 54% |
| | 2018 | 78% | 81% | 62% | 48% | 55% | 73% | * | * | * | - | 49% |
| STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2019 | 50% | 54% | 42% | 45% | 33% | 54% | 49% | 38% | 80% | 24% | 35% |
| | 2018 | 48% | 53% | 43% | 34% | 35% | 56% | 27% | 38% | * | 46% | 33% |
| ELA/Reading | 2019 | 48% | 52% | 45% | 51% | 34% | 58% | 45% | * | * | 42% | 37% |
| | 2018 | 46% | 52% | 43% | 36% | 34% | 57% | 30% | 43% | * | 56% | 34% |
| Mathematics | 2019 | 52% | 55% | 43% | 45% | 36% | 53% | 45% | * | * | 33% | 37% |
| | 2018 | 50% | 53% | 41% | 32% | 34% | 54% | 20% | 43% | * | 33% | 33% |
| Writing | 2019 | 38% | 44% | 38% | 34% | 30% | 50% | 80% | * | * | * | 32% |
| | 2018 | 41% | 48% | 46% | 53% | 36% | 59% | * | * | - | 50% | 36% |
| Science | 2019 | 54% | 58% | 46% | 48% | 35% | 62% | 60% | * | - | 0% | 40% |
| | 2018 | 51% | 55% | 54% | 30% | 48% | 67% | * | * | * | - | 40% |
| Social Studies | 2019 | 55% | 56% | 29% | 36% | 19% | 44% | 20% | * | - | 0% | 21% |
| | 2018 | 53% | 56% | 32% | 15% | 29% | 41% | * | * | * | - | 21% |
| STAAR Performance Rates at Masters Grade Level (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2019 | 24% | 26% | 20% | 21% | 13% | 30% | 11% | 23% | 60% | 8% | 14% |
| | 2018 | 22% | 24% | 19% | 16% | 13% | 28% | 8% | 24% | * | 8% | 12% |
| ELA/Reading | 2019 | 21% | 24% | 24% | 29% | 16% | 35% | 18% | * | * | 8% | 17% |
| | 2018 | 19% | 22% | 21% | 21% | 14% | 31% | 10% | 29% | * | 11% | 15% |
| Mathematics | 2019 | 26% | 29% | 17% | 17% | 11% | 25% | 0% | * | * | 17% | 12% |
| | 2018 | 24% | 25% | 14% | 11% | 9% | 23% | 0% | 14% | * | 11% | 10% |
| Writing | 2019 | 14% | 17% | 16% | 14% | 10% | 25% | 40% | * | * | * | 11% |
| | 2018 | 13% | 14% | 15% | 23% | 7% | 23% | * | * | - | 0% | 10% |
| Science | 2019 | 25% | 27% | 24% | 27% | 11% | 43% | 0% | * | * | 0% | 16% |
| | 2018 | 23% | 26% | 31% | 11% | 22% | 46% | * | * | * | - | 19% |
| Social Studies | 2019 | 33% | 34% | 16% | 12% | 10% | 27% | 0% | * | - | 0% | 11% |
| | 2018 | 31% | 33% | 17% | 11% | 15% | 20% | * | * | * | - | 10% |
| Academic Growth Score (All Grades Tested) | | | | | | | | | | | | |
| Both Subjects | 2019 | 69 | 70 | 64 | 65 | 60 | 69 | 77 | 88 | * | 75 | 61 |
| | 2018 | 69 | 70 | 64 | 66 | 62 | 67 | 48 | 71 | * | 72 | 61 |
| ELA/Reading | 2019 | 68 | 69 | 67 | 69 | 62 | 70 | 82 | * | * | 68 | 62 |
| | 2018 | 69 | 70 | 65 | 63 | 64 | 66 | 55 | 75 | * | 78 | 63 |
| Mathematics | 2019 | 70 | 72 | 62 | 61 | 58 | 67 | 73 | * | * | 82 | 60 |
| | 2018 | 70 | 70 | 63 | 69 | 60 | 68 | 40 | 67 | * | 67 | 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.

**Texas Education Agency
2019-20 School Report Card
STRICKLAND MIDDLE (061901044)**

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% | 37% | 45% | 34% | 39% | * | * | - | * | 35% |
| 2018 | 38% | 45% | 32% | 50% | 29% | 34% | * | - | - | * | 31% |
| Mathematics | | | | | | | | | | | |
| 2019 | 45% | 50% | 49% | 50% | 47% | 53% | * | * | - | * | 50% |
| 2018 | 47% | 53% | 42% | 47% | 44% | 36% | * | - | - | * | 43% |
| Students Success Initiative | | | | | | | | | | | |
| Grade 8 Reading | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | |
| 2019 | 78% | 83% | 78% | 81% | 71% | 88% | 80% | * | - | 60% | 73% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | |
| 2019 | 22% | 17% | 22% | 19% | 29% | 12% | 20% | 0% | - | 40% | 27% |
| STAAR Cumulative Met Standard | | | | | | | | | | | |
| 2019 | 85% | 89% | 84% | 91% | 77% | 92% | 80% | * | - | 80% | 80% |
| Grade 8 Mathematics | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | |
| 2019 | 82% | 84% | 72% | 62% | 71% | 78% | 60% | * | - | 60% | 69% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | |
| 2019 | 18% | 16% | 28% | 38% | 29% | 22% | 40% | 0% | - | 40% | 31% |
| STAAR Cumulative Met Standard | | | | | | | | | | | |
| 2019 | 88% | 89% | 83% | 76% | 83% | 86% | 80% | * | - | 60% | 81% |

? 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.

Denton Independent School District
Ginnings Elementary
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

A campus of educational greatness.

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

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

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| 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 | 16 |
| 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 | 21 |
| Guiding Outcome 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life. | 25 |
| State Compensatory | 28 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Established: 1968

Mascot: Jaguars

Colors: Royal Blue and Yellow

| GINNINGS ELEMENTARY SCHOOL | |
|--------------------------------------|-----------------------|
| Campus Program | One-Way Dual Language |
| Total Number of Students | 619 |
| Mobility Rate | 13.9% |
| STUDENT ENROLLMENT BY RACE/ETHNICITY | |
| African American | 15.02% |
| Asian | 1.13% |
| Hispanic | 58.9% |
| American India | 0.16% |

| GINNINGS ELEMENTARY SCHOOL | |
|-----------------------------------|--------|
| Pacific Islander | 0.16% |
| Two or More Races | 2.26% |
| White | 21.97% |
| STUDENT ENROLLMENT BY TYPE | |
| Economically Disadvantaged | 74.6% |
| English Language Learner | 36.5% |
| Special Education Services | 12.7% |

(Please see TAPR Report for 2020-2021 in addendums for specific demographic information regarding testing, attendance, graduation, etc.)

Demographics Strengths

1. Ginnings Elementary is a campus that has diverse student and staff population.
2. Ginnings Elementary provide different academic programs to address the academic needs of all the students. These programs include: Dual Language (One Way), ESL, Gifted and Talented, Special Education, General Education, Positive Academic Behavioral Support, Functional Life Skills, and Dyslexia.
3. Ginnings Elementary serves students from kinder to 5th grade.
4. Ginnings Elementary has increase its enrolment by 82 students.
5. Due to the increase in enrolment a new unit for 1st grade and 4th grade monolingual were added.
6. Ginnings Elementary staff demographic is diverse in race/ethnicity and gender.

Problem Statements Identifying Demographics Needs

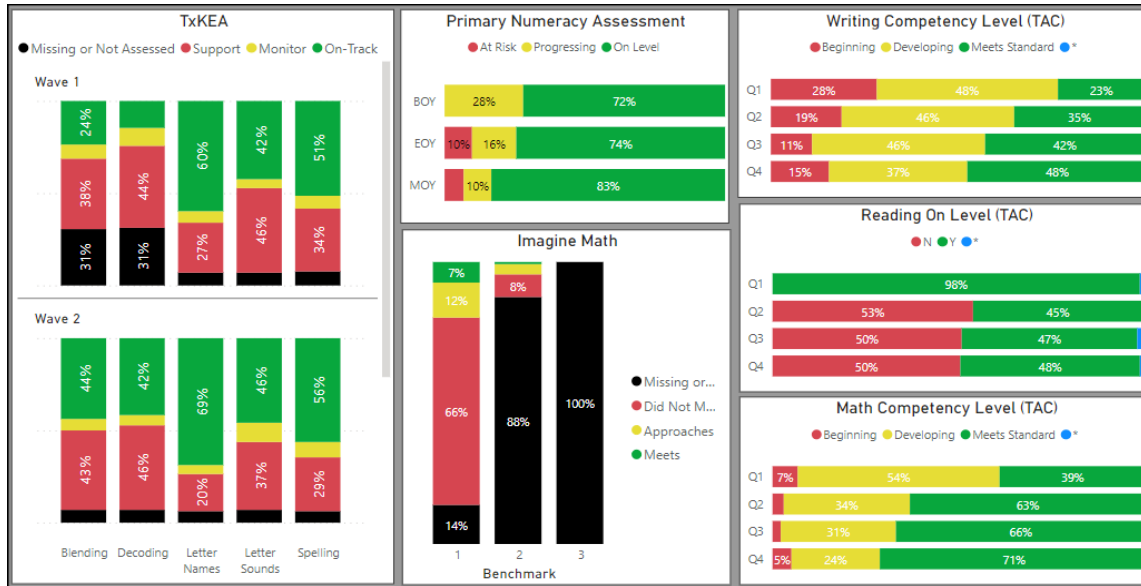
Problem Statement 1: While our enrollment numbers are increasing, the behavioral and socio-emotional needs have increased as well.

Student Learning

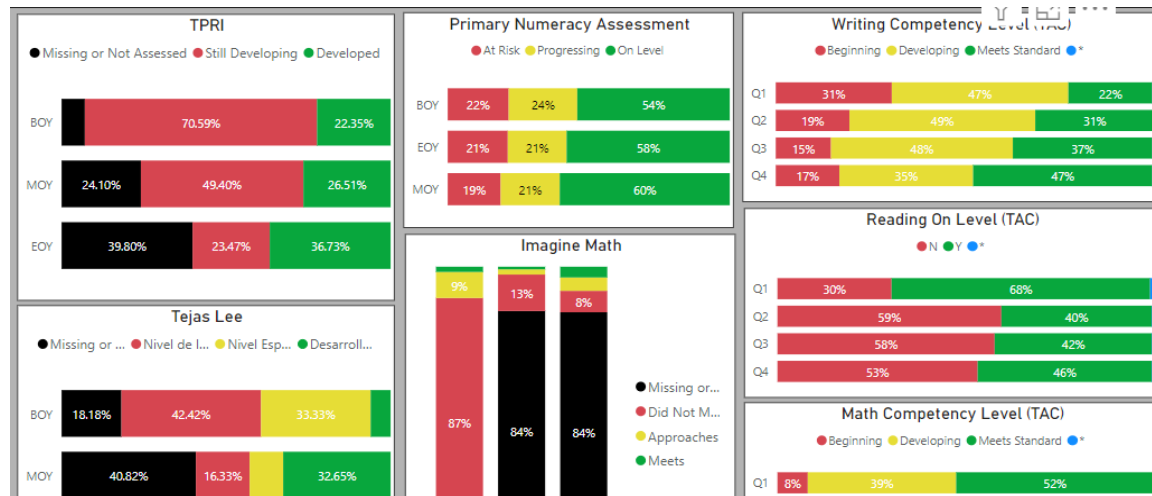
Student Learning Summary

The following data was gather from district and state assessment. The reported data is from EOY reports from 2021-2022.

KINDER DATA



1st Grade





2nd Grade



STAAR Reading Data

| | 3rd Grade (104) | 4th Grade (101) | 5th Grade (103) |
|---------------------|-----------------|-----------------|-----------------|
| Did Not Meet | 35% | 42% | 25% |
| Approaches | 65% | 58% | 75% |
| Meets | 16% | 20% | 23% |
| Masters | 20% | 15% | 27% |

STAAR Math Data

| | 3rd Grade (104) | 4th Grade (101) | 5th Grade (103) |
|--|-----------------|-----------------|-----------------|
|--|-----------------|-----------------|-----------------|

| | | | |
|---------------------|-----|-----|-----|
| Did Not Meet | 38% | 54% | 31% |
| Approaches | 63% | 47% | 69% |
| Meets | 25% | 13% | 19% |
| Masters | 13% | 8% | 15% |

STAAR Science Data

| | |
|---------------------|------------------------|
| | 5th Grade (103) |
| Did Not Meet | 40% |
| Approaches | 60% |
| Meets | 20% |
| Masters | 11% |

Where are we - STAAR 21-22

| Ginnings- Reading | # of Students | % |
|--------------------------|---------------|----|
| Approaches Grade Level | 204 | 66 |
| Masters Grade Level | 64 | 21 |
| Meets Grade Level | 61 | 20 |
| Did Not Meet Grade Level | 104 | 34 |
| Total | 308 | |

| Ginnings- Math | # of Students | % |
|--------------------------|---------------|----|
| Approaches Grade Level | 184 | 60 |
| Masters Grade Level | 36 | 12 |
| Meets Grade Level | 59 | 19 |
| Did Not Meet Grade Level | 124 | 40 |
| Total | 308 | |

Where are we - STAAR 20-21 vs 21-22

| Content Area | Grade Level | Approaches | | Meets | | Masters | |
|--------------|-------------|------------|------|-------|------|---------|------|
| | | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
| Math | 3rd | 48% | 66% | 18% | 26% | 8% | 13% |
| | 4th | 64% | 47% | 29% | 13% | 14% | 8% |
| | 5th | 49% | 71% | 31% | 20% | 18% | 15% |
| Reading | 3rd | 55% | 68% | 29% | 17% | 17% | 21% |
| | 4th | 57% | 59% | 25% | 20% | 12% | 15% |
| | 5th | 67% | 77% | 31% | 24% | 20% | 28% |
| Science | 5th | 38% | 60% | 13% | 20% | 5% | 11% |

Student Learning Strengths

Use of diverse strategies and instructional resources are implemented to increase student achievement:

- AFL
- Units of Study
- STEMscopes
- Mega Labs
- Workshop Model
- 5 Es
- UbD
- PLC
- 1 to 1 technology

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement score was below 70 (65). **Root Cause:** Students were not able to demonstrate the ability to think critically and apply grade level knowledge and skills in familiar contexts.

School Processes & Programs

School Processes & Programs Summary

Ginnings Elementary has several systems and programs to ensure efficacy in daily operations and learning.

- Student clubs offered to students from kinder to 5th.
- Restorative practices are included as part of the daily curriculum.
- Interventions, enrichment, and extension opportunities.

The instruction that takes place in all classrooms is in alignment with the district curriculum and state standards. By implementing PLC strategies and components teachers are able to identify the essential skills to be taught and to be assessed.

All classrooms are equipped with technology that allows teachers to create and deliver interactive instruction. The use of technology help students connect to real-world experiences, including post-secondary opportunities.

Ginnings has committes than collaborate in the desicion making process and help in the overall function of the school, ensuring that quality, rigorous, and relevant academic instruction is provided to students.

Ginnings provides a support system for new teachers to the campus and new teachers to the education field as well. A highly rigorous system has been established to hire and recruit highly-effective staff.

School Processes & Programs Strengths

CURRICULUM, INTRUCTION and ASSESSMENT

1. Master schedule that include specific times for interventions for Tier II and Tier III students
2. Creation of JAG (Jaguars are Great) time to address HB4545 intervention
3. C&I SUport in all areas for all grade levelks
4. PLC process to develop the 15 Day challenge
5. PLC crucial conversations
6. MTSS sessions to report and address academic and behavior needs of students
7. Common formative assessments developed according to identified essentials and 15 Day Challenge
8. Zone assessments developed according to district curriculum and stablished learning outcomes
9. Weekly collaboration and planning in all subject areas and programs including interventions
10. Effective use of district provided resources
11. Bilingual resources and bilingual classroom libraries provide for every bilingual classroom
12. Implementation on workshop models
13. Instructional vertical committes that meet every 9 weeks to analyze aligment within the instruction accross grade levels
14. 2 Instructional coaches that provide coching, guide, and support to all teachers
15. 3 interventionists and paraprofessionals that provide intervention services for HB4545 and tier II students
16. ESSER tutor and K-2 tutor serving at risk students.

TECHNOLOGY

1. Technology is used for instruction, intervention, enrichment, and extensions.
2. Staff attend trainings to improve their technology skills
3. 1/1 chromebook per student
4. Prometean Boards in all classrooms

SCHOOL CONTEXT and ORGANIZATION

1. 6 teachers are part of the district curriculum writers team.
2. Effective communication between parents, teachers, and administrators is conducted by diverse methods such as email, TAC, Class Dojo, Sewsaw, phone calls, and newsletters.

STAFF QUALITY, RECRUITMENT and RETENTION

1. Detailed Duty schedules
2. Mentorship program to support new teachers
3. Coaching cycle for any teacher in need
4. Professional development opportunities
5. System to provide support for newly hired teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is lack of consistency in academic instruction and teacher expertise. **Root Cause:** Several teachers are new to teaching or are new to academic concepts that need to be taught.

Perceptions

Perceptions Summary

Academic committees, PTA, CIS, and staff collaborate to create and offer opportunities to promote family engagement.

Families receive communication monthly and weekly about events happening at Ginnings.

Expectations for academic excellence are shared with families and families support the school mission and vision.

Perceptions Strengths

FAMILY and COMMUNITY INVOLVEMENT

- Glows and grows are shared with parents weekly and monthly.
- Several social media platforms are used to communicate what is happening at Ginnings.
- Parents are given opportunities to be involved in the education of their children and in the school events.
- Jag Jamborees to celebrate and recognize student achievement, effort, participation, and attendance.
- Lunch with a leader is offered for boys in 5th grade and girls in 4th grade.
- Communities in Schools

SCHOOL CULTURE and CLIMATE

- Teachers' values and beliefs are in alignment with the school vision and mission.
- Teachers implement social emotional learning strategies to support the need of the students
- Staff are committed to the academic success and wellbeing of all the students
- Teachers are supportive with each other

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to increase family engagement and parent involvement **Root Cause:** Parents have a lack of awareness of the benefits of being involved with the education of their child.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement 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
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

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: Ginnings Elementary School will focus on ensuring at least one year's growth in Reading and Math for every student while ensuring the scores for meets and masters increase as evidenced in the Beginning of the Year (BOY) to End of the Year (EOY) data during the 2022-2023 school year

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Reading:

- * Texas Primary Reading Inventory (TPRI)
- * TejasLEE
- * Developmental Reading Assessment (DRA)
- * Istation Reading
- * Common Formative Assessments
- * Zone Assessments
- * TELPAS
- * STAAR

Math:





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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.</p> <p>Strategy's Expected Result/Impact: More students meeting mastery during whole-group class instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Campus interventionists will intervene with students and teachers to support Tier I, II, & III instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Reading Interventionist Math Interventionist Bilingual/ESL Interventionist Reading Recovery & DLL Interventionists Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Part-Time/Temporary support teachers will intervene with students and teachers to support Tier II & III instruction.</p> <p>Strategy's Expected Result/Impact: Improved student academic achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Interventionists Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 4: JAG Time (accelerated instruction, intervention, extension and enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.</p> <p>Strategy's Expected Result/Impact: Increased teacher collective inquiry and improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 6 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 6: Professional development will be conducted to increase teacher quality for improved student achievement.</p> <p>Strategy's Expected Result/Impact: Increased teacher quality and improved student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Additional resources will be purchased to support student learning and teacher best practices.</p> <p>Strategy's Expected Result/Impact: Increased supplemental resources for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Library Media Specialist Instructional Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement.</p> <p>Strategy's Expected Result/Impact: Increased academics and improved behaviors among students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists School Counselor Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 9 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 9: Istation Reading and Imagine Math will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.</p> <p>Strategy's Expected Result/Impact: Differentiated supports for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Reading and Math campus, zone, and district assessments will be administered to obtain campus data for responsive instruction.</p> <p>Strategy's Expected Result/Impact: Relevant data to plan effective instruction for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Instructional Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 11 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 11: Progress Monitoring system will be developed to track and monitor student data for PLC work and DMTSS purposes</p> <p>Strategy's Expected Result/Impact: Relevant data to plan effective instruction for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers Campus Interventionists Coaches Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 12 Details | Formative Reviews | | |
| <p>Strategy 12: A variety of classroom walkthroughs and observations will be conducted to focus on teacher development and student learning for expected growth and engagement.</p> <p>Strategy's Expected Result/Impact: Increase expertise in teacher knowledge and student achievement</p> <p>Staff Responsible for Monitoring: Administrators Administrative Intern</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  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: Ginnings Elementary School will establish a positive school culture & climate through events and programs that will build community among all stakeholders from August 2022 to May 2023.

High Priority

Evaluation Data Sources: Culture & Climate Data

Attendance Report/Data





Panorama Data

Campus Survey Data (Oct, Jan, April)

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: A variety of incentives and recognitions will be implemented to honor the efforts, hard work, and commitment of our students, parents, staff, and the community.</p> <p>Strategy's Expected Result/Impact: Students and staff feeling appreciated and honored.</p> <p>Staff Responsible for Monitoring: Administration Campus Staff</p> <p>Title I: 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - Targeted Support Strategy | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Jag Jamboree School-Wide Assemblies will be held for student and teacher recognitions, attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc. every Nine Weeks.</p> <p>Strategy's Expected Result/Impact: Students and staff feeling appreciated and recognized.</p> <p>Staff Responsible for Monitoring: School Counselor Administration Administrative Intern</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections.</p> <p>Staff Responsible for Monitoring: Campus Interventionist Instructional Coaches School Counselor Administration</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement.</p> <p>Strategy's Expected Result/Impact: Proud student sense of belonging and involvement.</p> <p>Staff Responsible for Monitoring: Club/Organization Sponsors School Counselor Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 5: Trainings will be conducted for teachers and parents/guardians with useful resources and techniques that will support students and strengthen the school and home relationships.</p> <p>Strategy's Expected Result/Impact: Increased school and home relationships for student success.</p> <p>Staff Responsible for Monitoring: School Counselor Administration</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Communities in Schools (CIS), along with other community partnerships, will support our student and family needs.</p> <p>Strategy's Expected Result/Impact: Increased wraparound services for students and families.</p> <p>Staff Responsible for Monitoring: CIS Coordinator Volunteer Coordinator School Counselor Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Parent-Teacher Association (PTA), along with the campus, will work together to support the overall school community.</p> <p>Strategy's Expected Result/Impact: Established partnerships for continual school support.</p> <p>Staff Responsible for Monitoring: PTA Executive Board Administration</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 8 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 8: Multiple social media platforms will be used to keep all stakeholders informed on all classroom/school-wide events, updates, and information and to highlight all the great things happening on campus.</p> <p>Strategy's Expected Result/Impact: Informed school community and increased communication.</p> <p>Staff Responsible for Monitoring: Classroom Teachers School Counselor Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 3: Opportunities for Students

In pursuit of excellence, we will:

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





Performance Objective 1: During the school year 2022-2023, Ginnings Elementary will expose students to a variety of opportunities for exploring extracurricular academic, athletic, and leadership clubs in order to better equip students with the necessary skills to be successful in their lives.

Evaluation Data Sources: Number of students participating in clubs.

Survey

Parent and student feedback

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Develop clubs during and afterschool that allow students to explore different ways to be an active learner.</p> <p>Choir Video Journalism Art LEAGUE GOAL GEMS Minecraft STEM Creative Writing Color Guard Student Council</p> <p>Strategy's Expected Result/Impact: Students will learn to communicate by using the 4 Cs: communication, collaboration, critical thinking, and creativity. Student will learn the importance of dedication and consistency.</p> <p>Staff Responsible for Monitoring: Club sponsors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Each nine weeks, students will selected by teachers who demonstrate Pillars of Character will receive special recognition.</p> <p>Strategy's Expected Result/Impact: Improve students SEL and servant leadership.</p> <p>Staff Responsible for Monitoring: Classroom teachers School Counselor Administration</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Ginnings Elementary will support new comers and new students through Student Council buddies.</p> <p>Strategy's Expected Result/Impact: New students feeling welcomed and happy to be part of Ginnings</p> <p>Staff Responsible for Monitoring: Student Council LPAC Committee Administration Teachers</p> <p>Title I: 2.6 - Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Guiding Outcome 3: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 2: 100% of students that did not met the standard on STAAR will receive 30 or 60 hours of accelerated instruction (depending on student performance data), so they can show at least 1 year of growth on STAAR test in 2023.





High Priority

HB3 Guiding Outcome

Evaluation Data Sources: STAAR test 2023

Data Tracking Documents

Progress Monitoring

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Ginnings will offer before, during, after and Saturday tutoring to help close the achievement gap in accordance with HB 4545.</p> <p>Strategy's Expected Result/Impact: Student academic growth as evidenced on the STAAR test 2022 and other campus assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers Administration Interventionists Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

State Compensatory

Budget for Ginnings Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

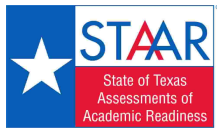
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Personnel for Ginnings Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-----------------------|---|------------|
| Amber Morris | Math Interventionist 3-5 | NaN |
| Kristen Gray | Reading Interventionist 3-5 | NaN |
| Stephanie Blankenship | Literacy Support K-2 / Reading Recovery | NaN |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|--------------------------------|-----------------|------------|
| Cindy Ferris | Instructional Coach (Campus) | Literacy / Math | 1.0 TI |
| Lauren Atkinson | Instructional Coach (District) | Literacy / Math | 0.5 TI |



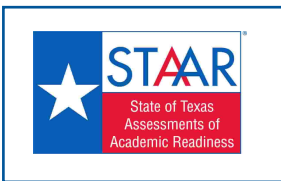
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 3 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|--|--|--------|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|------|-----|----|---|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | 5 | | 15 | | 14 | |
| | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | | 84 | 1376 | 38 | 45 | 46 | 55 | 24 | 29 | 14 | 17 | 3.5 | 70 | 7.9 | 53 | 7.5 | 54 | | |
| Male | | | 47 | 1365 | 22 | 47 | 25 | 53 | 12 | 26 | 6 | 13 | 3.5 | 70 | 7.7 | 52 | 7.2 | 51 | | |
| Female | | | 37 | 1390 | 16 | 43 | 21 | 57 | 12 | 32 | 8 | 22 | 3.5 | 70 | 8.1 | 54 | 7.9 | 57 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | 43 | 1364 | 20 | 47 | 23 | 53 | 10 | 23 | 5 | 12 | 3.6 | 71 | 7.8 | 52 | 7.2 | 51 | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | | | 10 | 1366 | 4 | 40 | 6 | 60 | 3 | 30 | 1 | 10 | 3.5 | 70 | 7.9 | 53 | 7.4 | 53 | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | | 29 | 1396 | 14 | 48 | 15 | 52 | 11 | 38 | 8 | 28 | 3.3 | 67 | 8.1 | 54 | 7.9 | 57 | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | | | 61 | 1340 | 32 | 52 | 29 | 48 | 12 | 20 | 4 | 7 | 3.2 | 65 | 7.1 | 48 | 6.9 | 49 | | |
| No Information Provided | | | 23 | 1470 | 6 | 26 | 17 | 74 | 12 | 52 | 10 | 43 | 4.2 | 83 | 10.0 | 66 | 9.3 | 66 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | | 84 | 1376 | 38 | 45 | 46 | 55 | 24 | 29 | 14 | 17 | 3.5 | 70 | 7.9 | 53 | 7.5 | 54 | | |
| Participants | | | 84 | 1376 | 38 | 45 | 46 | 55 | 24 | 29 | 14 | 17 | 3.5 | 70 | 7.9 | 53 | 7.5 | 54 | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No | | | 84 | 1376 | 38 | 45 | 46 | 55 | 24 | 29 | 14 | 17 | 3.5 | 70 | 7.9 | 53 | 7.5 | 54 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Limited English Proficient | | | 18 | 1369 | 6 | 33 | 12 | 67 | 3 | 17 | 1 | 6 | 3.7 | 73 | 7.9 | 53 | 7.6 | 54 | | |
| Current LEP | | | 18 | 1369 | 6 | 33 | 12 | 67 | 3 | 17 | 1 | 6 | 3.7 | 73 | 7.9 | 53 | 7.6 | 54 | | |
| 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 | | | 65 | 1375 | 32 | 49 | 33 | 51 | 20 | 31 | 12 | 18 | 3.4 | 69 | 7.8 | 52 | 7.5 | 53 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | | | 17 | 1366 | 7 | 41 | 10 | 59 | 3 | 18 | 1 | 6 | 3.6 | 72 | 7.7 | 51 | 7.6 | 54 | | |
| Participants | | | 17 | 1366 | 7 | 41 | 10 | 59 | 3 | 18 | 1 | 6 | 3.6 | 72 | 7.7 | 51 | 7.6 | 54 | | |
| Nonparticipants | | | 67 | 1378 | 31 | 46 | 36 | 54 | 21 | 31 | 13 | 19 | 3.5 | 70 | 8.0 | 53 | 7.5 | 54 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Participants | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Nonparticipants | | | 83 | 1376 | 38 | 46 | 45 | 54 | 24 | 29 | 14 | 17 | 3.5 | 70 | 7.9 | 53 | 7.5 | 54 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | | | 10 | 1246 | 9 | 90 | 1 | 10 | 1 | 10 | 1 | 10 | 1.4 | 28 | 5.1 | 34 | 5.2 | 37 | | |
| Yes | | | 10 | 1246 | 9 | 90 | 1 | 10 | 1 | 10 | 1 | 10 | 1.4 | 28 | 5.1 | 34 | 5.2 | 37 | | |
| No | | | 74 | 1393 | 29 | 39 | 45 | 61 | 23 | 31 | 13 | 18 | 3.8 | 76 | 8.3 | 55 | 7.8 | 56 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | | | 8 | 1580 | 0 | 0 | 8 | 100 | 7 | 88 | 5 | 63 | 4.6 | 93 | 12.8 | 85 | 11.1 | 79 | | |
| Participants | | | 8 | 1580 | 0 | 0 | 8 | 100 | 7 | 88 | 5 | 63 | 4.6 | 93 | 12.8 | 85 | 11.1 | 79 | | |
| Nonparticipants | | | 76 | 1354 | 38 | 50 | 38 | 50 | 17 | 22 | 9 | 12 | 3.4 | 68 | 7.4 | 49 | 7.1 | 51 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | | | 24 | 1336 | 11 | 46 | 13 | 54 | 3 | 13 | 1 | 4 | 3.4 | 68 | 7.2 | 48 | 6.6 | 47 | | |
| Yes | | | 24 | 1336 | 11 | 46 | 13 | 54 | 3 | 13 | 1 | 4 | 3.4 | 68 | 7.2 | 48 | 6.6 | 47 | | |
| No | | | 60 | 1392 | 27 | 45 | 33 | 55 | 21 | 35 | 13 | 22 | 3.6 | 71 | 8.2 | 55 | 7.9 | 56 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



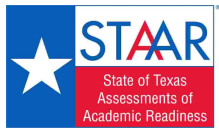
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|--|---------|-----------------------------------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----------------------------|--|------|---|-----|-------------------------------|-----|--|--|
| | | | | | # | % | # | % | # | % | # | % | 1 Numerical Representations and Relationships | | 2 Computations and Algebraic Relationships | | 3 Geometry and Measurement | | 4 Data Analysis and Personal Financial Literacy | |
| Number | Percent | | | | | | | | | | | Number of Items Tested | | | | | | | | |
| | | | | | | | | | | | | 8 | | 13 | | 7 | | 4 | | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | | |
| | | | | | | | | | | | | # | % | # | % | # | % | # | % | |
| All Students | | 91 | 1358 | 47 | 52 | 44 | 48 | 16 | 18 | 7 | 8 | 4.6 | 57 | 6.1 | 47 | 3.2 | 46 | 2.0 | 51 | |
| Male | | 49 | 1359 | 25 | 51 | 24 | 49 | 8 | 16 | 2 | 4 | 4.5 | 57 | 6.0 | 46 | 3.3 | 47 | 2.2 | 55 | |
| Female | | 42 | 1358 | 22 | 52 | 20 | 48 | 8 | 19 | 5 | 12 | 4.7 | 58 | 6.2 | 48 | 3.1 | 44 | 1.9 | 47 | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | | 50 | 1346 | 25 | 50 | 25 | 50 | 7 | 14 | 3 | 6 | 4.5 | 56 | 6.1 | 47 | 3.1 | 44 | 1.9 | 47 | |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Black or African American | | 10 | 1351 | 6 | 60 | 4 | 40 | 2 | 20 | 1 | 10 | 4.5 | 56 | 5.7 | 44 | 3.1 | 44 | 2.2 | 55 | |
| Native Hawaiian or Other Pacific Islander | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | | 29 | 1376 | 16 | 55 | 13 | 45 | 6 | 21 | 3 | 10 | 4.8 | 59 | 6.2 | 48 | 3.3 | 48 | 2.2 | 56 | |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | | Yes 68 | 1336 | 39 | 57 | 29 | 43 | 7 | 10 | 4 | 6 | 4.4 | 55 | 5.6 | 43 | 2.9 | 42 | 1.9 | 49 | |
| | | No 23 | 1424 | 8 | 35 | 15 | 65 | 9 | 39 | 3 | 13 | 5.3 | 66 | 7.6 | 58 | 4.0 | 57 | 2.3 | 59 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | | Participants 91 | 1358 | 47 | 52 | 44 | 48 | 16 | 18 | 7 | 8 | 4.6 | 57 | 6.1 | 47 | 3.2 | 46 | 2.0 | 51 | |
| | | Nonparticipants 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | | Yes 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | No 91 | 1358 | 47 | 52 | 44 | 48 | 16 | 18 | 7 | 8 | 4.6 | 57 | 6.1 | 47 | 3.2 | 46 | 2.0 | 51 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Limited English Proficient | | Current LEP 25 | 1385 | 9 | 36 | 16 | 64 | 5 | 20 | 1 | 4 | 5.0 | 63 | 7.1 | 55 | 3.4 | 49 | 2.1 | 52 | |
| | | 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 65 | 1346 | 38 | 58 | 27 | 42 | 10 | 15 | 6 | 9 | 4.4 | 55 | 5.6 | 43 | 3.1 | 45 | 2.0 | 50 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | Participants 24 | 1378 | 9 | 38 | 15 | 63 | 4 | 17 | 1 | 4 | 4.9 | 61 | 6.9 | 53 | 3.5 | 50 | 2.0 | 51 | |
| | | Nonparticipants 67 | 1351 | 38 | 57 | 29 | 43 | 12 | 18 | 6 | 9 | 4.5 | 56 | 5.9 | 45 | 3.1 | 44 | 2.0 | 51 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | | Participants 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | Nonparticipants 90 | 1358 | 47 | 52 | 43 | 48 | 16 | 18 | 7 | 8 | 4.6 | 58 | 6.1 | 47 | 3.2 | 46 | 2.0 | 51 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | | Yes 11 | 1266 | 10 | 91 | 1 | 9 | 0 | 0 | 0 | 0 | 3.2 | 40 | 3.8 | 29 | 2.2 | 31 | 1.6 | 41 | |
| | | No 80 | 1371 | 37 | 46 | 43 | 54 | 16 | 20 | 7 | 9 | 4.8 | 60 | 6.4 | 50 | 3.4 | 48 | 2.1 | 53 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | | Participants 8 | 1562 | 0 | 0 | 8 | 100 | 6 | 75 | 2 | 25 | 7.1 | 89 | 10.4 | 80 | 5.5 | 79 | 3.0 | 75 | |
| | | Nonparticipants 83 | 1339 | 47 | 57 | 36 | 43 | 10 | 12 | 5 | 6 | 4.3 | 54 | 5.7 | 44 | 3.0 | 43 | 2.0 | 49 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | | Yes 31 | 1360 | 15 | 48 | 16 | 52 | 5 | 16 | 1 | 3 | 4.5 | 56 | 6.5 | 50 | 3.2 | 46 | 2.0 | 49 | |
| | | No 60 | 1358 | 32 | 53 | 28 | 47 | 11 | 18 | 6 | 10 | 4.7 | 58 | 5.9 | 46 | 3.2 | 46 | 2.1 | 52 | |
| | | No Information Provided 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



----- Spanish Version -----

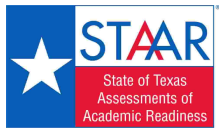
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 3 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|--|--|-----------------------------|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----|-----|----|--|---|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | |
| | | | Number of Items Tested | | | | | | | | | | | | 5 | | 15 | | 14 | | | |
| | | | Avg. # of Items / % Correct | | | | | | | | | | | | # | | % | | # | | % | |
| | | | # | | % | | # | | % | | # | | % | | # | | % | | | | | |
| All Students | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| Male | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Female | | | 6 | S-1406 | 2 | 33 | 4 | 67 | 2 | 33 | 1 | 17 | 3.2 | 63 | 9.3 | 62 | 7.8 | 56 | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Hispanic/Latino | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| 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 | | | 7 | S-1432 | 2 | 29 | 5 | 71 | 3 | 43 | 2 | 29 | 3.0 | 60 | 10.1 | 68 | 8.6 | 61 | | | | |
| Yes | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Title I, Part A | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Yes | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Limited English Proficient | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| 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 | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Bilingual | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| ESL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Participants | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Special Education | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Yes | | | 7 | S-1455 | 1 | 14 | 6 | 86 | 3 | 43 | 2 | 29 | 3.4 | 69 | 10.6 | 70 | 9.0 | 64 | | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Gifted/Talented | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| Participants | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| At-Risk | | | 8 | S-1425 | 2 | 25 | 6 | 75 | 3 | 38 | 2 | 25 | 3.1 | 63 | 10.0 | 67 | 8.4 | 60 | | | | |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | |



----- Spanish Version -----

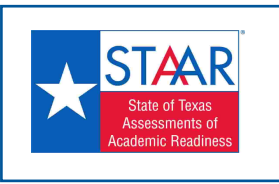
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|------------------------------|-----|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|---|-----|--|-----|--------------------------|-----|---|-----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | |
| Number | Percent | | | | | | | | | | | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| Students Tested | 1 | 100 | | | | | | | | | | | 8 | | 13 | | 7 | | 4 | |
| Students Not Tested | | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | # | % | # | % | # | % | # | % |
| Total Documents Submitted | 1 | 100 | | | | | | | | | | | # | % | # | % | # | % | # | % |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 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 | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 1st Year) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 2nd Year) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 3rd Year) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 4th Year) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Post Monitoring) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Other Non-LEP | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



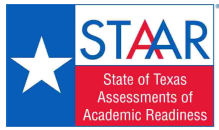
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 4 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | |
|---|--|--|--------|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----------------------------|------|-----|---|----|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | |
| Legend | | | | | | | | | | | | | | | | Number of Items Tested | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | 8 | | 15 | | 13 | |
| | | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| All Students | | | 91 | 1445 | 39 | 43 | 52 | 57 | 23 | 25 | 11 | 12 | 4.7 | 58 | 8.1 | 54 | 7.4 | 57 | | | |
| Male | | | 52 | 1434 | 25 | 48 | 27 | 52 | 13 | 25 | 4 | 8 | 4.5 | 56 | 7.5 | 50 | 7.3 | 57 | | | |
| Female | | | 39 | 1460 | 14 | 36 | 25 | 64 | 10 | 26 | 7 | 18 | 4.8 | 61 | 8.8 | 59 | 7.6 | 58 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 50 | 1454 | 22 | 44 | 28 | 56 | 13 | 26 | 6 | 12 | 4.7 | 59 | 8.0 | 53 | 7.7 | 60 | | | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | | | 15 | 1392 | 8 | 53 | 7 | 47 | 2 | 13 | 0 | 0 | 4.1 | 51 | 6.9 | 46 | 6.2 | 48 | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 23 | 1443 | 9 | 39 | 14 | 61 | 6 | 26 | 4 | 17 | 4.6 | 58 | 8.5 | 57 | 7.3 | 57 | | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | 74 | 1447 | 31 | 42 | 43 | 58 | 18 | 24 | 9 | 12 | 4.7 | 59 | 8.1 | 54 | 7.5 | 57 | | | |
| Yes | | | 17 | 1437 | 8 | 47 | 9 | 53 | 5 | 29 | 2 | 12 | 4.5 | 57 | 7.8 | 52 | 7.3 | 56 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | | | 89 | 1453 | 37 | 42 | 52 | 58 | 23 | 26 | 11 | 12 | 4.7 | 59 | 8.2 | 55 | 7.5 | 58 | | | |
| Participants | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Yes | | | 91 | 1445 | 39 | 43 | 52 | 57 | 23 | 25 | 11 | 12 | 4.7 | 58 | 8.1 | 54 | 7.4 | 57 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Limited English Proficient | | | 23 | 1463 | 10 | 43 | 13 | 57 | 5 | 22 | 2 | 9 | 4.5 | 57 | 8.3 | 56 | 8.1 | 63 | | | |
| 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 | | | 68 | 1439 | 29 | 43 | 39 | 57 | 18 | 26 | 9 | 13 | 4.7 | 59 | 8.0 | 53 | 7.2 | 55 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | | | 17 | 1461 | 8 | 47 | 9 | 53 | 4 | 24 | 2 | 12 | 4.5 | 57 | 8.5 | 56 | 7.6 | 59 | | | |
| Participants | | | 74 | 1441 | 31 | 42 | 43 | 58 | 19 | 26 | 9 | 12 | 4.7 | 59 | 8.0 | 53 | 7.4 | 57 | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Participants | | | 87 | 1445 | 37 | 43 | 50 | 57 | 23 | 26 | 11 | 13 | 4.7 | 59 | 8.1 | 54 | 7.3 | 56 | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | | | 13 | 1326 | 11 | 85 | 2 | 15 | 0 | 0 | 0 | 0 | 2.9 | 37 | 5.0 | 33 | 4.8 | 37 | | | |
| Yes | | | 78 | 1465 | 28 | 36 | 50 | 64 | 23 | 29 | 11 | 14 | 4.9 | 62 | 8.6 | 57 | 7.9 | 61 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | | | 14 | 1573 | 2 | 14 | 12 | 86 | 7 | 50 | 6 | 43 | 6.3 | 79 | 10.5 | 70 | 10.0 | 77 | | | |
| Participants | | | 77 | 1422 | 37 | 48 | 40 | 52 | 16 | 21 | 5 | 6 | 4.4 | 55 | 7.6 | 51 | 7.0 | 54 | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | | | 26 | 1447 | 12 | 46 | 14 | 54 | 6 | 23 | 2 | 8 | 4.3 | 54 | 8.0 | 53 | 7.8 | 60 | | | |
| Yes | | | 65 | 1444 | 27 | 42 | 38 | 58 | 17 | 26 | 9 | 14 | 4.8 | 60 | 8.1 | 54 | 7.3 | 56 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

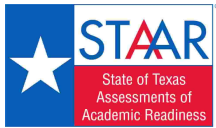
Summary Report

GRADE 4 MATHEMATICS

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|--|--|---------------------------|---------------------|-----------------|-----------------|-----------------|----------------|-----------------|----------------|-----------------|-----|-------------------------------------|-----------------|-------------------|-----------------|-----------------------------|-----------------|-------------------|-----------------|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | |
| Legend | | | | | | | | | | | | | 9 | 11 | 10 | 4 | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| Students Tested | 96 | 100 | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 96 | 100 | | | | | | | | | | | | | | | | | | |
| All Students | 96 | 1508 | 35 | 36 | 61 | 64 | 28 | 29 | 13 | 14 | | | 6.0 | 67 | 6.0 | 55 | 4.9 | 49 | 1.8 | 46 |
| Male | 55 | 1519 | 16 | 29 | 39 | 71 | 17 | 31 | 7 | 13 | | | 6.1 | 67 | 6.3 | 57 | 5.1 | 51 | 1.9 | 46 |
| Female | 41 | 1492 | 19 | 46 | 22 | 54 | 11 | 27 | 6 | 15 | | | 5.9 | 65 | 5.7 | 52 | 4.7 | 47 | 1.8 | 45 |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 55 | 1529 | 16 | 29 | 39 | 71 | 15 | 27 | 8 | 15 | | | 6.2 | 69 | 6.4 | 58 | 5.1 | 51 | 1.9 | 49 |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 15 | 1456 | 8 | 53 | 7 | 47 | 4 | 27 | 0 | 0 | | | 5.1 | 57 | 5.0 | 45 | 4.7 | 47 | 1.2 | 30 |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 23 | 1481 | 11 | 48 | 12 | 52 | 8 | 35 | 4 | 17 | | | 5.9 | 65 | 5.7 | 52 | 4.3 | 43 | 1.8 | 46 |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes No No Information Provided | 78 18 0 | 1511 1492 --- | 29 6 --- | 37 33 --- | 49 12 --- | 63 67 --- | 24 4 --- | 31 22 --- | 12 1 --- | 15 6 --- | | 6.0 5.9 --- | 67 66 --- | 6.1 5.9 --- | 55 54 --- | 5.0 4.6 --- | 50 46 --- | 1.8 1.8 --- | 46 44 --- |
| Title I, Part A | Participants Nonparticipants No Information Provided | 94 2 0 | 1515 --- | 33 --- | 35 --- | 61 --- | 65 --- | 28 --- | 30 --- | 13 --- | 14 --- | | 6.1 --- | 68 --- | 6.1 --- | 56 --- | 5.0 --- | 50 --- | 1.9 --- | 46 --- |
| Migrant | Yes No No Information Provided | 0 96 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP Non-LEP (Monitored 1st Year) Non-LEP (Monitored 2nd Year) Non-LEP (Monitored 3rd Year) Non-LEP (Monitored 4th Year) Non-LEP (Post Monitoring) Other Non-LEP No Information Provided | 28 0 0 0 0 0 68 0 | 1515 --- | 9 --- | 32 --- | 19 --- | 68 --- | 5 --- | 18 --- | 4 --- | 14 --- | | 6.2 --- | 69 --- | 6.2 --- | 56 --- | 4.8 --- | 48 --- | 1.9 --- | 47 --- |
| Bilingual | Participants Nonparticipants No Information Provided | 22 74 0 | 1521 1504 --- | 6 29 --- | 27 39 --- | 16 45 --- | 73 61 --- | 4 24 --- | 18 32 --- | 3 10 --- | 14 14 --- | | 6.4 5.9 --- | 71 65 --- | 6.3 5.9 --- | 57 54 --- | 4.7 5.0 --- | 47 50 --- | 2.0 1.8 --- | 49 45 --- |
| ESL | Participants Nonparticipants No Information Provided | 4 92 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes No No Information Provided | 14 82 0 | 1412 1524 --- | 11 24 --- | 79 29 --- | 3 58 --- | 21 71 --- | 2 26 --- | 14 32 --- | 1 12 --- | 7 15 --- | | 4.9 6.2 --- | 55 69 --- | 3.9 6.4 --- | 35 58 --- | 3.3 5.2 --- | 33 52 --- | 1.1 1.9 --- | 29 48 --- |
| Gifted/Talented | Participants Nonparticipants No Information Provided | 14 82 0 | 1676 1479 --- | 1 34 --- | 7 41 --- | 13 48 --- | 93 59 --- | 9 19 --- | 64 23 --- | 6 7 --- | 43 9 --- | | 7.9 5.7 --- | 87 63 --- | 8.5 5.6 --- | 77 51 --- | 7.2 4.5 --- | 72 45 --- | 2.6 1.7 --- | 64 42 --- |
| At-Risk | Yes No No Information Provided | 31 65 0 | 1505 1509 --- | 11 24 --- | 35 37 --- | 20 41 --- | 65 63 --- | 6 22 --- | 19 34 --- | 4 9 --- | 13 14 --- | | 6.0 6.0 --- | 67 66 --- | 6.1 6.0 --- | 55 55 --- | 4.6 5.1 --- | 46 51 --- | 1.8 1.8 --- | 46 45 --- |



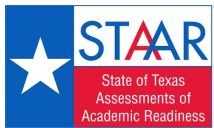
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|---------|-----|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----|-----|------|-----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | |
| Number | Percent | | | | | | | | | | | | | | | | | |
| Students Tested | 91 | 100 | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 91 | 100 | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | |
| All Students | | | 91 | 3366 | 55 | 60 | 36 | 40 | 11 | 12 | 2 | 2 | 3.3 | 41 | 4.2 | 52 | 8.0 | 50 |
| Male | | | 52 | 3314 | 33 | 63 | 19 | 37 | 4 | 8 | 0 | 0 | 3.1 | 38 | 4.0 | 50 | 8.0 | 50 |
| Female | | | 39 | 3435 | 22 | 56 | 17 | 44 | 7 | 18 | 2 | 5 | 3.6 | 45 | 4.3 | 54 | 8.1 | 50 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 50 | 3308 | 34 | 68 | 16 | 32 | 5 | 10 | 1 | 2 | 3.3 | 41 | 4.0 | 50 | 7.7 | 48 |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 15 | 3314 | 10 | 67 | 5 | 33 | 1 | 7 | 0 | 0 | 3.1 | 39 | 3.8 | 48 | 8.1 | 51 |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 23 | 3492 | 11 | 48 | 12 | 52 | 5 | 22 | 1 | 4 | 3.4 | 43 | 4.6 | 57 | 8.5 | 53 |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | | | 74 | 3330 | 48 | 65 | 26 | 35 | 8 | 11 | 1 | 1 | 3.3 | 41 | 4.1 | 51 | 7.8 | 49 |
| Yes | | | 17 | 3520 | 7 | 41 | 10 | 59 | 3 | 18 | 1 | 6 | 3.4 | 42 | 4.5 | 56 | 8.9 | 56 |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | | | 88 | 3384 | 52 | 59 | 36 | 41 | 11 | 13 | 2 | 2 | 3.3 | 41 | 4.2 | 53 | 8.2 | 51 |
| Participants | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Yes | | | 91 | 3366 | 55 | 60 | 36 | 40 | 11 | 12 | 2 | 2 | 3.3 | 41 | 4.2 | 52 | 8.0 | 50 |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | | | 22 | 3233 | 16 | 73 | 6 | 27 | 1 | 5 | 0 | 0 | 3.2 | 40 | 4.0 | 49 | 7.0 | 44 |
| 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 | | | 69 | 3408 | 39 | 57 | 30 | 43 | 10 | 14 | 2 | 3 | 3.3 | 41 | 4.2 | 53 | 8.3 | 52 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | | | 17 | 3166 | 14 | 82 | 3 | 18 | 1 | 6 | 0 | 0 | 3.2 | 40 | 3.5 | 44 | 6.7 | 42 |
| Participants | | | 74 | 3412 | 41 | 55 | 33 | 45 | 10 | 14 | 2 | 3 | 3.3 | 42 | 4.3 | 54 | 8.3 | 52 |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participants | | | 88 | 3361 | 54 | 61 | 34 | 39 | 11 | 13 | 2 | 2 | 3.3 | 41 | 4.1 | 52 | 8.0 | 50 |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | | | 13 | 2918 | 12 | 92 | 1 | 8 | 0 | 0 | 0 | 0 | 2.1 | 26 | 3.0 | 38 | 5.2 | 33 |
| Yes | | | 78 | 3440 | 43 | 55 | 35 | 45 | 11 | 14 | 2 | 3 | 3.5 | 44 | 4.4 | 54 | 8.5 | 53 |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | | | 14 | 3665 | 5 | 36 | 9 | 64 | 4 | 29 | 1 | 7 | 4.2 | 53 | 4.7 | 59 | 10.0 | 63 |
| Participants | | | 77 | 3311 | 50 | 65 | 27 | 35 | 7 | 9 | 1 | 1 | 3.1 | 39 | 4.1 | 51 | 7.7 | 48 |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | | | 25 | 3221 | 18 | 72 | 7 | 28 | 1 | 4 | 0 | 0 | 3.1 | 39 | 3.9 | 49 | 7.0 | 44 |
| Yes | | | 66 | 3420 | 37 | 56 | 29 | 44 | 10 | 15 | 2 | 3 | 3.4 | 42 | 4.3 | 53 | 8.4 | 52 |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Constructed Responses Summary Report

GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

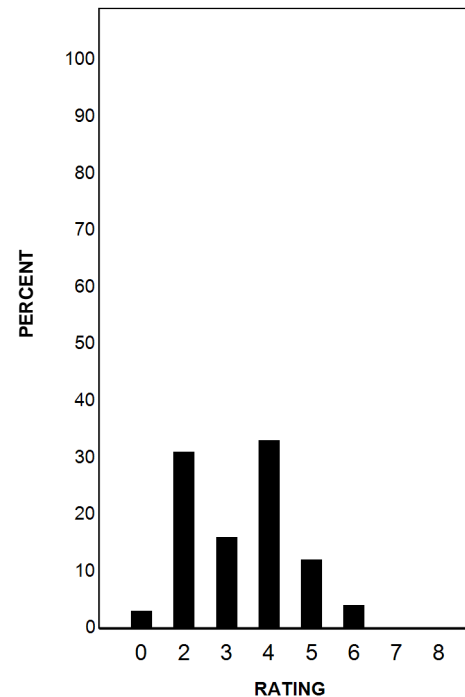
Report Date: JUNE 2021
Date of Testing: SPRING 2021

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

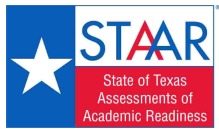
Written Composition Rating Summary

Composition

| Rating | # | % |
|--------|----|-----|
| 0 | 3 | 3 |
| 2 | 28 | 31 |
| 3 | 15 | 16 |
| 4 | 30 | 33 |
| 5 | 11 | 12 |
| 6 | 4 | 4 |
| 7 | 0 | 0 |
| 8 | 0 | 0 |
| Total | 91 | 100 |



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



----- Spanish Version -----

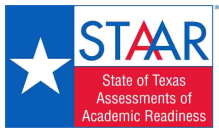
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 4 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|--|--|---|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|---------------------------------------|-----|---|-----|--|---|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | |
| Students Tested | | | 5 | 100 | | | | | | | | | | | Understanding/ Analysis Across Genres | | Understanding/ Analysis of Literary Texts | | Understanding/ Analysis of Informational Texts | |
| Students Not Tested | | | | | | | | | | | | | | | Number of Items Tested | | | | | |
| Absent | | | 0 | 0 | | | | | | | | | | | 8 | | 15 | | 13 | |
| Other | | | 0 | 0 | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| Total Documents Submitted | | | 5 | 100 | | | | | | | | | | | # | % | # | % | # | % |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | |
| All Students | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Male | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Female | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| 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 | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Yes | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Participants | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Limited English Proficient | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Current LEP | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| 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 | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Participants | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Nonparticipants | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Yes | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Nonparticipants | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| Yes | | | 5 | S-1346 | 3 | 60 | 2 | 40 | 0 | 0 | 0 | 0 | 2.6 | 33 | 5.8 | 39 | 6.6 | 51 | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



----- Spanish Version -----

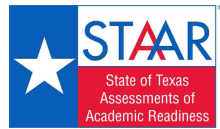
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: SPRING 2021

| Administration Summary | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|--|--|--------|---------|---------------------------|---------------------|--------------|-----------------------------|------------|-----|-------|-----------------------------|---------|-----|-------------------------------------|-----|-----|-----|---|--|
| | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | |
| | | | | Composition | Revision | Editing | | | | | Number of Items Tested | | | | | | | | |
| | | | | | | | 8 | | 8 | | 16 | | | | | | | | |
| | | | | | | | Avg. # of Points / % Scored | | | | Avg. # of Items / % Correct | | | | | | | | |
| | | | | | | | # | % | # | % | # | % | # | % | # | % | | | |
| All Students | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| Male | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Female | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| 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 | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Limited English Proficient | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | | 5 | 2979 | 5 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | 30 | 3.6 | 45 | 7.0 | 44 | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



-- Spanish Version --

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH Constructed Responses Summary Report GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

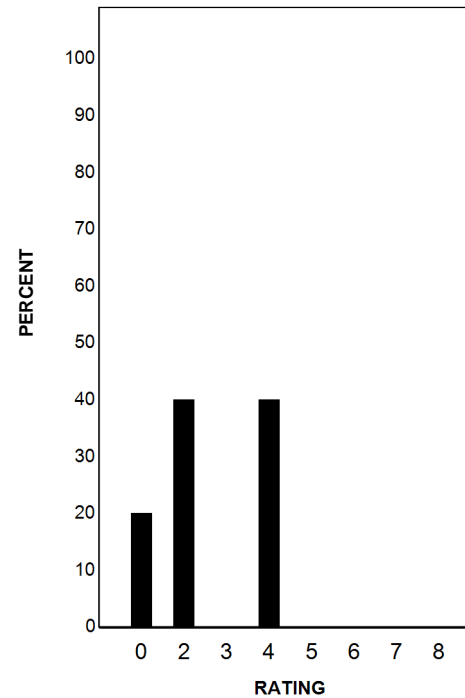
Report Date: JUNE 2021
Date of Testing: SPRING 2021

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

Written Composition Rating Summary

Composition

| Rating | # | % |
|--------|---|-----|
| 0 | 1 | 20 |
| 2 | 2 | 40 |
| 3 | 0 | 0 |
| 4 | 2 | 40 |
| 5 | 0 | 0 |
| 6 | 0 | 0 |
| 7 | 0 | 0 |
| 8 | 0 | 0 |
| Total | 5 | 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 5 SCIENCE

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
Date of Testing: MAY 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|------------------------------|-----|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | | | | | | | | 1 | 2 | 3 | 4 | | | | |
| Number | Percent | | | | # | % | # | % | # | % | # | % | Number of Items Tested | | | | | | | |
| Students Tested | 96 | 98 | | | | | | | | | | | 6 | 8 | 10 | 12 | | | | |
| Students Not Tested | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | # | % | # | % | # | % | # | % |
| Other | 2 | 2 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 98 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 96 | 3478 | 60 | 63 | 36 | 38 | 12 | 13 | 5 | 5 | 3.4 | 57 | 3.8 | 48 | 5.4 | 54 | 6.6 | 55 |
| Male | | | 53 | 3524 | 29 | 55 | 24 | 45 | 8 | 15 | 3 | 6 | 3.2 | 54 | 4.0 | 50 | 5.8 | 58 | 7.0 | 58 |
| Female | | | 43 | 3421 | 31 | 72 | 12 | 28 | 4 | 9 | 2 | 5 | 3.7 | 61 | 3.7 | 46 | 4.8 | 48 | 6.0 | 50 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 53 | 3412 | 33 | 62 | 20 | 38 | 5 | 9 | 2 | 4 | 3.3 | 55 | 3.5 | 44 | 5.3 | 53 | 6.2 | 52 |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 14 | 3250 | 13 | 93 | 1 | 7 | 0 | 0 | 0 | 0 | 2.7 | 45 | 3.3 | 41 | 3.9 | 39 | 5.9 | 49 |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 26 | 3755 | 11 | 42 | 15 | 58 | 7 | 27 | 3 | 12 | 4.0 | 67 | 4.7 | 59 | 6.5 | 65 | 7.9 | 66 |
| Two or More Races | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | | 72 | 3421 | 48 | 67 | 24 | 33 | 6 | 8 | 1 | 1 | 3.4 | 57 | 3.7 | 46 | 5.1 | 51 | 6.3 | 53 |
| | No | | 24 | 3650 | 12 | 50 | 12 | 50 | 6 | 25 | 4 | 17 | 3.5 | 59 | 4.3 | 54 | 6.0 | 60 | 7.4 | 62 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | | 94 | 3484 | 58 | 62 | 36 | 38 | 12 | 13 | 5 | 5 | 3.5 | 58 | 3.9 | 48 | 5.4 | 54 | 6.6 | 55 |
| | Nonparticipants | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 96 | 3478 | 60 | 63 | 36 | 38 | 12 | 13 | 5 | 5 | 3.4 | 57 | 3.8 | 48 | 5.4 | 54 | 6.6 | 55 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | | 31 | 3373 | 21 | 68 | 10 | 32 | 2 | 6 | 1 | 3 | 3.2 | 54 | 3.4 | 42 | 5.1 | 51 | 6.1 | 51 |
| | 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 | | 65 | 3528 | 39 | 60 | 26 | 40 | 10 | 15 | 4 | 6 | 3.5 | 59 | 4.1 | 51 | 5.5 | 55 | 6.8 | 57 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | | 22 | 3371 | 15 | 68 | 7 | 32 | 1 | 5 | 0 | 0 | 3.4 | 57 | 3.2 | 40 | 5.1 | 51 | 6.0 | 50 |
| | Nonparticipants | | 74 | 3510 | 45 | 61 | 29 | 39 | 11 | 15 | 5 | 7 | 3.4 | 57 | 4.0 | 50 | 5.4 | 54 | 6.7 | 56 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | | 8 | 3249 | 6 | 75 | 2 | 25 | 0 | 0 | 0 | 0 | 2.5 | 42 | 3.3 | 41 | 4.5 | 45 | 5.6 | 47 |
| | Nonparticipants | | 88 | 3499 | 54 | 61 | 34 | 39 | 12 | 14 | 5 | 6 | 3.5 | 59 | 3.9 | 49 | 5.4 | 54 | 6.7 | 56 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | | 14 | 3058 | 14 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 1.8 | 30 | 2.1 | 27 | 3.6 | 36 | 5.1 | 42 |
| | No | | 82 | 3550 | 46 | 56 | 36 | 44 | 12 | 15 | 5 | 6 | 3.7 | 62 | 4.1 | 52 | 5.7 | 57 | 6.8 | 57 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | | 9 | 4123 | 1 | 11 | 8 | 89 | 6 | 67 | 1 | 11 | 4.8 | 80 | 6.0 | 75 | 8.3 | 83 | 9.3 | 78 |
| | Nonparticipants | | 87 | 3411 | 59 | 68 | 28 | 32 | 6 | 7 | 4 | 5 | 3.3 | 55 | 3.6 | 45 | 5.1 | 51 | 6.3 | 52 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | | 35 | 3388 | 23 | 66 | 12 | 34 | 3 | 9 | 1 | 3 | 3.2 | 54 | 3.6 | 45 | 5.1 | 51 | 6.0 | 50 |
| | No | | 61 | 3529 | 37 | 61 | 24 | 39 | 9 | 15 | 4 | 7 | 3.6 | 59 | 4.0 | 50 | 5.5 | 55 | 6.9 | 58 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

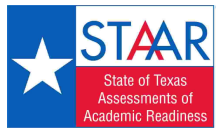
Summary Report

GRADE 5 SCIENCE

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: MAY 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|------------------------------|--|-----------------------------|---------------------|--------------|-----|------------|-----|-------|-----|-----------|-------------------|-------------------------------------|---------------------------|-----------|-----------------|-----|----------------------------|-----------|-----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | |
| Number | | | | | | | | | | | | Matter and Energy | | Force, Motion, and Energy | | Earth and Space | | Organisms and Environments | | |
| Percent | | | | | | | | | | | | 6 | | 8 | | 10 | | 12 | | |
| Students Tested | | | 4 | | | --- | | | --- | | | --- | | | --- | | --- | | --- | |
| Students Not Tested | | | 0 | | | --- | | | --- | | | --- | | | --- | | --- | | --- | |
| Absent | | | 0 | | | --- | | | --- | | | --- | | | --- | | --- | | --- | |
| Other | | | 0 | | | --- | | | --- | | | --- | | | --- | | --- | | --- | |
| Total Documents Submitted | | | 4 | | | --- | | | --- | | | --- | | | --- | | --- | | --- | |
| Legend | | | --- | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | --- | | | | | | | | | | | | | | | | | |
| | | | Avg. # of Items / % Correct | | # | | % Correct | | # | | % Correct | | # | | % Correct | | # | | % Correct | |
| All Students | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 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 | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

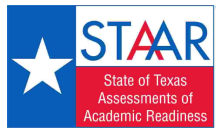
Combined Summary Report

GRADE 3 READING

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 84 | 46 | 55 | 8 | 6 | 75 | 92 | 52 | 57 |
| Male | | 47 | 25 | 53 | 2 | --- | --- | 49 | 27 | 55 |
| Female | | 37 | 21 | 57 | 6 | 4 | 67 | 43 | 25 | 58 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 43 | 23 | 53 | 8 | 6 | 75 | 51 | 29 | 57 |
| American Indian or Alaska Native | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Black or African American | | 10 | 6 | 60 | 0 | --- | --- | 10 | 6 | 60 |
| Native Hawaiian or Other Pacific Islander | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| White | | 29 | 15 | 52 | 0 | --- | --- | 29 | 15 | 52 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 61 | 29 | 48 | 7 | 5 | 71 | 68 | 34 | 50 |
| | No | 23 | 17 | 74 | 1 | --- | --- | 24 | 18 | 75 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 84 | 46 | 55 | 8 | 6 | 75 | 92 | 52 | 57 |
| | Nonparticipants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 84 | 46 | 55 | 8 | 6 | 75 | 92 | 52 | 57 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 18 | 12 | 67 | 8 | 6 | 75 | 26 | 18 | 69 |
| | Non-LEP (Monitored 1st Year) | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 65 | 33 | 51 | 0 | --- | --- | 65 | 33 | 51 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 17 | 10 | 59 | 8 | 6 | 75 | 25 | 16 | 64 |
| | Nonparticipants | 67 | 36 | 54 | 0 | --- | --- | 67 | 36 | 54 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Nonparticipants | 83 | 45 | 54 | 8 | 6 | 75 | 91 | 51 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 10 | 1 | 10 | 1 | --- | --- | 11 | 1 | 9 |
| | No | 74 | 45 | 61 | 7 | 6 | 86 | 81 | 51 | 63 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 |
| | Nonparticipants | 76 | 38 | 50 | 8 | 6 | 75 | 84 | 44 | 52 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 24 | 13 | 54 | 8 | 6 | 75 | 32 | 19 | 59 |
| | No | 60 | 33 | 55 | 0 | --- | --- | 60 | 33 | 55 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

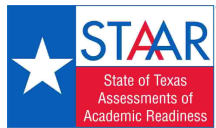
Combined Summary Report

GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 91 | 44 | 48 | 1 | --- | --- | 92 | 44 | 48 |
| Male | | 49 | 24 | 49 | 0 | --- | --- | 49 | 24 | 49 |
| Female | | 42 | 20 | 48 | 1 | --- | --- | 43 | 20 | 47 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 50 | 25 | 50 | 1 | --- | --- | 51 | 25 | 49 |
| American Indian or Alaska Native | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Black or African American | | 10 | 4 | 40 | 0 | --- | --- | 10 | 4 | 40 |
| Native Hawaiian or Other Pacific Islander | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| White | | 29 | 13 | 45 | 0 | --- | --- | 29 | 13 | 45 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 68 | 29 | 43 | 0 | --- | --- | 68 | 29 | 43 |
| | No | 23 | 15 | 65 | 1 | --- | --- | 24 | 15 | 63 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 91 | 44 | 48 | 1 | --- | --- | 92 | 44 | 48 |
| | Nonparticipants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 91 | 44 | 48 | 1 | --- | --- | 92 | 44 | 48 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 25 | 16 | 64 | 1 | --- | --- | 26 | 16 | 62 |
| | Non-LEP (Monitored 1st Year) | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 65 | 27 | 42 | 0 | --- | --- | 65 | 27 | 42 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 24 | 15 | 63 | 1 | --- | --- | 25 | 15 | 60 |
| | Nonparticipants | 67 | 29 | 43 | 0 | --- | --- | 67 | 29 | 43 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Nonparticipants | 90 | 43 | 48 | 1 | --- | --- | 91 | 43 | 47 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 11 | 1 | 9 | 0 | --- | --- | 11 | 1 | 9 |
| | No | 80 | 43 | 54 | 1 | --- | --- | 81 | 43 | 53 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 |
| | Nonparticipants | 83 | 36 | 43 | 1 | --- | --- | 84 | 36 | 43 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 31 | 16 | 52 | 1 | --- | --- | 32 | 16 | 50 |
| | No | 60 | 28 | 47 | 0 | --- | --- | 60 | 28 | 47 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

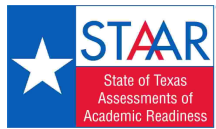
Combined Summary Report

GRADE 4 READING

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 91 | 52 | 57 | 5 | 2 | 40 | 96 | 54 | 56 |
| Male | | 52 | 27 | 52 | 3 | --- | --- | 55 | 28 | 51 |
| Female | | 39 | 25 | 64 | 2 | --- | --- | 41 | 26 | 63 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 50 | 28 | 56 | 5 | 2 | 40 | 55 | 30 | 55 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Black or African American | | 15 | 7 | 47 | 0 | --- | --- | 15 | 7 | 47 |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | | 23 | 14 | 61 | 0 | --- | --- | 23 | 14 | 61 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 74 | 43 | 58 | 4 | --- | --- | 78 | 45 | 58 |
| | No | 17 | 9 | 53 | 1 | --- | --- | 18 | 9 | 50 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 89 | 52 | 58 | 5 | 2 | 40 | 94 | 54 | 57 |
| | Nonparticipants | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 91 | 52 | 57 | 5 | 2 | 40 | 96 | 54 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 23 | 13 | 57 | 5 | 2 | 40 | 28 | 15 | 54 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 68 | 39 | 57 | 0 | --- | --- | 68 | 39 | 57 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 17 | 9 | 53 | 5 | 2 | 40 | 22 | 11 | 50 |
| | Nonparticipants | 74 | 43 | 58 | 0 | --- | --- | 74 | 43 | 58 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | Nonparticipants | 87 | 50 | 57 | 5 | 2 | 40 | 92 | 52 | 57 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 13 | 2 | 15 | 1 | --- | --- | 14 | 2 | 14 |
| | No | 78 | 50 | 64 | 4 | --- | --- | 82 | 52 | 63 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 14 | 12 | 86 | 0 | --- | --- | 14 | 12 | 86 |
| | Nonparticipants | 77 | 40 | 52 | 5 | 2 | 40 | 82 | 42 | 51 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 26 | 14 | 54 | 5 | 2 | 40 | 31 | 16 | 52 |
| | No | 65 | 38 | 58 | 0 | --- | --- | 65 | 38 | 58 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

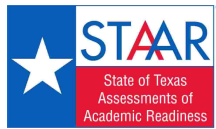
Combined Summary Report

GRADE 4 MATHEMATICS

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 96 | 61 | 64 | 0 | --- | --- | 96 | 61 | 64 |
| Male | | 55 | 39 | 71 | 0 | --- | --- | 55 | 39 | 71 |
| Female | | 41 | 22 | 54 | 0 | --- | --- | 41 | 22 | 54 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 55 | 39 | 71 | 0 | --- | --- | 55 | 39 | 71 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Black or African American | | 15 | 7 | 47 | 0 | --- | --- | 15 | 7 | 47 |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | | 23 | 12 | 52 | 0 | --- | --- | 23 | 12 | 52 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 78 | 49 | 63 | 0 | --- | --- | 78 | 49 | 63 |
| | No | 18 | 12 | 67 | 0 | --- | --- | 18 | 12 | 67 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 94 | 61 | 65 | 0 | --- | --- | 94 | 61 | 65 |
| | Nonparticipants | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 96 | 61 | 64 | 0 | --- | --- | 96 | 61 | 64 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 28 | 19 | 68 | 0 | --- | --- | 28 | 19 | 68 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 68 | 42 | 62 | 0 | --- | --- | 68 | 42 | 62 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 22 | 16 | 73 | 0 | --- | --- | 22 | 16 | 73 |
| | Nonparticipants | 74 | 45 | 61 | 0 | --- | --- | 74 | 45 | 61 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | Nonparticipants | 92 | 59 | 64 | 0 | --- | --- | 92 | 59 | 64 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 14 | 3 | 21 | 0 | --- | --- | 14 | 3 | 21 |
| | No | 82 | 58 | 71 | 0 | --- | --- | 82 | 58 | 71 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 14 | 13 | 93 | 0 | --- | --- | 14 | 13 | 93 |
| | Nonparticipants | 82 | 48 | 59 | 0 | --- | --- | 82 | 48 | 59 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 31 | 20 | 65 | 0 | --- | --- | 31 | 20 | 65 |
| | No | 65 | 41 | 63 | 0 | --- | --- | 65 | 41 | 63 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

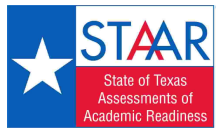
Combined Summary Report

GRADE 4 WRITING

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 91 | 36 | 40 | 5 | 0 | 0 | 96 | 36 | 38 |
| Male | | 52 | 19 | 37 | 3 | --- | --- | 55 | 19 | 35 |
| Female | | 39 | 17 | 44 | 2 | --- | --- | 41 | 17 | 41 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 50 | 16 | 32 | 5 | 0 | 0 | 55 | 16 | 29 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Black or African American | | 15 | 5 | 33 | 0 | --- | --- | 15 | 5 | 33 |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | | 23 | 12 | 52 | 0 | --- | --- | 23 | 12 | 52 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 74 | 26 | 35 | 4 | --- | --- | 78 | 26 | 33 |
| | No | 17 | 10 | 59 | 1 | --- | --- | 18 | 10 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 88 | 36 | 41 | 5 | 0 | 0 | 93 | 36 | 39 |
| | Nonparticipants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 91 | 36 | 40 | 5 | 0 | 0 | 96 | 36 | 38 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 22 | 6 | 27 | 5 | 0 | 0 | 27 | 6 | 22 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 69 | 30 | 43 | 0 | --- | --- | 69 | 30 | 43 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 17 | 3 | 18 | 5 | 0 | 0 | 22 | 3 | 14 |
| | Nonparticipants | 74 | 33 | 45 | 0 | --- | --- | 74 | 33 | 45 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | Nonparticipants | 88 | 34 | 39 | 5 | 0 | 0 | 93 | 34 | 37 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 13 | 1 | 8 | 1 | --- | --- | 14 | 1 | 7 |
| | No | 78 | 35 | 45 | 4 | --- | --- | 82 | 35 | 43 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 14 | 9 | 64 | 0 | --- | --- | 14 | 9 | 64 |
| | Nonparticipants | 77 | 27 | 35 | 5 | 0 | 0 | 82 | 27 | 33 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 25 | 7 | 28 | 5 | 0 | 0 | 30 | 7 | 23 |
| | No | 66 | 29 | 44 | 0 | --- | --- | 66 | 29 | 44 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

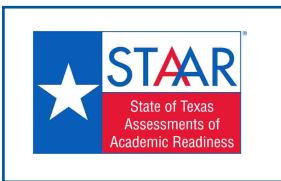
Combined Summary Report

GRADE 5 SCIENCE

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: JUNE 2021
 Date of Testing: MAY 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 96 | 36 | 38 | 4 | --- | --- | 100 | 37 | 37 |
| Male | | 53 | 24 | 45 | 3 | --- | --- | 56 | 25 | 45 |
| Female | | 43 | 12 | 28 | 1 | --- | --- | 44 | 12 | 27 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 53 | 20 | 38 | 4 | --- | --- | 57 | 21 | 37 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Black or African American | | 14 | 1 | 7 | 0 | --- | --- | 14 | 1 | 7 |
| Native Hawaiian or Other Pacific Islander | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| White | | 26 | 15 | 58 | 0 | --- | --- | 26 | 15 | 58 |
| Two or More Races | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 72 | 24 | 33 | 2 | --- | --- | 74 | 24 | 32 |
| | No | 24 | 12 | 50 | 2 | --- | --- | 26 | 13 | 50 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 94 | 36 | 38 | 4 | --- | --- | 98 | 37 | 38 |
| | Nonparticipants | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 96 | 36 | 38 | 4 | --- | --- | 100 | 37 | 37 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 31 | 10 | 32 | 4 | --- | --- | 35 | 11 | 31 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 65 | 26 | 40 | 0 | --- | --- | 65 | 26 | 40 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 22 | 7 | 32 | 4 | --- | --- | 26 | 8 | 31 |
| | Nonparticipants | 74 | 29 | 39 | 0 | --- | --- | 74 | 29 | 39 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 8 | 2 | 25 | 0 | --- | --- | 8 | 2 | 25 |
| | Nonparticipants | 88 | 34 | 39 | 4 | --- | --- | 92 | 35 | 38 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 14 | 0 | 0 | 0 | --- | --- | 14 | 0 | 0 |
| | No | 82 | 36 | 44 | 4 | --- | --- | 86 | 37 | 43 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 9 | 8 | 89 | 0 | --- | --- | 9 | 8 | 89 |
| | Nonparticipants | 87 | 28 | 32 | 4 | --- | --- | 91 | 29 | 32 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 35 | 12 | 34 | 4 | --- | --- | 39 | 13 | 33 |
| | No | 61 | 24 | 39 | 0 | --- | --- | 61 | 24 | 39 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



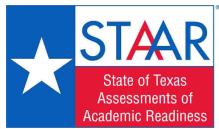
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 5 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | |
|---|--|--|--------|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----------------------------|------|-----|---|----|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | |
| Legend | | | | | | | | | | | | | | | | 8 | | 16 | | 14 | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| Students Tested | | | 90 | 98 | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | | | 0 | 0 | | | | | | | | | | | | | | | | | |
| Other | | | 2 | 2 | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 92 | 100 | | | | | | | | | | | | | | | | | |
| All Students | | | 90 | 1515 | 30 | 33 | 60 | 67 | 28 | 31 | 18 | 20 | 4.8 | 60 | 10.0 | 63 | 8.6 | 61 | | | |
| Male | | | 51 | 1515 | 21 | 41 | 30 | 59 | 18 | 35 | 11 | 22 | 4.8 | 60 | 9.7 | 61 | 8.7 | 62 | | | |
| Female | | | 39 | 1515 | 9 | 23 | 30 | 77 | 10 | 26 | 7 | 18 | 4.8 | 60 | 10.5 | 66 | 8.5 | 61 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 46 | 1502 | 15 | 33 | 31 | 67 | 11 | 24 | 6 | 13 | 4.8 | 60 | 9.7 | 60 | 8.3 | 59 | | | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | | | 14 | 1478 | 8 | 57 | 6 | 43 | 4 | 29 | 3 | 21 | 4.6 | 57 | 9.1 | 57 | 7.4 | 53 | | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 27 | 1570 | 5 | 19 | 22 | 81 | 13 | 48 | 9 | 33 | 5.2 | 65 | 11.6 | 72 | 9.9 | 71 | | | |
| Two or More Races | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | 69 | 1498 | 25 | 36 | 44 | 64 | 18 | 26 | 10 | 14 | 4.6 | 57 | 9.7 | 61 | 8.2 | 59 | | | |
| Yes | | | 21 | 1572 | 5 | 24 | 16 | 76 | 10 | 48 | 8 | 38 | 5.5 | 69 | 11.2 | 70 | 9.9 | 70 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | | | 89 | 1515 | 30 | 34 | 59 | 66 | 28 | 31 | 18 | 20 | 4.8 | 60 | 10.1 | 63 | 8.6 | 61 | | | |
| Participants | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Yes | | | 90 | 1515 | 30 | 33 | 60 | 67 | 28 | 31 | 18 | 20 | 4.8 | 60 | 10.0 | 63 | 8.6 | 61 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Limited English Proficient | | | 24 | 1511 | 6 | 25 | 18 | 75 | 6 | 25 | 2 | 8 | 5.1 | 64 | 10.0 | 62 | 8.5 | 61 | | | |
| 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 | | | 66 | 1517 | 24 | 36 | 42 | 64 | 22 | 33 | 16 | 24 | 4.7 | 59 | 10.1 | 63 | 8.6 | 62 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | | | 16 | 1542 | 2 | 13 | 14 | 88 | 5 | 31 | 2 | 13 | 5.1 | 64 | 10.8 | 67 | 9.7 | 69 | | | |
| Participants | | | 74 | 1509 | 28 | 38 | 46 | 62 | 23 | 31 | 16 | 22 | 4.7 | 59 | 9.9 | 62 | 8.4 | 60 | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | | | 7 | 1431 | 4 | 57 | 3 | 43 | 1 | 14 | 0 | 0 | 4.9 | 61 | 7.9 | 49 | 5.7 | 41 | | | |
| Participants | | | 83 | 1522 | 26 | 31 | 57 | 69 | 27 | 33 | 18 | 22 | 4.8 | 60 | 10.2 | 64 | 8.8 | 63 | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | | | 12 | 1389 | 9 | 75 | 3 | 25 | 2 | 17 | 0 | 0 | 3.8 | 47 | 6.2 | 39 | 5.8 | 41 | | | |
| Yes | | | 78 | 1535 | 21 | 27 | 57 | 73 | 26 | 33 | 18 | 23 | 5.0 | 62 | 10.6 | 67 | 9.0 | 65 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | | | 9 | 1730 | 0 | 0 | 9 | 100 | 9 | 100 | 9 | 100 | 6.6 | 82 | 14.3 | 90 | 13.3 | 95 | | | |
| Participants | | | 81 | 1491 | 30 | 37 | 51 | 63 | 19 | 23 | 9 | 11 | 4.6 | 58 | 9.6 | 60 | 8.1 | 58 | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | | | 29 | 1513 | 8 | 28 | 21 | 72 | 8 | 28 | 4 | 14 | 5.0 | 62 | 10.1 | 63 | 8.5 | 61 | | | |
| Yes | | | 61 | 1516 | 22 | 36 | 39 | 64 | 20 | 33 | 14 | 23 | 4.7 | 59 | 10.0 | 63 | 8.7 | 62 | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

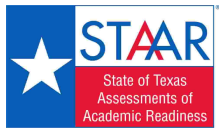
Summary Report

GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|------------------------------|-----|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----|------|-----|-----------------------------|-----|-----|-----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | |
| | | | | | | | | | | | | | # | % | # | % | # | % | # | % |
| Students Tested | 95 | 98 | | | | | | | | | | | 3.1 | 51 | 9.4 | 55 | 4.4 | 49 | 2.0 | 50 |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 2 | 2 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 97 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 95 | 1550 | 48 | 51 | 47 | 49 | 29 | 31 | 17 | 18 | 3.1 | 51 | 9.4 | 55 | 4.4 | 49 | 2.0 | 50 |
| Male | | | 53 | 1557 | 28 | 53 | 25 | 47 | 19 | 36 | 10 | 19 | 3.2 | 53 | 9.7 | 57 | 4.4 | 49 | 1.9 | 48 |
| Female | | | 42 | 1542 | 20 | 48 | 22 | 52 | 10 | 24 | 7 | 17 | 3.0 | 50 | 8.9 | 53 | 4.4 | 49 | 2.1 | 54 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 51 | 1581 | 22 | 43 | 29 | 57 | 19 | 37 | 11 | 22 | 3.1 | 52 | 10.4 | 61 | 4.8 | 54 | 2.1 | 51 |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 14 | 1461 | 11 | 79 | 3 | 21 | 1 | 7 | 0 | 0 | 2.4 | 40 | 6.8 | 40 | 3.2 | 36 | 1.6 | 41 |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 27 | 1553 | 12 | 44 | 15 | 56 | 9 | 33 | 6 | 22 | 3.4 | 57 | 9.0 | 53 | 4.7 | 52 | 2.3 | 56 |
| Two or More Races | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | | 72 | 1545 | 37 | 51 | 35 | 49 | 22 | 31 | 11 | 15 | 3.0 | 50 | 9.3 | 55 | 4.3 | 48 | 1.9 | 48 |
| | No | | 23 | 1566 | 11 | 48 | 12 | 52 | 7 | 30 | 6 | 26 | 3.3 | 55 | 9.5 | 56 | 4.9 | 54 | 2.3 | 57 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | | 94 | 1552 | 47 | 50 | 47 | 50 | 29 | 31 | 17 | 18 | 3.1 | 52 | 9.4 | 55 | 4.5 | 50 | 2.0 | 51 |
| | Nonparticipants | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | | 95 | 1550 | 48 | 51 | 47 | 49 | 29 | 31 | 17 | 18 | 3.1 | 51 | 9.4 | 55 | 4.4 | 49 | 2.0 | 50 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | | 29 | 1612 | 7 | 24 | 22 | 76 | 14 | 48 | 7 | 24 | 3.7 | 61 | 11.6 | 68 | 5.2 | 57 | 2.3 | 59 |
| | 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 | | 66 | 1523 | 41 | 62 | 25 | 38 | 15 | 23 | 10 | 15 | 2.8 | 47 | 8.4 | 49 | 4.1 | 46 | 1.9 | 47 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | | 21 | 1630 | 3 | 14 | 18 | 86 | 11 | 52 | 6 | 29 | 3.9 | 64 | 12.1 | 71 | 5.3 | 59 | 2.6 | 65 |
| | Nonparticipants | | 74 | 1528 | 45 | 61 | 29 | 39 | 18 | 24 | 11 | 15 | 2.9 | 48 | 8.6 | 50 | 4.2 | 47 | 1.8 | 46 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | | 7 | 1548 | 4 | 57 | 3 | 43 | 2 | 29 | 1 | 14 | 3.0 | 50 | 9.9 | 58 | 4.4 | 49 | 1.6 | 39 |
| | Nonparticipants | | 88 | 1550 | 44 | 50 | 44 | 50 | 27 | 31 | 16 | 18 | 3.1 | 51 | 9.3 | 55 | 4.4 | 49 | 2.0 | 51 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | | 14 | 1443 | 13 | 93 | 1 | 7 | 1 | 7 | 0 | 0 | 2.1 | 36 | 7.0 | 41 | 2.7 | 30 | 0.9 | 21 |
| | No | | 81 | 1569 | 35 | 43 | 46 | 57 | 28 | 35 | 17 | 21 | 3.2 | 54 | 9.8 | 57 | 4.7 | 53 | 2.2 | 55 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | | 9 | 1847 | 0 | 0 | 9 | 100 | 8 | 89 | 7 | 78 | 5.2 | 87 | 15.1 | 89 | 7.6 | 84 | 3.7 | 92 |
| | Nonparticipants | | 86 | 1519 | 48 | 56 | 38 | 44 | 21 | 24 | 10 | 12 | 2.8 | 47 | 8.8 | 52 | 4.1 | 46 | 1.8 | 46 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | | 34 | 1591 | 11 | 32 | 23 | 68 | 14 | 41 | 7 | 21 | 3.4 | 56 | 10.9 | 64 | 5.0 | 56 | 2.2 | 56 |
| | No | | 61 | 1528 | 37 | 61 | 24 | 39 | 15 | 25 | 10 | 16 | 2.9 | 48 | 8.5 | 50 | 4.1 | 46 | 1.9 | 47 |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



----- Spanish Version -----

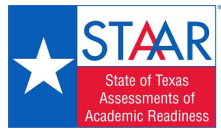
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 5 READING

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

| Administration Summary | | | Number | Percent | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | |
|---|--|--|--------|---------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|-----------------------------|-----|-----|---|----|--|--|--|
| | | | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | | | |
| Legend | | | | | | | | | | | | | | | | 8 | | 16 | | 14 | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | |
| Students Tested | | | 10 | 100 | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | | |
| Absent | | | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | | | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 10 | 100 | | | | | | | | | | | | | | | | | | | |
| All Students | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Male | | | 5 | S-1573 | 1 | 20 | 4 | 80 | 3 | 60 | 1 | 20 | 4.8 | 60 | 12.0 | 75 | 7.8 | 56 | | | | | |
| Female | | | 5 | S-1597 | 1 | 20 | 4 | 80 | 3 | 60 | 2 | 40 | 6.0 | 75 | 12.2 | 76 | 7.4 | 53 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Hispanic/Latino | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| 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 | | | 5 | S-1591 | 1 | 20 | 4 | 80 | 3 | 60 | 2 | 40 | 5.4 | 68 | 12.0 | 75 | 8.0 | 57 | | | | | |
| No Information Provided | | | 5 | S-1579 | 1 | 20 | 4 | 80 | 3 | 60 | 1 | 20 | 5.4 | 68 | 12.2 | 76 | 7.2 | 51 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Title I, Part A | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Participants | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Migrant | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Limited English Proficient | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Current LEP | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| 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 | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Bilingual | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Participants | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| ESL | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Participants | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Special Education | | | 8 | S-1620 | 1 | 13 | 7 | 88 | 6 | 75 | 3 | 38 | 6.1 | 77 | 12.8 | 80 | 8.1 | 58 | | | | | |
| Yes | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No | | | 8 | S-1620 | 1 | 13 | 7 | 88 | 6 | 75 | 3 | 38 | 6.1 | 77 | 12.8 | 80 | 8.1 | 58 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Gifted/Talented | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Participants | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Nonparticipants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| At-Risk | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| Yes | | | 10 | S-1585 | 2 | 20 | 8 | 80 | 6 | 60 | 3 | 30 | 5.4 | 68 | 12.1 | 76 | 7.6 | 54 | | | | | |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |



----- Spanish Version -----

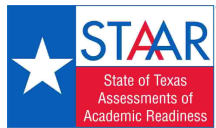
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
Date of Testing: APRIL 2021

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | | |
|---|------------------------------|------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|---|-------------------------------------|-----|-----|-----|-----------------------------|-----|-----|-----|----|
| | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | 3 | | 4 | | |
| Number | Percent | | | | | | | | | | | | Number of Items Tested | | | | Avg. # of Items / % Correct | | | | |
| | | | | | | | | | | | | | # | % | # | % | # | % | # | % | |
| Students Tested | 5 | 100 | | | | | | | | | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 5 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | |
| All Students | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 | |
| Male | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Female | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 | |
| 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 | 2 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No | 3 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | Participants | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Limited English Proficient | Current LEP | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | 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 | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | Participants | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | Nonparticipants | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | Nonparticipants | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | Yes | 5 | 1492 | 3 | 60 | 2 | 40 | 1 | 20 | 0 | 0 | | | 2.6 | 43 | 7.8 | 46 | 3.6 | 40 | 2.2 | 55 |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | | | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

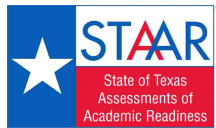
Combined Summary Report

GRADE 5 READING

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
 Date of Testing: APRIL 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 90 | 60 | 67 | 10 | 8 | 80 | 100 | 68 | 68 |
| Male | | 51 | 30 | 59 | 5 | 4 | 80 | 56 | 34 | 61 |
| Female | | 39 | 30 | 77 | 5 | 4 | 80 | 44 | 34 | 77 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 46 | 31 | 67 | 10 | 8 | 80 | 56 | 39 | 70 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Black or African American | | 14 | 6 | 43 | 0 | --- | --- | 14 | 6 | 43 |
| Native Hawaiian or Other Pacific Islander | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| White | | 27 | 22 | 81 | 0 | --- | --- | 27 | 22 | 81 |
| Two or More Races | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 69 | 44 | 64 | 5 | 4 | 80 | 74 | 48 | 65 |
| | No | 21 | 16 | 76 | 5 | 4 | 80 | 26 | 20 | 77 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 89 | 59 | 66 | 10 | 8 | 80 | 99 | 67 | 68 |
| | Nonparticipants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 90 | 60 | 67 | 10 | 8 | 80 | 100 | 68 | 68 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 24 | 18 | 75 | 10 | 8 | 80 | 34 | 26 | 76 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 66 | 42 | 64 | 0 | --- | --- | 66 | 42 | 64 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 16 | 14 | 88 | 10 | 8 | 80 | 26 | 22 | 85 |
| | Nonparticipants | 74 | 46 | 62 | 0 | --- | --- | 74 | 46 | 62 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 7 | 3 | 43 | 0 | --- | --- | 7 | 3 | 43 |
| | Nonparticipants | 83 | 57 | 69 | 10 | 8 | 80 | 93 | 65 | 70 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 12 | 3 | 25 | 2 | --- | --- | 14 | 4 | 29 |
| | No | 78 | 57 | 73 | 8 | 7 | 88 | 86 | 64 | 74 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| | Nonparticipants | 81 | 51 | 63 | 10 | 8 | 80 | 91 | 59 | 65 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 29 | 21 | 72 | 10 | 8 | 80 | 39 | 29 | 74 |
| | No | 61 | 39 | 64 | 0 | --- | --- | 61 | 39 | 64 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
 Campus: 110 GINNINGS ELEM.

Report Date: APRIL 2021
 Date of Testing: APRIL 2021

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|------------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 95 | 47 | 49 | 5 | 2 | 40 | 100 | 49 | 49 |
| Male | | 53 | 25 | 47 | 3 | --- | --- | 56 | 26 | 46 |
| Female | | 42 | 22 | 52 | 2 | --- | --- | 44 | 23 | 52 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 51 | 29 | 57 | 5 | 2 | 40 | 56 | 31 | 55 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Black or African American | | 14 | 3 | 21 | 0 | --- | --- | 14 | 3 | 21 |
| Native Hawaiian or Other Pacific Islander | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| White | | 27 | 15 | 56 | 0 | --- | --- | 27 | 15 | 56 |
| Two or More Races | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 72 | 35 | 49 | 2 | --- | --- | 74 | 35 | 47 |
| | No | 23 | 12 | 52 | 3 | --- | --- | 26 | 14 | 54 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 94 | 47 | 50 | 5 | 2 | 40 | 99 | 49 | 49 |
| | Nonparticipants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 95 | 47 | 49 | 5 | 2 | 40 | 100 | 49 | 49 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | Current LEP | 29 | 22 | 76 | 5 | 2 | 40 | 34 | 24 | 71 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 3rd Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Monitored 4th Year) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Non-LEP (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Other Non-LEP | 66 | 25 | 38 | 0 | --- | --- | 66 | 25 | 38 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 21 | 18 | 86 | 5 | 2 | 40 | 26 | 20 | 77 |
| | Nonparticipants | 74 | 29 | 39 | 0 | --- | --- | 74 | 29 | 39 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 7 | 3 | 43 | 0 | --- | --- | 7 | 3 | 43 |
| | Nonparticipants | 88 | 44 | 50 | 5 | 2 | 40 | 93 | 46 | 49 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 14 | 1 | 7 | 0 | --- | --- | 14 | 1 | 7 |
| | No | 81 | 46 | 57 | 5 | 2 | 40 | 86 | 48 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| | Nonparticipants | 86 | 38 | 44 | 5 | 2 | 40 | 91 | 40 | 44 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 34 | 23 | 68 | 5 | 2 | 40 | 39 | 25 | 64 |
| | No | 61 | 24 | 39 | 0 | --- | --- | 61 | 24 | 39 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

Denton Independent School District
Hodge Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Teach • Learn • Grow • Serve

Motto: Whatever it takes, no excuses.

Vision

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

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

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

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| Perceptions | 12 |
| Priority Problem Statements | 14 |
| Comprehensive Needs Assessment Data Documentation | 15 |
| Guiding Outcomes | 17 |
| 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 | 18 |
| 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 | 22 |
| Campus Funding Summary | 27 |

Comprehensive Needs Assessment

Revised/Approved: April 26, 2022

Demographics

Demographics Summary

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

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

Established: 1987

Mascot: Hawk

Colors: Red, Black, and White

Mission: Teach, Learn, Grow, Serve

Motto: Whatever it takes, no excuses.

The overall campus demographics are:

| | Group | Count | Percent |
|--|--------------|--------------|----------------|
| | All | 631 | 100 |
| | PreK | 18 | 3 |
| | K | 86 | 14 |

| | Group | Count | Percent |
|-----|-------------------|--------------|----------------|
| 1 | | 92 | 15 |
| 2 | | 110 | 17 |
| 3 | | 98 | 17 |
| 4 | | 107 | 16 |
| 5 | | 102 | 17 |
| | African American | 60 | 7 |
| | Hispanic | 468 | 74 |
| | White | 527 | 17 |
| | Other | 44 | 10 |
| 504 | | 63 | 12 |
| | Special Education | 115 | 18 |
| | LEP | 305 | 48 |
| | Gifted & Talented | 44 | 7 |
| | Econ. Status | 457 | 72 |

The staff demographics are:

| Group | Size |
|------------------|-------------|
| African American | 5% |
| Hispanic | 42% |
| White | 49% |
| Other | 3% |

Demographics Strengths

- We have a high percentage of Bilingual Staff, including teachers, support personnel, interventionists in comparison to other campuses with similar demographics.
- We have a high percentage of Behavior Intervention/Counseling Staff in comparison to other campuses with similar demographics.

- ACE/CIS After School Program
- CIS Daytime Program
- Overall, the racial/ethnic demographics of the staff are similar to that of the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population, including bilingual certified and paraprofessional staff, counseling staff, behavior intervention staff, and special education certified and paraprofessional staff.

Student Learning

Student Learning Summary

Student Achievement - 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 the knowledge and skills expected for each grade level and course of study.

Hodge students are making strides in their social emotional, behavioral, and academic learning. We have identified a strong need for improvement of "Meets" across all grade levels and subject areas on state assessments. We have systems in place to allow teachers time for planning (PLC), intervening (WIN), and monitoring student progress (MTSS) that are built in to our master schedule. We have identified a need to increase student access to books, especially in Spanish. We have identified a need for ongoing professional development in the areas of Assessment for Learning, Lucy Calkins, PLC, and Social Emotional Well Being. Our staff is engaging in the Texas Lesson Study, self directed professional development processes to learn and implement their learning into the lessons they craft. We need to find ways to better reach low-income, disadvantaged students with technology both via communication and their learning. We need to increase and update our available technology for students and teachers.

Data points include STAAR, Benchmarks, Common Assessments, and Report Card grades to address our students' learning gaps from previous years.

See below for specifics to the 21-22 STAAR results we are using to address strengths, challenges, and gaps.

English

| Assessment | % Approaches English - 2018-2019 | % Approaches English - 2020-2021 | % Approaches English - 2021-2 |
|-------------------|----------------------------------|----------------------------------|-------------------------------|
| 3rd Grade Reading | 86 | 65 | 80 |
| 3rd Grade Math | 79 | 56 | 65 |
| 4th Grade Reading | 78 | 57 | 65 |
| 4th Grade Math | 84 | 49 | 58 |
| 5th Grade Reading | 89 | 74 | 76 |
| 5th Grade Math | 100 | 81 | 79 |
| 5th Grade Science | 88 | 72 | 72 |

Spanish

| Assessment | % Approaches Spanish - 2018-2019 | % Approaches Spanish - 2020-2021 | % Approaches Spanish- 2021-2022 |
|-------------------|----------------------------------|----------------------------------|---------------------------------|
| 3rd Grade Reading | 64 | 63 | 29 |
| 3rd Grade Math | 100 | 67 | 0 |
| 4th Grade Reading | 49 | 48 | 66 |
| 4th Grade Math | 50 | 38 | 44 |
| 5th Grade Reading | 100 | 73 | 57 |
| 5th Grade Math | --- | 75 | 43 |
| 5th Grade Science | 25 | 67 | 57 |

Student Learning Strengths

Student Achievement - Based on the results from the 2021-2022 School Report Card.

* Hodge scored a C.

* Hodge earned a distinction in Science.

Book of the Month Initiative

Use of AfL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

PLC Extended Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Interventions

Teacher Directed Professional Development Sessions through Texas Lesson Study

Problem Statements Identifying Student Learning Needs

Problem Statement 1: To continue increasing student achievement in Reading and Math, and in response to HB4545, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Hodge ES has several systems and programs in place to support students and teachers.

- * STEAM clubs for all students every Friday.
- * Restorative/Relational practices in classrooms for prevention and resolution of social issues.
- * Reflection/Reset spaces for students to prepare emotionally and physically to participate successfully in class.
- * RISE! social emotional lessons are provided daily in all classrooms.
- * Focus Groups for Shared Leadership and Decision Making
- * Teacher Directed Professional Development Sessions
- * We need to increase positive visibility on social media to promote the success of our school. We will continue refreshing the building, such as replacing the carpet mural.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment

- Creation of a Master Schedule that allows all grade level teachers to have the same prioed off to colloborate and have PLCs during the school day
- Use of WIN Time to address HB4545 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment

- 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
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-led 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 grade levels
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR 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

- All staff trained in Canvas to allow student access to material
- An increased use of technology for assessment and immediate feedback
- 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
- We are a 1:1 Chromebook campus

School Context and Organization ~

- All Hodge certified staff have a leadership role on campus.
- Effective communication between staff and parents through TAC emails and school newsletters.
- Organized duty stations
- Supervision inside and outside the campus is actively monitored by staff
- Student/teacher interactions are positive.

Staff Quality, Recruitment and Retention

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Perceptions

Perceptions Summary

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

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

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

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

- Celebration of Learning/ Winter Wonderland Family Nights

- Ballet Folklorico Club

- Holiday Support for Families

School Culture and Climate ~

- Relationships built by staff with students
- Committed staff
- Staff is happy to be at work
- High but achievable expectations that allows students to reach goals
- Staff is helpful
- Teachers are involved
- Students living out our inclusive culture by helping peers and teachers
- Staff feels that administration is creating a positive culture
- Staff and students know, and live by, the school Mission and Motto

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

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)
- 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

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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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-TESS data
- T-P ESS 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

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

HB3 Guiding Outcome





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

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: 100% of eligible HB4545 students will be served by May 2022.</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, C&I</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 2: Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries.</p> <p>Staff Responsible for Monitoring: Reading Interventionists (Erica Salazar, Iris Ramirez, Stacy Shrestha, & Colleen Moore) as monitored by administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionists - Title I, Part A - \$70,000, Reading Interventionists - State Compensatory Education (SCE) - \$140,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, PNA, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, Math Closet.</p> <p>Staff Responsible for Monitoring: Math Coach/ Interventionist (Pam Hurst) as monitored by administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - State Compensatory Education (SCE) - \$35,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: TELPAS, LPAC data, STAAR Simulation & STAAR, SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries, Dual Language Agenda.</p> <p>Staff Responsible for Monitoring: Campus Interventionists (Zulma Mojica) as monitored by administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.</p> <p>Strategy's Expected Result/Impact: Increase in % meeting standard on Figure 19 STAAR results.</p> <p>Staff Responsible for Monitoring: Academic coaching team, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Purchase effective research-based materials and technology in Math, Science, and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Increase in % meeting standard: STAAR results , ELI/SELI/DRA BOY, MOY & EOY</p> <p>Staff Responsible for Monitoring: Principal and Academic Coaching Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 7 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 7: Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor.</p> <p>Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes - Title I, Part A - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: SPED Referral Rates</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Assessment Materials - Title I, Part A - \$1,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 9 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 9: Ongoing PD, through the Texas Lesson Study processes, to support the implementation of PLCs, the new TEKS, Assessment for Learning strategies, Lucy Calkins, and Two Way Dual Language.</p> <p>Strategy's Expected Result/Impact: Assessment Results to inform next steps.</p> <p>Staff Responsible for Monitoring: Coaches, Interventionists, and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Provide additional access to books, specifically Spanish books.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement per Assessment Results</p> <p>Staff Responsible for Monitoring: Deanna Seigler</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 11 Details | Formative Reviews | | |
| <p>Strategy 11: Provide teachers with student intervention materials.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement per Assessment Results</p> <p>Staff Responsible for Monitoring: Coaches, Interventionists, and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Materials - Title I, Part A - \$8,500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  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: To improve the culture and climate for teaching and learning as evidenced by an increase of 20% on the staff engagement index on the Culture and Climate Survey results through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.





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

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school.</p> <p>Strategy's Expected Result/Impact: Surveys RTI Feedback Bully Prevention Data</p> <p>Staff Responsible for Monitoring: Administration; counselor; parent liaison; CIS Coordinator</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.</p> <p>Strategy's Expected Result/Impact: Decrease in chronically absent students. Decrease in student behavior concerns.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.</p> <p>Strategy's Expected Result/Impact: Decrease in chronically absent students, Improved School Culture.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Maintain a Student Assistance Counselor at Hodge ES.</p> <p>Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.</p> <p>Staff Responsible for Monitoring: Administration, Sabrina Polk</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: At Risk Counselor - Title I, Part A - \$83,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 5: Full time behavior interventionist to support students with their behaviors and social adjustment needs</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Shante Weaver</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Behavior Interventionist Paraprofessional - Title I, Part A - \$22,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Reset room to prepare students emotionally and physically to be able to participate successfully in the classroom.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Shante Weaver, Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Ongoing PD for teachers and other staff members on how to help students who have experienced ACEs feel connected, competent, and in control.</p> <p>Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results. Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 8 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 8: Meet with individual teachers each 9 weeks to further develop relationships, clarify expectations and provide support, and communicate appreciation.</p> <p>Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Provide opportunities to students in each grade level to experience various arts and cultures in order to further develop appreciation for selves and others.</p> <p>Strategy's Expected Result/Impact: Increased Self-Esteem, Increased Sensitivity and Appreciation for Differences in Others, Increased Pride in our Hodge Hawk Community</p> <p>Staff Responsible for Monitoring: Andrea Hare, Special Areas Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, parent education classes, and parent events.</p> <p>Strategy's Expected Result/Impact: Strengthening relationships with parents will directly impact student achievement.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Involvement Supplies and Food - Title I, Part A - \$2,100</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 11 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 11: Through Focus Groups, all certified teachers will be engaged in shared leadership and decision making, shaping the culture of our school and the work it does for students, teachers, families, and the greater community.</p> <p>Strategy's Expected Result/Impact: Increase in efficacy for teachers.</p> <p>Staff Responsible for Monitoring: Andrea Hare, Rachel Hix, CLT</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 12 Details | Formative Reviews | | |
| <p>Strategy 12: Add a third counselor through Communities In Schools of North Texas daytime program.</p> <p>Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.</p> <p>Staff Responsible for Monitoring: Administration, Emily Basaldua</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: CIS Daytime Counselor - Title I, Part A - \$12,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|---|--------------|---------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Reading Interventionists | | \$140,000.00 |
| 1 | 1 | 3 | Math Interventionist | | \$35,000.00 |
| Sub-Total | | | | | \$175,000.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Reading Interventionists | | \$70,000.00 |
| 1 | 1 | 7 | Substitutes | | \$5,000.00 |
| 1 | 1 | 8 | Assessment Materials | | \$1,000.00 |
| 1 | 1 | 11 | Intervention Materials | | \$8,500.00 |
| 2 | 1 | 4 | At Risk Counselor | | \$83,000.00 |
| 2 | 1 | 5 | Behavior Interventionist Paraprofessional | | \$22,000.00 |
| 2 | 1 | 10 | Parent Involvement Supplies and Food | | \$2,100.00 |
| 2 | 1 | 12 | CIS Daytime Counselor | | \$12,000.00 |
| Sub-Total | | | | | \$203,600.00 |

Denton Independent School District
Nette Shultz Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Shultz Elementary Mission Statement

Learning for Life

Aprendizaje por vida

Vision

Shultz Elementary Vision

Working together in a unified school community, we are committed to doing whatever it takes for all students to learn and achieve at high levels. We accept collective responsibility to help every child acquire the essential academic and nonacademic skills that will prepare them to lead impactful, successful, and fulfilling lives.

Trabajando juntos en una comunidad escolar unificada, estamos comprometidos a hacer lo que sea necesario para que todos los estudiantes aprendan y alcancen altos niveles. Aceptamos la responsabilidad colectiva de ayudar a cada niño a adquirir las habilidades esenciales académicas y no académicas que los prepararán para tener vidas impactantes, exitosas y valiosas.

Values

Shultz Elementary Values

Our school is a unified family of caring and committed educators, parents, and community members working together for the success of every student. We are intentional in cultivating trustful, positive, respectful relationships with our students and families. The support and involvement of our parents and community are crucial to our success.

All students, staff, and families are important members of our school family. We embrace our school's diversity and seek ways for all children and families to feel welcomed, included, and valued at our school. Our community is stronger when students are empowered to celebrate and value their own culture and the cultures of others.

We collaborate in teams to set goals and analyze data to maximize student learning. We value continuous learning for all students and staff members, and we

are innovative in our use of best practices to meet the individual learning needs of our children.

We maintain high standards and expectations for students, staff, and parents. As we believe that all children are capable of learning and achieving at high levels, we hold all students to high expectations for their learning, effort, quality of work, and behavior. As adults, we hold one another to high standards and model the positive character traits we seek to cultivate in our students.

We understand that creating a safe, challenging, and engaging learning environment at school is crucial to students reaching their full potential. We value teaching in ways that inspire curiosity, creativity, independence, and critical thinking in our children. We model vulnerability and excitement for learning that encourage students to ask questions and view mistakes as opportunities for growth.

We value meeting the needs of the whole child, including their academic, artistic, musical, physical, social, and emotional development. We provide students the tools they need to take ownership of their own learning and grow in their leadership skills.

We actively celebrate the effort, achievement, and growth of all members of our school community. We affirm students and one another for positive character and leadership behaviors, and we strive to support all people in our Mustang family.

Nuestra escuela es una familia unida que consiste de educadores, padres y miembros de la comunidad solidarios y comprometidos a trabajar juntos para el éxito de cada estudiante. Somos intencionales en cultivar relaciones de confianza, positividad y respeto con nuestros estudiantes y familias. El apoyo y la participación de nuestros padres y la comunidad son cruciales para nuestro éxito.

Todos los estudiantes, el personal y las familias son miembros importantes de nuestra familia escolar. Aceptamos la diversidad de nuestra escuela y buscamos formas para que todos los niños y las familias se sientan bienvenidos, incluidos y valorados en nuestra escuela. Nuestra comunidad es más fuerte cuando los estudiantes están empoderados para celebrar y valorar su propia cultura y las culturas de los demás.

Colaboramos en equipos para establecer objetivos y analizar datos para maximizar el aprendizaje de los estudiantes. Valoramos el aprendizaje continuo para todos los estudiantes y miembros del personal, y somos innovadores en nuestro uso de las mejores prácticas para satisfacer las necesidades de aprendizaje individuales de nuestros niños.

Mantenemos altos estándares y expectativas para los estudiantes, el personal y los padres. Como creemos que todos los niños son capaces de aprender y alcanzar altos niveles, mantenemos a todos los estudiantes con altas expectativas en cuanto a su aprendizaje, esfuerzo, calidad de trabajo y comportamiento. Como adultos, nos mantenemos unos a otros con altos estándares y modelamos los rasgos de carácter positivos que buscamos cultivar en nuestros estudiantes.

Entendemos que crear un ambiente de aprendizaje seguro, desafiante y atrayente en la escuela es crucial para que los estudiantes alcancen su máximo potencial. Valoramos la enseñanza de maneras que inspiren curiosidad, creatividad, independencia y pensamiento crítico en nuestros niños. Modelamos la vulnerabilidad y el entusiasmo por el aprendizaje que alientan a los estudiantes a hacer preguntas y ver los errores como oportunidades de crecimiento.

Valoramos satisfacer las necesidades del niño en su totalidad, incluyendo su desarrollo académico, artístico, musical, físico, social y emocional. Brindamos a los estudiantes las herramientas que necesitan para apropiarse de su propio aprendizaje y desarrollar sus habilidades de liderazgo.

Celebramos activamente el esfuerzo, el logro y el crecimiento de todos los miembros de nuestra comunidad escolar. Afirmamos a los estudiantes y unos a otros

por comportamientos positivos de carácter y el liderazgo, y nos esforzamos por apoyar a todas las personas en nuestra familia Mesteño.

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 - Guiding Outcome 1: By May of 2023, we will increase the percentage of students (and for each of the 14 student groups) performing at the meets and masters expectations levels by 5% using these measures: 1) Reading language arts and math STAAR testing results, and 2) K-5th essential reading/literacy and math fluency skills. 80% of Shultz students (and for each of the 14 student groups) will make a full years worth of growth in their essential reading/literacy and math fluency skills. Our campus guiding outcome supports the district's guiding outcomes of students reading on grade level by the end of 3rd grade and increasing the percentage of students mastering algebra 1. 18
 - Guiding Outcome 2: By May of 2023, Nette Shultz Elementary 4th and 5th grade students will be able to identify a future college, career, or military goal and identify the action steps required to meet that goal. Our campus guiding outcome supports the district's guiding outcome of increasing the percentage of graduates meeting CCMR criteria. 24
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nette Shultz Elementary, formerly Woodrow Wilson Elementary, first opened its doors in 1960. In 2021, our Mustang community transitioned to a new school building under our new name. This is our 63rd year serving the north Denton community. Shultz Elementary is a Title 1 school and the first two-way dual language campus in Denton ISD. Our campus serves 685 students in September 2022. The majority of our emergent bilingual / English language learners are served in dual language classrooms. We have two Adaptive and Functional Skills classrooms and one Communications classroom that serve students receiving special education services from across the district.

Our students are served by highly qualified, experienced, talented, and dedicated educators. 68% of our teachers have more than five years of experience, and over half of our teachers have more than ten years of experience.

Percent of Active Students by Federal Race/Ethnicity

American Indian or Alaska Native - 0.3%

Asian - 1.5%

Black or African American - 8.9%

Hispanic/Latino - 34.9%

Two or More Races - 6.7%

White - 47.7%

Economically Disadvantaged Student Group - 46.6%

Special Education - 14.3%

Emergent Bilingual / English Language Learners - 17.2%

Demographics Strengths

The campus staff has several members that have 20+ years of experience in education with the majority having more than ten years with a high staff retention rate. The Campus

Leadership Team makes decisions that are based on data, which leads to staff development that focuses on the campus needs. The administration actively recruits highly qualified teachers who are committed to serving at our campus for many years into the future. New teachers are supported through a robust campus and district mentor program.

The campus supports student learning through staff development and instructional coaches and interventionists. Our campus has math, literacy, and bilingual/ESL instructional coach/interventionists as well as dyslexia, reading recovery, and DLL specialists to support struggling learners. Our gifted and talented teachers provide learning opportunities for students to help build background knowledge and provide equity.

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

Supplemental resources are provided for all students to support learning in math, reading, writing, science, and social studies. Through the campus Multi-Tiered System of Supports team decisions are made to provide the appropriate intervention and resources for student learning and behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our emergent bilingual and English language learning student population performs significantly below the general population of students academically. **Root Cause:** Systems of academic progress monitoring, clarification around essential learning outcomes, and strong intervention systems in all grade levels need to be strengthened to support this specific student group.

Problem Statement 2: Bilingual special education students do not receive special education support in their dominant language. **Root Cause:** Inclusion teachers and paraprofessionals are not bilingual.

Problem Statement 3: Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Problem Statement 4: Our black/African American student group did not demonstrate growth in 4th grade math or reading, particularly at the meets and masters levels. **Root Cause:** Systems of academic progress monitoring, clarification around essential learning outcomes, and strong intervention systems in all grade levels need to be strengthened to support this specific student group.

Student Learning

Student Learning Summary

Our school earned an A rating on our school report card for our 21-22 academic performance. Our campus also earned five distinction designations for academic achievement in English/language arts/reading, academic achievement in mathematics, academic achievement in science, postsecondary readiness, and top 25%: comparative closing the gaps.

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

See addendum for [4th and 5th Grade STAAR Results for Comparison Groups](#).

Our campus met our goal with many student groups that increased by 5% or more at the approaches, meets, and/or masters level for STAAR math growth. Other groups showed progress but did not meet our goal of 5% growth from one year to the next. Finally, some groups did not show growth or had lower results than the previous year. These included black/African American student groups (4th STAAR math meets and masters; 4th STAAR reading approaches, meets, and masters), emergent bilingual student groups (4th STAAR math approaches; 5th STAAR math meets; 4th and 5th STAAR Spanish assessments at all performance levels), and special education student groups (4th STAAR math meets and masters; 5th STAAR math approaches; 5th STAAR English reading meets; 4th STAAR Spanish reading meets and masters).

Student Learning Strengths

On our 3rd grade math STAAR results, 80% of our students met standard at the approaches level, 54% at the meets level, and 32% at the masters level.

On our 3rd grade English reading STAAR results, 76% of our students met standard at the approaches level, 72% at the meets level, and 53% at the masters level.

On our 4th grade math STAAR results, 77% of our students met standard at the approaches level, 48% at the meets level, and 23% at the masters level.

On our 4th grade English reading STAAR results, 80% of our students met standard at the approaches level, 58% at the meets level, and 35% at the masters level.

On our 5th grade math STAAR results, 87% of our students met standard at the approaches level, 57% at the meets level, and 34% at the masters level.

On our 5th grade English reading STAAR results, 91% of our students met standard at the approaches level, 75% at the meets level, and 52% at the masters level.

On our 5th grade science STAAR results, 78% of our students met standard at the approaches level, 46% at the meets level, and 21% at the masters level.

Several student groups (students in special education, Hispanic/Latino, and economically disadvantaged) made significant growth on the 5th grade reading test.

Our black/African American student group showed significant progress in several areas, particularly at the approaches level in 4th grade math, the approaches and meets levels in 5th grade math, and the approaches, meets, and masters level in 5th grade reading.

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

interventionist. Teachers also may receive instructional support from the Math, Reading, or Bilingual literacy coach.

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our emergent bilingual and English language learning student population performs significantly below the general population of students academically. **Root Cause:** Systems of academic progress monitoring, clarification around essential learning outcomes, and strong intervention systems in all grade levels need to be strengthened to support this specific student group.

Problem Statement 2: Our black/African American student group did not demonstrate growth in 4th grade math or reading, particularly at the meets and masters levels. **Root Cause:** Systems of academic progress monitoring, clarification around essential learning outcomes, and strong intervention systems in all grade levels need to be strengthened to support this specific student group.

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

School Processes & Programs

School Processes & Programs Summary

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

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

Shultz Elementary has a high teacher retention rate. Consistently throughout the past 20 years, the majority of teachers that leave the campus is due to retirement and not school to school transfers. The majority of our staff has 10 or more years of teaching experience.

Beginning in the 22-23 school year, all K-5 teachers are planning units of instruction using the 15-Day Challenge model, resulting from a Solution Tree PLC training in the summer of 2022. Teachers collaborate in teams to identify the most essential learning standards, develop common formative assessments, and work together to provide intervention to students during the unit of instruction.

Also beginning in the 22-23 school year, teacher PLC teams identify essential learning skills in literacy (e.g. reading level) and math (e.g. primary numeracy skills), and teachers set goals for their classes and individual students and track their progress on a monthly basis over the course of the school year.

School Processes & Programs Strengths

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our emergent bilingual and English language learning student population performs significantly below the general population of students academically. **Root**

Cause: Systems of academic progress monitoring, clarification around essential learning outcomes, and strong intervention systems in all grade levels need to be strengthened to support this specific student group.

Problem Statement 2: Teachers always need more time to collaborate in PLC teams to identify essential learning outcomes, develop common formative assessments, and create plans for intervention and enrichment. **Root Cause:** Prior to the 22-23 school year, teachers only had district PLC planning days one day per grading period.

Problem Statement 3: The majority of our teachers do not have experience working in teams to progress monitor student performance on a monthly basis, but rather did so on a quarterly basis. **Root Cause:** A campus system did not exist in the past that teachers could use to systematically track these essential skills.

Perceptions

Perceptions Summary

Shultz Elementary Mission Statement

Learning for Life

Aprendizaje por vida

Shultz Elementary Vision

Working together in a unified school community, we are committed to doing whatever it takes for all students to learn and achieve at high levels. We accept collective responsibility to help every child acquire the essential academic and nonacademic skills that will prepare them to lead impactful, successful, and fulfilling lives.

Trabajando juntos en una comunidad escolar unificada, estamos comprometidos a hacer lo que sea necesario para que todos los estudiantes aprendan y alcancen altos niveles. Aceptamos la responsabilidad colectiva de ayudar a cada niño a adquirir las habilidades esenciales académicas y no académicas que los prepararán para tener vidas impactantes, exitosas y valiosas.

Shultz Elementary Values

Our school is a unified family of caring and committed educators, parents, and community members working together for the success of every student. We are intentional in cultivating trustful, positive, respectful relationships with our students and families. The support and involvement of our parents and community are crucial to our success.

All students, staff, and families are important members of our school family. We embrace our school's diversity and seek ways for all children and families to feel welcomed, included, and valued at our school. Our community is stronger when students are empowered to celebrate and value their own culture and the cultures of others.

We collaborate in teams to set goals and analyze data to maximize student learning. We value continuous learning for all students and staff members, and we are innovative in our use of best practices to meet the individual learning needs of our children.

We maintain high standards and expectations for students, staff, and parents. As we believe that all children are capable of learning and achieving at high levels, we hold all students to high expectations for their learning, effort, quality of work, and behavior. As adults, we hold one another to high standards and model the positive character traits we seek to cultivate in our students.

We understand that creating a safe, challenging, and engaging learning environment at school is crucial to students reaching their full potential. We value teaching in ways that inspire curiosity, creativity, independence, and critical thinking in our children. We model vulnerability and excitement for learning that encourage students to ask questions and view mistakes as opportunities for growth.

We value meeting the needs of the whole child, including their academic, artistic, musical, physical, social, and emotional development. We provide students the tools they need to take ownership of their own learning and grow in their leadership skills.

We actively celebrate the effort, achievement, and growth of all members of our school community. We affirm students and one another for positive character and leadership behaviors, and we strive to support all people in our Mustang family.

Nuestra escuela es una familia unida que consiste de educadores, padres y miembros de la comunidad solidarios y comprometidos a trabajar juntos para el éxito de cada estudiante. Somos intencionales en cultivar relaciones de confianza, positividad y respeto con nuestros estudiantes y familias. El apoyo y la participación de nuestros padres y la comunidad son cruciales para nuestro éxito.

Todos los estudiantes, el personal y las familias son miembros importantes de nuestra familia escolar. Aceptamos la diversidad de nuestra escuela y buscamos formas para que todos los niños y las familias se sientan bienvenidos, incluidos y valorados en nuestra escuela. Nuestra comunidad es más fuerte cuando los estudiantes están empoderados para celebrar y valorar su propia cultura y las culturas de los demás.

Colaboramos en equipos para establecer objetivos y analizar datos para maximizar el aprendizaje de los estudiantes. Valoramos el aprendizaje continuo para todos los estudiantes y miembros del personal, y somos innovadores en nuestro uso de las mejores prácticas para satisfacer las necesidades de aprendizaje individuales de nuestros niños.

Mantenemos altos estándares y expectativas para los estudiantes, el personal y los padres. Como creemos que todos los niños son capaces de aprender y alcanzar altos niveles, mantenemos a todos los estudiantes con altas expectativas en cuanto a su aprendizaje, esfuerzo, calidad de trabajo y comportamiento. Como adultos, nos mantenemos unos a otros con altos estándares y modelamos los rasgos de carácter positivos que buscamos cultivar en nuestros estudiantes.

Entendemos que crear un ambiente de aprendizaje seguro, desafiante y atrayente en la escuela es crucial para que los estudiantes alcancen su máximo potencial. Valoramos la enseñanza de maneras que inspiren curiosidad, creatividad, independencia y pensamiento crítico en nuestros niños. Modelamos la vulnerabilidad y el entusiasmo por el aprendizaje que alientan a los estudiantes a hacer preguntas y ver los errores como oportunidades de crecimiento.

Valoramos satisfacer las necesidades del niño en su totalidad, incluyendo su desarrollo académico, artístico, musical, físico, social y emocional. Brindamos a los estudiantes las herramientas que necesitan para apropiarse de su propio aprendizaje y desarrollar sus habilidades de liderazgo.

Celebramos activamente el esfuerzo, el logro y el crecimiento de todos los miembros de nuestra comunidad escolar. Afirmamos a los estudiantes y unos a otros por comportamientos positivos de carácter y el liderazgo, y nos esforzamos por apoyar a todas las personas en nuestra familia Mesteño.

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

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

Perceptions Strengths

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

Community volunteers and partners help support student learning, teacher support, and mentor students. Community wide events on campus include the family and friends picnics. Teachers communicate through email, newsletters, phone calls, and parent conferences. Teachers are provided with substitutes during the spring semester so they can have conferences with their students' parents to discuss student progress. For school wide information, a newsletter is sent home to keep families involved.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spanish speaking families are less involved than others. **Root Cause:** While we have shown growth in this area over the years, not all communication goes home to families in Spanish. Our school needs more events specifically tailored to our Spanish speaking families and those who live in South Denton.

Problem Statement 2: Behavioral, social, and emotional needs of our students have increased over the past few years. **Root Cause:** Due to the Covid pandemic, not all students have had consistent social experiences in the past several years, and family involvement in our school declined during that period as well.

Problem Statement 3: Family involvement activities and programs have not been as present at our school over the past few years as they have been traditionally. **Root Cause:** The Covid pandemic resulted in schools not having parents in buildings to the extent we did traditionally, and many family events were cancelled or postponed through early 2022.

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

- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: By May of 2023, we will increase the percentage of students (and for each of the 14 student groups) performing at the meets and masters expectations levels by 5% using these measures: 1) Reading language arts and math STAAR testing results, and 2) K-5th essential reading/literacy and math fluency skills. 80% of Shultz students (and for each of the 14 student groups) will make a full years worth of growth in their essential reading/literacy and math fluency skills.

Our campus guiding outcome supports the district's guiding outcomes of students reading on grade level by the end of 3rd grade and increasing the percentage of students mastering algebra 1.





Performance Objective 1: Students' STAAR performance will be measured in reading language arts and math. Our goals are to see a 5% increase in the percentage of students performing at the meets and masters levels when the same group of students' results in spring 2023 are compared to their results in spring 2022 in the previous grade level. Progress on 3rd-5th grade performance on vertical zone common assessments will be monitored throughout the school year.

High Priority

Evaluation Data Sources: Student growth (same group of students) on STAAR reading language arts and STAAR math assessments from spring 2022 to spring 2023

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a the campus math interventionist.</p> <p>Strategy's Expected Result/Impact: Student growth (same group of students) on STAAR math assessments from spring 2022 to spring 2023, increased student mastery of essential standards during units of instruction, students making year's growth in essential math skills</p> <p>Staff Responsible for Monitoring: Campus math interventionist, MTSS team, campus admin, K-5 math teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary - State Compensatory Education (SCE) - \$39,000, Salary - Title I, Part A - \$39,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 2: Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a literacy/reading interventionists.</p> <p>Strategy's Expected Result/Impact: Student growth (same group of students) on STAAR reading language arts assessments from spring 2022 to spring 2023, increased student mastery of essential standards during units of instruction, students making year's growth in essential literacy skills</p> <p>Staff Responsible for Monitoring: Campus reading interventionist, MTSS team, campus admin, K-5 language arts teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary - State Compensatory Education (SCE) - \$39,000, Salary - Title I, Part A - \$39,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Instructional coaching will be systematically provided to teachers and teams to enhance strength and engagement of tier one instruction as well as small group supplemental intervention provided to students requiring additional support.</p> <p>Strategy's Expected Result/Impact: Student growth (same group of students) on STAAR assessments from spring 2022 to spring 2023, increased student mastery of essential standards during units of instruction, students making year's growth in essential skills</p> <p>Staff Responsible for Monitoring: campus instructional coach, campus interventionists, MTSS team, campus admin, K-5 teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 4: Purchase high quality curriculum materials to help students transfer their knowledge and skills to the format of the STAAR test.</p> <p>Strategy's Expected Result/Impact: Student growth (same group of students) on STAAR assessments from spring 2022 to spring 2023, increased student mastery of essential standards during units of instruction, students making year's growth in essential skills</p> <p>Staff Responsible for Monitoring: 3-5 teachers, campus interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 1: By May of 2023, we will increase the percentage of students (and for each of the 14 student groups) performing at the meets and masters expectations levels by 5% using these measures: 1) Reading language arts and math STAAR testing results, and 2) K-5th essential reading/literacy and math fluency skills. 80% of Shultz students (and for each of the 14 student groups) will make a full years worth of growth in their essential reading/literacy and math fluency skills.





Our campus guiding outcome supports the district's guiding outcomes of students reading on grade level by the end of 3rd grade and increasing the percentage of students mastering algebra 1.

Performance Objective 2: Collaborating in PLC teams, grade level teachers will identify essential learning skill outcomes in literacy/reading and math fluency and track these on a monthly basis throughout the school year. For each essential skill, teachers will set goals for each individual student, class, and grade level for at least a year's worth of growth. For each identified essential skill, 80% of Shultz students will make at least one year's worth of growth from September 2022 to May 2023.

High Priority

Evaluation Data Sources: Student progress monitoring spreadsheets with teachers tracking growth for all students on a monthly basis throughout the school year

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Utilizing the 15-Day Challenge PLC model of unit instruction and intervention, grade level teams will collaboratively design units of instruction around essential learning standards. Common formative assessments will be utilized to measure mastery of essential learning targets, and timely intervention will be provided during the unit of instruction to maximize the number of students who master essential learning outcomes by the time each unit has completed.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students meeting or mastering essential learning standards by the end of units of instruction.</p> <p>Staff Responsible for Monitoring: K-5 teachers, interventionists, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |





| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: Develop monthly progress monitoring system to track learning growth for all K-5 students in essential literacy and math fluency skills identified by teacher PLC teams.</p> <p>Strategy's Expected Result/Impact: Students making year's worth of growth in essential language arts and math skills</p> <p>Staff Responsible for Monitoring: K-5 teachers, interventionists, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 1: By May of 2023, we will increase the percentage of students (and for each of the 14 student groups) performing at the meets and masters expectations levels by 5% using these measures: 1) Reading language arts and math STAAR testing results, and 2) K-5th essential reading/literacy and math fluency skills. 80% of Shultz students (and for each of the 14 student groups) will make a full years worth of growth in their essential reading/literacy and math fluency skills.

Our campus guiding outcome supports the district's guiding outcomes of students reading on grade level by the end of 3rd grade and increasing the percentage of students mastering algebra 1.

Performance Objective 3: There will be a 5% increase in the percentage of emergent bilingual and ESL students performing at the meets and masters levels on the STAAR reading language arts and STAAR math assessments when the same group of students' results in spring 2023 are compared to their results in spring 2022 in the previous grade level. K-5 emergent bilingual and ESL students will make at least a year's worth of growth on the essential literacy and math fluency skills identified by teachers.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Targeted supplemental student support in bilingual education will be provided to our emergent bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a bilingual/ESL interventionist/coach.</p> <p>Strategy's Expected Result/Impact: Academic growth of emergent bilingual and ESL student groups as measured by growth in STAAR test performance and progress monitored essential learning skills over course of school year</p> <p>Staff Responsible for Monitoring: K-5 dual language teachers, bilingual interventionist/coach, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: To support consistent, research-based practices in our two-way dual language program, dual language PLC's will be held periodically during the school year. Dual language teachers will collaborative to develop their knowledge and practice in areas such as translanguaging, bilingual pairs, and academic vocabulary. Language-rich vertical collaboration will take place once a grading period between dual language grade language classes, and dual language family events will take place at least once per semester.</p> <p>Strategy's Expected Result/Impact: Academic growth of emergent bilingual and ESL student groups as measured by growth in STAAR test performance and progress monitored essential learning skills over course of school year</p> <p>Staff Responsible for Monitoring: K-5 dual language teachers, bilingual interventionist/coach, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Dual language teachers, specialist, and administration will attend the La Cosecha Dual Language Conference together in November 2022.</p> <p>Strategy's Expected Result/Impact: Academic growth of emergent bilingual and ESL student groups as measured by growth in STAAR test performance and progress monitored essential learning skills over course of school year</p> <p>Staff Responsible for Monitoring: K-5 dual language teachers, bilingual interventionist/coach, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |

Guiding Outcome 2: By May of 2023, Nette Shultz Elementary 4th and 5th grade students will be able to identify a future college, career, or military goal and identify the action steps required to meet that goal.

Our campus guiding outcome supports the district's guiding outcome of increasing the percentage of graduates meeting CCMR criteria.

Performance Objective 1: All Shultz 4th and 5th grade students will create a poster identifying a future career they are interested in. They will include the educational and vocational requirements to attaining that career.





High Priority

Evaluation Data Sources: All 4th and 5th grade teachers will facilitate these career poster projects with their students, and posters will be displayed in our school for all students, staff, and parents to view.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: 4th and 5th grade students will take a field trip to the Advanced Technology Complex (ATC) at the LaGrone Academy to learn firsthand about vocational training options available through our district in high school, as well as the requirements for each vocational program.</p> <p>Strategy's Expected Result/Impact: Students developing deeper understanding of vocational career options and the associated skills and trainings required for each</p> <p>Staff Responsible for Monitoring: 4th and 5th grade teachers, counselor, admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: All students will engage in College and Career Week to learn from parents and community members about different careers and the certification and education requirements for each career. Parents and community members will record videos of themselves speaking about their careers and the training, education, and skills needed for their jobs.</p> <p>Strategy's Expected Result/Impact: Students developing deeper understanding of college, vocational, and military career options and the associated skills and trainings required for each</p> <p>Staff Responsible for Monitoring: K-5th teachers, counselor, admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Veterans and local military recruiters will speak to 4th and 5th grade students about the requirements and reality of military service in the United States.</p> <p>Strategy's Expected Result/Impact: Students developing deeper understanding of military career options and the associated skills and trainings required for each</p> <p>Staff Responsible for Monitoring: 4th and 5th grade teachers, counselor, admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 4: A Veterans Day program will be held for students, parents, and veterans in our community to celebrate their service to our country.</p> <p>Strategy's Expected Result/Impact: Students developing deeper understanding of military career options and the associated skills and trainings required for each, and students gathering deeper respect and appreciation of military veterans and their service</p> <p>Staff Responsible for Monitoring: K-5 teachers, music teacher, admin</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: A Teach Denton Club will be maintained at Shultz Elementary to demonstrate the value of the teaching profession to our students to identify students who may wish to be teachers when they are adults.</p> <p>Strategy's Expected Result/Impact: Increase the number of elementary students who view teaching as a viable and important career for them</p> <p>Staff Responsible for Monitoring: Teach Denton teacher coaches, admin, K-5 teachers and interventionists</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 6 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 6: An after-school STEAM Club will be held for our younger grade level students throughout the school year. A Family STEAM Night will be held for students and families in all grade levels. STEAM activities will take place routinely during the school day for all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase students' and families' experience in science, technology, engineering, art, and mathematics concepts and associated career options</p> <p>Staff Responsible for Monitoring: K-5 teachers and specialists, admin</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Students will receive high quality instruction not only in core academic areas, but in physical education, technology, and the fine arts. All students will attend fine arts programs during the school day to demonstrate the value of quality music, art, and dance.</p> <p>Strategy's Expected Result/Impact: Students gain valuable instructional knowledge and skills in all areas and learn to value all areas of learning</p> <p>Staff Responsible for Monitoring: Special area teachers, K-5 teachers, specialists</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: 4th and 5th grade students will participate in extracurricular activities during the school day, including PE club, choir, art club, and media club.</p> <p>Strategy's Expected Result/Impact: Students feel connected to our school culture and gain important academic and nonacademic skills through participation in extracurricular activities</p> <p>Staff Responsible for Monitoring: 4th and 5th grade teachers, special area teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|-------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Salary | | \$39,000.00 |
| 1 | 1 | 2 | Salary | | \$39,000.00 |
| Sub-Total | | | | | \$78,000.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Salary | | \$39,000.00 |
| 1 | 1 | 2 | Salary | | \$39,000.00 |
| Sub-Total | | | | | \$78,000.00 |

| STAAR Math | Approaches | | | Meets | | | Masters | | |
|------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
| | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) |
| Shultz | 75.82% | 80.82% | 79.00% | 42.86% | 47.86% | 49.00% | 21.98% | 26.98% | 23.00% |
| Econ Dis | 65.91% | 70.91% | 67.00% | 36.36% | 41.36% | 31.00% | 20.45% | 25.45% | 16.00% |
| Black/AA | 37.50% | 42.50% | 45% | 25% | 30% | 18% | 12.50% | 17.50% | 9% |
| Hispanic | 75% | 80% | 73.00% | 32.50% | 37.50% | 37.00% | 12.50% | 17.50% | 17.00% |
| White | 84.21% | 89.21% | 91.00% | 55.26% | 60.26% | 65.00% | 34.21% | 39.21% | 30.00% |
| LEP | 65% | 70% | 63% | 25% | 30% | 26% | 10% | 15% | 11% |
| Special Ed | 46.67% | 51.67% | 57.00% | 33.33% | 38.33% | 33.00% | 26.67% | 31.67% | 19.00% |

| STAAR Math | Approaches | | | Meets | | | Masters | | |
|------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
| | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) |
| Shultz | 80.22% | 85.22% | 87.00% | 47.25% | 52.25% | 58.00% | 30.77% | 35.77% | 34.00% |
| Econ Dis | 74% | 79% | 84.00% | 32% | 37% | 44.00% | 18% | 23% | 24.00% |
| Black/AA | 54.55% | 59.55% | 64.00% | 27.27% | 32.27% | 45.00% | 27.27% | 32.27% | 28.00% |
| Hispanic | 79.07% | 84.07% | 86.00% | 39.53% | 44.53% | 48.00% | 18.60% | 23.60% | 25.00% |
| White | 90.62% | 95.62% | 92.00% | 65.62% | 70.62% | 73.00% | 46.88% | 51.88% | 43.00% |
| LEP | 86.67% | 91.67% | 100.00% | 40% | 45% | 27.00% | 6.67% | 11.67% | 13.00% |
| Special Ed | 57.14% | 62.14% | 50.00% | 28.57% | 33.57% | 50.00% | 0% | 5% | 17.00% |

| STAAR Reading (English) | Approaches | | | Meets | | | Masters | | |
|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
| | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) |
| Shultz | 74.39% | 79.39% | 81.00% | 50% | 55% | 58.00% | 24.39% | 29.39% | 37.00% |
| Econ Dis | 62.16% | 67.16% | 63.00% | 40.54% | 45.54% | 41.00% | 13.51% | 18.51% | 23.00% |
| Black/AA | 50% | 55% | 45% | 12.50% | 17.50% | 9% | 12.50% | 17.50% | 9% |
| Hispanic | 62.50% | 67.50% | 71.00% | 40.62% | 45.62% | 48.00% | 21.88% | 26.88% | 31.00% |
| White | 89.19% | 94.19% | 93.00% | 64.86% | 69.86% | 73.00% | 29.73% | 34.73% | 44.00% |
| LEP | 63.64% | 68.64% | 67% | 36.36% | 41.36% | 50% | 18.18% | 23.18% | 25% |
| Special Ed | 38.46% | 43.46% | 56.00% | 30.77% | 35.77% | 44.00% | 15.38% | 20.38% | 28.00% |

| STAAR Reading (English) | Approaches | | | Meets | | | Masters | | |
|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
| | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) |
| Shultz | 76.54% | 81.54% | 91.00% | 55.56% | 60.56% | 75.00% | 33.33% | 38.33% | 52.00% |
| Econ Dis | 63.64% | 68.64% | 88.00% | 38.64% | 43.64% | 52.00% | 13.64% | 18.64% | 40.00% |
| Black/AA | 63.64% | 68.64% | 91.00% | 45.45% | 50.45% | 55.00% | 9.09% | 14.09% | 36.00% |
| Hispanic | 68.57% | 73.57% | 88.00% | 45.71% | 50.71% | 74.00% | 20% | 25% | 45.00% |
| White | 90% | 95% | 92.00% | 73.33% | 78.33% | 81.00% | 56.67% | 61.67% | 60.00% |
| LEP | 60% | 65% | 100.00% | 0% | 5% | 77.00% | 0% | 5% | 15.00% |
| Special Ed | 50% | 55% | 67.00% | 33.33% | 38.33% | 33.00% | 16.67% | 21.67% | 33.00% |

| STAAR Reading (Spanish) | Approaches | | | Meets | | | Masters | | |
|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
| | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) | 2021 (3rd Grade) | 2022 GOAL (4th Grade) | 2022 Actual (4th Grade) |
| Shultz | 30% | 35% | 43.00% | 20% | 25% | 0.00% | 0% | 5% | 0.00% |
| Econ Dis | 37.50% | 42.50% | 43.00% | 25% | 30% | 0.00% | 0% | 5% | 0.00% |
| Special Ed | 66.67% | 71.67% | 67% | 66.67% | 76.67% | 0.00% | 0% | 5% | 0.00% |

| STAAR Reading (Spanish) | Approaches | | | Meets | | | Masters | | |
|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
| | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) | 2021 (4th Grade) | 2022 GOAL (5th Grade) | 2022 Actual (5th Grade) |
| Shultz | 60% | 65% | 50.00% | 40% | 45% | 0.00% | 10% | 15% | 0.00% |
| Econ Dis | 50% | 55% | 50.00% | 38.33% | 38.33% | 0.00% | 0% | 5% | 0.00% |

Denton Independent School District
Pecan Creek Elementary
2022-2023 Campus Improvement Plan



PECAN CREEK
ELEMENTARY

Mission Statement

At Pecan Creel we will always support the social, emotional, and academic growth of everyone, in a safe, respectful environment.

Vision

Our Vision

Together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

Vales and 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.

Our Values

Our values are the things we have committed to at Pecan Creek. These values will guide us as we work towards the vision of together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

- Compassion
- Community
- Relationships
- Diversity
- Life Long Learning

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| Guiding Outcomes | 18 |
| 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 | 19 |
| 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 | 25 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics of Pecan Creek:

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 and September 19, 2022 to review and finalize the Campus Performance Objectives and strategies.

Pecan Creek opened in 2002, with students beginning in 2003. Next year will be our 20th year of greatness! We are located on the south side of Denton in the beautiful nature preserves of Pecan Creek. We have always been a neighborhood school with the focus on building community. We serve 3 major communities: the Preserves at Pecan Creek, the Villages of Carmel, and the Pecan Creek Mobile Home Community. Our values reflect what we care about and what drives us as we meet our goals. Our PC Bear Values are: Community, Relationships, Compassion, Diversity and Life Long Learning. Our motto, together hand in hand, juntos de la mano, we build compassionate relationships through our diverse community was created by the staff to guide us as we work together to make PC a place that serves, supports and enriches all students, staff, and families.

Pecan Creek is a Dual Language campus with 2 way and one way BIL classes in K-2 and 2 way BIL classes in 3-5. Our Dual Language Program is an immersion experience for bilingual and monolingual students. Our hope is that our students gain confidence in Spanish and English in order to support their success as they move into middle school and high school.

Demographics:

From TEA Report Card 2019-2020- (COVID year)

Enrollment- 676

Attendance Rate- 96.9%

AA- 12.5%, His- 37.9%, W-41.3%, AI- 0.1%, As-7.2%, 2 or more- 0.9%

EcoDis- 39.29%, Sped- 11.8%, EB- 27.1%

Mobility Rate- 8.7%

From TEA Report Card 2020-2021- (COVID, Virtual Year)

Enrollment- 642

Attendance Rate- 99.3% (students were able to be counted present if they attend a virtual session in one day or completed an assignment)

AA- 11.4%, His- 36.4%, W-42.3%, AI- 0%, As-7.9%, 2 or more- 2%

EcoDis- 41%, Sped- 13.1%, EB- 29.3%

Mobility Rate- 9.4%

Currently 2022-2023

Enrollment- 673 - enrollment has increased and returned to pre covid dates.

Attendance Rate- 96.8% currently

AA- 12.5%, His- 37.9%, W-41.3%, AI- 0.1%, As-7.2%, 2 or more- 0.9%

EcoDis- 41% Sped- 15.2, EB- 29.3%

Mobility Rate-n/a

Questions for whole campus in CNA?

1. How do we describe our school? Details can include size, grades, location, or other descriptors.
2. Who are our stakeholders?
3. What programs do we have and how do they align with our goals and beliefs?
4. What are the student behavior trends? What behaviors have you seen more of since COVID?
5. In what ways do you think our student population has changed?
6. What is our neighborhood community like?

Strengths:

- How do we describe ours school:
- Diverse, title, welcoming, established, we have our own traditions
- Multicultural, diverse, large student body, large staff
- A large diverse school with a mixed Socio Economic Status
- Title 1, inclusive, Supportive
- Bilingual community
- Our Stakeholders are- a diverse population, teachers, parents, neighborhood, community, students, Denton IS
- Programs at our school - align to our mission and vision
- GOAL supports our diverse community and focus on relationships, Baby Doll SEL promotes Empathy and kindness, SLT promotes leadership and excellence

- Dual Language, SLT, SEL.....includes everyone, builds relationships and meets our academic needs
- GOAL, SLT, SEL, EXPO, Hattie therapy dog, mentorship, high school helpers, Teach Denton
- Community is multicultural, engaged and helpful, diverse and supportive

Areas of Need:

- Student behavior trends since COVID:
 - Impulsiveness
 - Peer relationships
 - Emotional regulation
 - Continue attendance interventions

Demographics Strengths

- How do we describe our school:
- Diverse, title, welcoming, established, we have our own traditions
- Multicultural, diverse, large student body, large staff
- A large diverse school with a mixed Socio Economic Status
- Title 1, inclusive, Supportive
- Bilingual community
- Our Stakeholders are- a diverse population, teachers, parents, neighborhood, community, students, Denton IS
- Programs at our school - align to our mission and vision
- GOAL supports our diverse community and focus on relationships, Baby Doll SEL promotes Empathy and kindness, SLT promotes leadership and excellence
- Dual Language, SLT, SEL.....includes everyone, builds relationships and meets our academic needs
- GOAL, SLT, SEL, EXPO, Hattie therapy dog, mentorship, high school helpers, Teach Denton
- Community is multicultural, engaged and helpful, diverse and supportive

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are needing more support for emotional regulation and impulse control. Students are also needing guidance and modeling of positive peer relationships and appropriate social interactions. **Root Cause:** Behaviors possibly connected to COVID and trends seen in student social interactions after virtual times and social distancing.

Problem Statement 2: Even though attendance is above the district average and has returned to the pre-covid average, we will focus on interventions to increase attendance and support students with less than 90% attendance. A decrease in attendance increases the need for academic intervention. **Root Cause:** At the BOY more reports of COVID, flu, and families traveling.

Student Learning

Student Learning Summary

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 to review and finalize the Campus Performance Objectives and strategies.

See addendums for Texas Academic Performance Report (TAPR)

1. How have we closed the gaps in student performance this year?
2. What student groups do you think need more support in regard to academic success and growth? Why?
3. How do you think we compare to other schools with similar demographics in the area of Student Learning?
4. What are strong practices that we are doing in classrooms that best support student learning?

Strengths:

- We have closed the gaps:
- 15 day challenges, data collection, HB4545, dyslexia therapy, dmtss, progress monitoring
- focus on accommodations
- Purposeful planning
- Data driven instruction, guided reading, intervention time, writing workshop , success time
- Guided reading, classroom management, restorative practices, communication with parents, daily reading at home
- Focus on Tier 1, feedback & assessment, TEKs focused, strong teams
- Dedicated intervention time/schedule & data digs to support intervention groups
- Use of technology and differentiation

Areas of Need:

- Emergent Bilingual students increasing performance on STAAR and district assessments
- Tier 1 Instruction/Intervention

Areas of Need Based on 21-22 EOY and STAAR Data:

3rd Reading STAAR 21-22 SPANISH

| Approaches | Meets | Masters |
|------------|-------|---------|
| 62.50% | 6.25% | 0% |

| SPANISH 4th Reading | May 2022 STAAR | |
|----------------------------|-----------------------|---------|
| Approaches | Meets | Masters |
| 50% | 37.50% | 18.75% |

May 2022 STAAR Math SPANISH

| Approaches | Meets | Masters |
|------------|-------|---------|
| 28.57% | 0% | 0% |

Student Learning Strengths

Strengths:

- We have closed the gaps:
- 15 day challenges, data collection, HB4545, dyslexia therapy, dmtss, progress monitoring
- focus on accommodations
- Purposeful planning
- Data driven instruction, guided reading, intervention time, writing workshop , success time
- Guided reading, classroom management, SEL practices, communication with parents, daily reading at home
- Focus on Tier 1, feedback & assessment, TEKs focused, strong teams
- Dedicated intervention time/schedule & data digs to support intervention groups
- Use of technology and differentiation

Areas of Strength Based on EOY and STAAR Data:

| 3rd Reading STAAR 21-22 | | |
|-------------------------|--------|---------|
| Approaches | Meets | Masters |
| 90.91% | 68.18% | 42.05% |

68% Meets, 42% Masters

| 3rd Math STAAR 21-22 | | |
|----------------------|--------|---------|
| Approaches | Meets | Masters |
| 85.44% | 48.54% | 26.21% |

| May 2022 STAAR Reading, Grade 4 | | |
|---------------------------------|--------|---------|
| Approaches | Meets | Masters |
| 82.11% | 54.74% | 28.42% |

54% Meets

| 4th Math | May 2022 STAAR | |
|------------|----------------|---------|
| Approaches | Meets | Masters |
| 81.73% | 50.96% | 27.88% |

50% Meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data shows that Tier I instruction best practices and Tier I and Tier II intervention are needed to close the gaps and show greater academic growth in emergent bilingual performance on STAAR in Math and Reading. **Root Cause:** One of the causes could be the language that students are testing in and vocabulary bridging.

School Processes & Programs

School Processes & Programs Summary

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 to review and finalize the Campus Performance Objectives and strategies.

1. We always strive to hire the best staff. What qualities do we see in our current staff and look for when we are seeking new bears?
2. How are all students, especially those at risk, given opportunities to meet expectations and grow?
3. How does technology support students? Does technology create challenges? If so, how?
4. How have PLCs, instructional planning time, 15 day Challenges, intervention planning and DMTSS supported your students and grade level this year?

Strengths:

- We want Bears who are open to learning, collaborative, positive, hardworking, flexible, team vibe pro student
- Relationships are a high priority, positive, knowledgeable, kindness, collaborative
- Team players, supportive, knowledgeable, kind, respectful
- Caring, Compassionate, Efficient
- PLC, planning time, 15 day challenges, DMTSS have helped us with:
 - Higher test scores, more students "testing out" of intervention.
 - Creating a safe learning environment so students feel included
 - Allowed collaboration, planning, and kept teams focused
 - Team planning brought cohesive time, more frequent MTSS
 - It has allowed us time to dig deep and determine needs
 - Gave us a plan for how to support our students
 - Less students needing HB4545 interventions this year.

Area of Need:

- Use technology as an engaging learning tool while also providing hands and minds on activities.
- What extra curricular activities can we support that create a sense of belonging in students?

- Continued DMTSS procedures to monitor and support individual students with individual needs.

School Processes & Programs Strengths

- We want Bears who are open to learning, collaborative, positive, hardworking, flexible, team vibe pro student
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 - Team planning brought cohesive time, more frequent MTSS
 - It has allowed us time to dig deep and determine needs
 - Gave us a plan for how to support our students
 - Less students in need of HB4545 intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collection of data regarding behavioral needs of students is showing that their academic progress is being impacted and increases the need for Tier II intervention. We will continue the MTSS process to monitor and support academic and behavioral success of students. **Root Cause:** Transition time back to in school procedures and routines. The sense of responsibility over self awareness and personal growth.

Perceptions

Perceptions Summary

Our campus completed a Campus Needs Assessment in May 2022. The staff then met in August 2022 to review the strengths and areas of need to problem solve and discuss collective solutions. The CLT met on August 22, 2022 to review and finalize the Campus Performance Objectives and strategies.

1. How does the attendance of students differ from in the past? Do you notice a trend? What is the impact?
2. What are some ideas you have to increase parent engagement?
3. How does the community around us support the school? What other community members could be partner with?
4. How do you think students describe their school and learning environment?
5. How does staff describe our school to others that don't know about us?

Strengths:

- Higher attendance this year than last year , learning and growth was more evident this year based on data- current attendance rate 96.18%
- More family events happening this year, fall festival, hot dog social, Cocoa and caroling
- Partnerships with local businesses
- Students: Engaging, fun, a place to be social with friends, connected, stable environment for students.
- Students talk highly of our school, excited to be here and participate
- Students describe their experiences as fun and positive.
- Most kids would speak positively of their experience.
- Fun, welcoming, family, inclusive
- Staff - friendly, welcoming, supportive, knowledgeable, like a family, resourceful
- Staff- That we an inclusive campus that works hard and loves our students
- Staff- Fun, welcoming, family, inclusive

Areas of Need:

- Attendance patterns after COVID
- Building connections with the community

Perceptions Strengths

- Higher attendance this year than last year,, learning and growth was more evident this year based on data
- More family events happening this year, fall festival, hot dog social, Cocoa and caroling
- Partnerships with local businesses
- Students: Engaging, fun, a place to be social with friends, connected, stable (so many students upset with summer coming)
- Students talk highly of our school, excited to be here and participate
- Students describe their experiences as fun and positive.
- Most kids would speak positively of their experience.
- Fun, welcoming, family, inclusive
- Staff - friendly, welcoming, supportive, knowledgeable, like a family, resourceful
- Staff- That we an inclusive campus that works hard and loves our students
- Staff- Fun, welcoming, family, inclusive

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continuing to increase attendance rates through positive reinforcement. **Root Cause:** Lack of understanding of the correlation between attendance and academic performance and student confidence.

Problem Statement 2: Finding more ways to involve parents and build community. **Root Cause:** 2 years of COVID protocols and the need for more focus on safety procedures.

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
- 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- 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: All students will make a years growth and/or perform at grade level in Math and Reading by June 2023.

- * K-2 will end the year with at least 85% of the grade level on level in Reading using DRA.
- * K-2 80% of the grade level will be progressing or on level in Math in the area of overall performance on the EOY PNA.
- * 3-5 will increase progressing and on level performance by 20% on Istation by the end of the year.
- * 3-5 will increase quantile performance by 20% on Imagine Math by the end of the year.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Ryan Zone common assessment data, TPRI, TxKea, TejasLee, istation ISIP, PNA, Imagine Math, STAAR Sim, intervention formative assessments, DRA, F&P, Reading levels. report card assessments, ESTAR observations and teacher input.





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: 100% of eligible HB 4545 students will be served by May 2023.</p> <p>Strategy's Expected Result/Impact: Increased student performance in Reading and Math on Ryan Zone Common Assessments, STAAR, STAAR Interim, formative assessments, MTSS progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin, Interventionists, Coach, Specialist, Counselor, Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - Title I, Part A, Reading and Math Interventionist - State Compensatory Education (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Continued implementation of AFL strategies in collaboration with Lucy Calkins Units of Study</p> <p>Strategy's Expected Result/Impact: Increase skills of readers and writers, increase problem solving strategies and under standing of learning targets, goal setting, and self assessment.</p> <p>Evidence: common assessments, walkthroughs, goal setting, engagement in conferring</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Professional development in core content and targeted areas of need.</p> <p>Strategy's Expected Result/Impact: Increase collaboration among grade levels and campuses in the Ryan Zone, support Tier 1 intervention strategies, growth for teachers in real time relevant areas that impact increase performance assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Admin, District Coaches and Curriculum Dept. Ryan Zone Literacy Plan.</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 4: Monthly DMTSS meeting to review and discuss students of concern, progress, and intervention plans.</p> <p>Strategy's Expected Result/Impact: Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs. Based on the data collected appropriate student referrals are made. Based on the interventions provided, an increase in student achievement is shown through common assessments, Reading Inventories, iStation, imagine math, reading levels, STAAR.</p> <p>Staff Responsible for Monitoring: DMTSS committee, teachers, admin.</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: PLC Meetings with time for teacher to analyze student data in order to inform instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Increase in collaboration in grade level and instructional teams. Grade level collaboration time for students of concern and content needs. Grade level intervention and acceleration planning. Increased performance on formal and informal assessments. Increased reading levels Decrease in students requiring Tier II intervention outside of the classroom. Work with instructional coach to improve Tier I and Tier II strategies. 15 Day Challenges for each grade level and content area HB 4545 Student Progress Monitoring</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionists, Coaches, Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 6 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 6: Math and Reading Intervention for Tier II and III students.</p> <p>Strategy's Expected Result/Impact: All HB 4545 targeted students served Teachers providing intervention during small groups and grade level intervention time. Master schedule created with each grade level having intervention and acceleration time. Increased performance on assessments. Hire a person to provide Math Intervention. Hire a person to provide Reading Intervention. BIL Interventionist and para Tier II and III students get targeted instruction that helps to fill gaps in order to move them out of intervention and back to Tier I only. RR, DLL, and Lit Groups implemented to support Tier II and III in Reading.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Admin</p> <p>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</p> <p>Funding Sources: Math Interventionist - Title I, Part A, Reading and Math Interventionist - State Compensatory Education (SCE) , Intervention Paraprofessional- support with Title funds Feb- May - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Intervention for BIL students in their targeted areas of content and linguistic needs through a BIL Specialist and BIL para.</p> <p>Strategy's Expected Result/Impact: All HB 4545 targeted students will be served and progress. Increase in student performance for BIL students in Math and Reading on local and state assessments. Determination of language dominance. TELPAS exits due to fully bilingual students. Daily intervention that supports Tier II and III students to exit through DMTSS and return to Tier I only. Improvement in Tier I instruction for BIL and ESL students.</p> <p>Staff Responsible for Monitoring: BIL Interventionist, BIL Dept, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 8 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 8: Common assessments created in the Ryan Zone in collaboration with campuses, teachers, specialists, and admin.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Create more opportunities for collaboration in the zone. Shared data and breakdown of current needs with Ryan zone campus leaders and district leaders. Shared effective common Tier I intervention strategies to increase successful instruction. Deeper PLC and DMTSS discussion about student needs. Resources and shared strategies from Ryan Zone.</p> <p>Staff Responsible for Monitoring: Interventionists, Admin, Ryan Zone Cohort, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Monthly Instructional team meetings to analyze data, review assessments, and create teacher supports.</p> <p>Strategy's Expected Result/Impact: Review and monitor progress of HB 4545 targeted students. Review students of concern. Increase student performance on local and state assessments. Provide support to teachers in targeted areas of need. Problem solve about curriculum and Tier I and II instruction. Instructional team presents to the CLT in order to improve campus communication about academic progress and current needs.</p> <p>Staff Responsible for Monitoring: Teachers, CLT, Interventionists and Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 10 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 10: Monthly Team Collab meetings to review data, align instructional best practices, discuss current issues and needs, and support Tier I instruction and grade level intervention.</p> <p>Strategy's Expected Result/Impact: Increased teacher support vertically and more time in collaboration to problem solve. Increased performance on local and state assessments. Social, emotional and behavioral support strategies. Refinement of vertical curriculum. 15 day challenges Grade level intervention targets and planning. Tier II and II coaching Students of concern and prep for MTSS</p> <p>Staff Responsible for Monitoring: Teacher, Admin, Coaches, Interventionists</p> <p>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</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 11 Details | Formative Reviews | | |
| <p>Strategy 11: Explicit academic vocabulary instruction focused on latin roots and deeper understanding of what students read in ELAR and Math.</p> <p>Strategy's Expected Result/Impact: Improved performance on Math and Reading assessments. Deeper understanding of word problems in Math. Vocab bridging for emergent bilingual students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 12 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 12: Learning Together Time with staff each month focused on most needed topics and differentiated for grade levels led by the Instructional Leadership Team.</p> <p>Strategy's Expected Result/Impact: Timely and relevant professional development focused on staff and student needs. Increase in best practices. Increase in student performance on assessments. Mentorship and training for new teachers and staff. Common vision and learning expectations. Viable curriculum with universal practices. Vertical alignment and support. Team collaboration</p> <p>Staff Responsible for Monitoring: Teachers, District Instructional Coach, Instructional Leadership Team, Admin, Engagement Coach</p> <p>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</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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: By June 2023, Pecan Creek will establish a safe and compassionate environment that fosters a sense of community and belonging by prioritizing the social-emotional wellbeing of all students and staff.





Evaluation Data Sources: Engagement Coach on campus, self care promotion, Rhytim App data for students, observations, discussion, engagement surveys , goal setting meetings, PLC, relationship agreements in all classrooms. increased academic performance, deeper relationships within the staff, parent engagement increase , end of year engagement survey data, lower incidents of discipline issues, educator's handbook, attendance rate, MTSS behavioral and academic summaries.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Continued use of Restorative Practices and supporting events that target Social and Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, Baby Doll Circles, Red Ribbon Week, in class counseling lessons daily.</p> <p>Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, Engagement Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Maintain parent involvement and relationships through communication, meetings, campus events, and surveys.</p> <p>Strategy's Expected Result/Impact: Virtual attendance increase at meetings , higher PTA membership and participation, weekly newsletters to parents and staff, Bilingual Specialists translating and making contacts with families regularly, social media posting to share activities and pictures</p> <p>Result: Create connections and relationships with Hispanic families and increase parent involvement, maintained relationships and trust with parents and new families.</p> <p>Staff Responsible for Monitoring: Teachers, Bilingual Specialists, Counselor, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Consistent promotion of positive health and wellness for students and staff through Staff Wellness Center, Rythim App, Essential education (art, music, pe, and library), CATCH curriculum, restorative practices, counselor lessons and check ins, vertical team work with an SEL component, zones of regulation and campus events focused on the Essential 8.</p> <p>Strategy's Expected Result/Impact: An Increase in positive mental health and wellbeing will improve engagement, climate and culture, safety and performance.</p> <p>Focus on Essential 8 Use of Second Step Baby Doll Circles CHAMPS and Bear Paws Care Bears Treatment Agreements Morning Circles</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, SEL Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Monthly character education with Essential 8 and social emotional focus for classrooms to use daily.</p> <p>Strategy's Expected Result/Impact: The counselor will provide relevant and real time strategies to improve mental health, character development, behavior, and engagement. The teachers will be more confident in modeling self care and positive mental health.</p> <p>Staff Responsible for Monitoring: Teachers , Counselor, Admin, Engagement Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Provide opportunities for students to experience and engage in real word, hands on learning that inspires deeper thinking and engagement strategies.</p> <p>Strategy's Expected Result/Impact: The teachers and instructional team will work to brainstorm ways to continue to provide enriching and engaging activities that give students the chance to learn outside and in other ways outside of the virtual platform. Examples: 4th grade Nature Day, 2nd Grade Balloon Macy's Day Celebration, STEM, Fine Arts Dept. providing virtual and in person programs such as orchestra performances, concerts, field trips, choir and dance.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 6 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 6: Maintain open communication and collaboration that promotes positive campus culture and safety through drills/feedback. BERT, DMTSS, PLC, Vertical Teams, CLT, event committee, attendance committee, Learning Together Times, PLC, CHAMPS, Character Education Program, High 5 celebrations, Celebration Meetings, Essential 8, Second Step, GOAL and campus events.</p> <p>Strategy's Expected Result/Impact: Positive response on surveys and increased engagement. Stronger communication and confidence in programs and procedures. Team Leaders empowered All working towards the same common vision and mission through the campus values. CLT collaboration to build campus needs and processes. Decreased burnout and teacher absences Weekly PLCs and monthly 1/2 day PLC</p> <p>Staff Responsible for Monitoring: Admin, BERT, Counselor, Teachers, Team Leaders, Instructional leadership Team, Engagement Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Student leadership opportunities such as Student Leadership Team, Honor Choir, Esports, Care Bears, GOAL and Office Squad.</p> <p>Strategy's Expected Result/Impact: Students are recognized for their achievements, leadership abilities, and positive behavior. Students are connected and have ownership in the mission and vision of the campus. Staff are supportive of students beyond academics and use their strengths to support the overall mission/vision of the campus. Students, parents, and staff are invested in the various successes of the PC community. Increased parent involvement and connections during events.</p> <p>Staff Responsible for Monitoring: SLT Leaders, Counselor, Admin, Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 8 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 8: Staff participation in the 5 Languages of Workplace Appreciation and goal setting meetings and check ins focused on support and strengths.</p> <p>Strategy's Expected Result/Impact: Higher engagement and sense of appreciation. Community of people to care and support each other. Shared responsibility of appreciation. Deeper understanding of our colleagues and what they need to be successful.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Team Leads, Counselor, Engagement Coach</p> <p>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</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Campus events and activities throughout the year to celebrate students, families and the community.</p> <p>Strategy's Expected Result/Impact: For example: Meet the Teacher, Open House, Grandparent's Night, Book Fair, Fall Festival, Veteran's Day, Character Dress Up Parade, Cocoa and Caroling, Hot Dog Supper, Hispanic Heritage Month, Black History Month Build community and parent involvement. Celebrate students, staff and families. Have fun and empower all stakeholders.</p> <p>Staff Responsible for Monitoring: Admin, Event Committee, Parent Involvement Committee, CLT, Teachers</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

State Compensatory

Budget for Pecan Creek Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 200

Brief Description of SCE Services and/or Programs

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Personnel for Pecan Creek Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|---------------|-------------------------------|------------|
| Kent Hamilton | Math and Reading Intervention | 100 |
| Taryn Stanley | RR Teacher | 100 |

Title I Personnel

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

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|--|--------------|--------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Reading and Math Interventionist | | \$0.00 |
| 1 | 1 | 6 | Reading and Math Interventionist | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Math Interventionist | | \$0.00 |
| 1 | 1 | 6 | Intervention Paraprofessional- support with Title funds Feb- May | | \$0.00 |
| 1 | 1 | 6 | Math Interventionist | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

2020-21 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: PECAN CREEK EL

Campus Number: 061901116

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PECAN CREEK EL (061901116) - 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) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 68% | 74% | 60% | 73% | 83% | - | 67% | - | * | 46% | 83% | 79% | 57% | 56% | 62% |
| | 2019 | 76% | 77% | 81% | 90% | 80% | 82% | - | 60% | - | 80% | 75% | * | 82% | 77% | 74% | 77% |
| At Meets Grade Level or Above | 2021 | 39% | 38% | 41% | 33% | 25% | 57% | - | 67% | - | * | 31% | 33% | 47% | 22% | 23% | 27% |
| | 2019 | 45% | 45% | 39% | 50% | 33% | 45% | - | 0% | - | 40% | 38% | * | 35% | 55% | 24% | 27% |
| At Masters Grade Level | 2021 | 19% | 19% | 19% | 27% | 5% | 31% | - | 22% | - | * | 8% | 33% | 23% | 4% | 8% | 8% |
| | 2019 | 27% | 27% | 18% | 30% | 10% | 22% | - | 0% | - | 20% | 19% | * | 14% | 32% | 5% | 7% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 63% | 75% | 67% | 65% | 83% | - | 100% | - | * | 46% | 83% | 81% | 57% | 62% | 69% |
| | 2019 | 79% | 80% | 85% | 100% | 77% | 86% | - | 100% | - | 80% | 88% | * | 88% | 73% | 79% | 80% |
| At Meets Grade Level or Above | 2021 | 31% | 29% | 39% | 20% | 38% | 40% | - | 67% | - | * | 8% | 50% | 43% | 26% | 28% | 54% |
| | 2019 | 49% | 49% | 54% | 60% | 40% | 57% | - | 80% | - | 60% | 50% | * | 56% | 45% | 42% | 47% |
| At Masters Grade Level | 2021 | 14% | 12% | 20% | 20% | 8% | 29% | - | 44% | - | * | 8% | 17% | 23% | 9% | 10% | 15% |
| | 2019 | 25% | 24% | 26% | 30% | 10% | 31% | - | 40% | - | 60% | 19% | * | 26% | 27% | 18% | 23% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 61% | 62% | 53% | 56% | 74% | - | 44% | - | * | 44% | 80% | 64% | 57% | 43% | 53% |
| | 2019 | 75% | 77% | 76% | 68% | 62% | 95% | - | * | - | * | 67% | 86% | 77% | 74% | 64% | 59% |
| At Meets Grade Level or Above | 2021 | 36% | 33% | 29% | 13% | 21% | 41% | - | 33% | - | * | 0% | 20% | 32% | 20% | 11% | 24% |
| | 2019 | 44% | 47% | 44% | 55% | 26% | 63% | - | * | - | * | 25% | 43% | 43% | 47% | 38% | 26% |
| At Masters Grade Level | 2021 | 17% | 16% | 12% | 0% | 9% | 17% | - | 22% | - | * | 0% | 0% | 12% | 13% | 5% | 8% |
| | 2019 | 22% | 23% | 19% | 27% | 9% | 29% | - | * | - | * | 8% | 14% | 17% | 24% | 18% | 8% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 62% | 74% | 53% | 70% | 83% | - | 89% | - | * | 38% | 80% | 75% | 70% | 57% | 74% |
| | 2019 | 75% | 81% | 80% | 86% | 68% | 90% | - | * | - | * | 67% | 71% | 80% | 79% | 70% | 67% |
| At Meets Grade Level or Above | 2021 | 36% | 36% | 52% | 20% | 42% | 67% | - | 78% | - | * | 31% | 80% | 58% | 37% | 27% | 47% |
| | 2019 | 48% | 54% | 55% | 55% | 30% | 83% | - | * | - | * | 42% | 57% | 55% | 56% | 38% | 28% |
| At Masters Grade Level | 2021 | 21% | 20% | 31% | 0% | 33% | 39% | - | 44% | - | * | 25% | 40% | 35% | 20% | 18% | 34% |
| | 2019 | 28% | 34% | 35% | 45% | 13% | 54% | - | * | - | * | 25% | 57% | 35% | 35% | 22% | 13% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PECAN CREEK EL (061901116) - 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 Approaches Grade Level or Above | 2021 | 53% | 53% | 56% | 47% | 49% | 67% | - | 44% | - | * | 44% | 40% | 62% | 37% | 39% | 50% |
| | 2019 | 67% | 72% | 69% | 55% | 60% | 85% | - | * | - | * | 42% | 86% | 74% | 56% | 62% | 62% |
| At Meets Grade Level or Above | 2021 | 27% | 26% | 24% | 13% | 21% | 28% | - | 33% | - | * | 13% | 20% | 24% | 27% | 9% | 18% |
| | 2019 | 35% | 40% | 35% | 41% | 21% | 51% | - | * | - | * | 8% | 29% | 33% | 41% | 28% | 26% |
| At Masters Grade Level | 2021 | 8% | 7% | 6% | 0% | 9% | 7% | - | 0% | - | * | 6% | 0% | 6% | 7% | 0% | 3% |
| | 2019 | 11% | 13% | 14% | 18% | 4% | 27% | - | * | - | * | 8% | 0% | 12% | 21% | 14% | 5% |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 80% | 85% | 83% | 79% | - | 78% | - | 67% | 64% | * | 77% | 89% | 73% | 78% |
| | 2019 | 86% | 91% | 95% | 90% | 100% | 91% | * | 100% | * | * | 80% | * | 95% | 96% | 92% | 100% |
| At Meets Grade Level or Above | 2021 | 46% | 46% | 43% | 31% | 31% | 58% | - | 33% | - | 33% | 18% | * | 44% | 41% | 30% | 33% |
| | 2019 | 54% | 63% | 69% | 60% | 63% | 74% | * | 91% | * | * | 40% | * | 69% | 70% | 50% | 55% |
| At Masters Grade Level | 2021 | 30% | 31% | 25% | 23% | 10% | 37% | - | 22% | - | 17% | 9% | * | 23% | 30% | 10% | 11% |
| | 2019 | 29% | 35% | 44% | 40% | 33% | 44% | * | 91% | * | * | 20% | * | 43% | 48% | 26% | 36% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 72% | 77% | 85% | 79% | 77% | - | 67% | - | 67% | 55% | * | 81% | 67% | 73% | 78% |
| | 2019 | 90% | 94% | 98% | 90% | 100% | 98% | * | 100% | * | * | 80% | * | 98% | 100% | 97% | 100% |
| At Meets Grade Level or Above | 2021 | 44% | 46% | 47% | 31% | 34% | 58% | - | 56% | - | 50% | 32% | * | 49% | 41% | 40% | 44% |
| | 2019 | 58% | 65% | 67% | 60% | 70% | 67% | * | 73% | * | * | 50% | * | 68% | 65% | 58% | 59% |
| At Masters Grade Level | 2021 | 25% | 26% | 23% | 8% | 17% | 28% | - | 22% | - | 50% | 14% | * | 25% | 19% | 15% | 19% |
| | 2019 | 36% | 43% | 49% | 50% | 45% | 49% | * | 64% | * | * | 30% | * | 53% | 35% | 37% | 45% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 62% | 52% | 46% | 38% | 63% | - | 56% | - | 50% | 36% | * | 51% | 56% | 43% | 41% |
| | 2019 | 75% | 79% | 86% | 60% | 85% | 90% | * | 100% | * | * | 44% | * | 87% | 83% | 76% | 91% |
| At Meets Grade Level or Above | 2021 | 31% | 30% | 15% | 15% | 3% | 19% | - | 22% | - | 33% | 14% | * | 15% | 15% | 8% | 7% |
| | 2019 | 49% | 54% | 57% | 40% | 53% | 64% | * | 55% | * | * | 33% | * | 60% | 43% | 42% | 45% |
| At Masters Grade Level | 2021 | 13% | 12% | 1% | 8% | 0% | 0% | - | 0% | - | 0% | 0% | * | 1% | 0% | 3% | 0% |
| | 2019 | 24% | 27% | 30% | 0% | 33% | 31% | * | 45% | * | * | 11% | * | 31% | 26% | 26% | 27% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 69% | 68% | 61% | 64% | 76% | - | 68% | - | 62% | 47% | 73% | 71% | 61% | 55% | 62% |
| | 2019 | 78% | 81% | 84% | 77% | 77% | 89% | * | 96% | * | 88% | 69% | 78% | 85% | 78% | 76% | 76% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PECAN CREEK EL (061901116) - 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% | 36% | 22% | 27% | 46% | - | 49% | - | 38% | 19% | 42% | 39% | 29% | 22% | 32% |
| | 2019 | 50% | 54% | 52% | 52% | 40% | 63% | * | 63% | * | 52% | 36% | 44% | 53% | 52% | 39% | 36% |
| At Masters Grade Level | 2021 | 18% | 18% | 17% | 11% | 12% | 23% | - | 22% | - | 15% | 9% | 24% | 19% | 13% | 8% | 13% |
| | 2019 | 24% | 26% | 29% | 30% | 19% | 36% | * | 52% | * | 40% | 18% | 22% | 29% | 30% | 21% | 18% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 71% | 71% | 65% | 69% | 78% | - | 63% | - | 67% | 53% | 77% | 73% | 68% | 57% | 63% |
| | 2019 | 75% | 78% | 84% | 79% | 79% | 89% | * | 89% | * | 90% | 74% | 83% | 85% | 81% | 75% | 75% |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 37% | 26% | 25% | 52% | - | 44% | - | 22% | 16% | 31% | 40% | 28% | 21% | 27% |
| | 2019 | 48% | 52% | 51% | 55% | 40% | 60% | * | 58% | * | 40% | 34% | 42% | 50% | 56% | 37% | 33% |
| At Masters Grade Level | 2021 | 18% | 19% | 18% | 16% | 8% | 28% | - | 22% | - | 11% | 6% | 23% | 19% | 16% | 7% | 9% |
| | 2019 | 21% | 24% | 27% | 31% | 17% | 32% | * | 53% | * | 30% | 16% | 17% | 25% | 33% | 17% | 14% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 67% | 75% | 67% | 71% | 81% | - | 85% | - | 67% | 47% | 85% | 79% | 65% | 63% | 74% |
| | 2019 | 82% | 85% | 88% | 90% | 80% | 91% | * | 100% | * | 90% | 79% | 75% | 89% | 84% | 81% | 79% |
| At Meets Grade Level or Above | 2021 | 37% | 37% | 46% | 23% | 38% | 56% | - | 67% | - | 56% | 25% | 62% | 50% | 35% | 32% | 48% |
| | 2019 | 52% | 55% | 59% | 57% | 46% | 68% | * | 79% | * | 60% | 47% | 58% | 60% | 56% | 45% | 42% |
| At Masters Grade Level | 2021 | 18% | 16% | 25% | 9% | 20% | 32% | - | 37% | - | 33% | 16% | 31% | 28% | 16% | 15% | 24% |
| | 2019 | 26% | 29% | 37% | 43% | 23% | 44% | * | 63% | * | 50% | 24% | 42% | 38% | 33% | 25% | 24% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 61% | 56% | 47% | 49% | 67% | - | 44% | - | * | 44% | 40% | 62% | 37% | 39% | 50% |
| | 2019 | 68% | 74% | 69% | 55% | 60% | 85% | - | * | - | * | 42% | 86% | 74% | 56% | 62% | 62% |
| At Meets Grade Level or Above | 2021 | 30% | 32% | 24% | 13% | 21% | 28% | - | 33% | - | * | 13% | 20% | 24% | 27% | 9% | 18% |
| | 2019 | 38% | 44% | 35% | 41% | 21% | 51% | - | * | - | * | 8% | 29% | 33% | 41% | 28% | 26% |
| At Masters Grade Level | 2021 | 9% | 9% | 6% | 0% | 9% | 7% | - | 0% | - | * | 6% | 0% | 6% | 7% | 0% | 3% |
| | 2019 | 14% | 17% | 14% | 18% | 4% | 27% | - | * | - | * | 8% | 0% | 12% | 21% | 14% | 5% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 52% | 46% | 38% | 63% | - | 56% | - | 50% | 36% | * | 51% | 56% | 43% | 41% |
| | 2019 | 81% | 84% | 86% | 60% | 85% | 90% | * | 100% | * | * | 44% | * | 87% | 83% | 76% | 91% |
| At Meets Grade Level or Above | 2021 | 44% | 43% | 15% | 15% | 3% | 19% | - | 22% | - | 33% | 14% | * | 15% | 15% | 8% | 7% |
| | 2019 | 54% | 58% | 57% | 40% | 53% | 64% | * | 55% | * | * | 33% | * | 60% | 43% | 42% | 45% |
| At Masters Grade Level | 2021 | 20% | 17% | 1% | 8% | 0% | 0% | - | 0% | - | 0% | 0% | * | 1% | 0% | 3% | 0% |
| | 2019 | 25% | 27% | 30% | 0% | 33% | 31% | * | 45% | * | * | 11% | * | 31% | 26% | 26% | 27% |

- * 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.

Texas Education Agency
2018-19 Progress (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

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 | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 61 | 60 | 53 | 60 | 61 | - | * | - | * | 55 | 60 | 59 | 62 | 56 | 52 |
| | 2018 | 63 | 63 | 49 | 50 | 57 | 36 | * | 65 | * | * | 31 | * | 49 | 48 | 56 | 43 |
| Grade 4 Mathematics | 2019 | 65 | 73 | 73 | 80 | 54 | 91 | - | * | - | * | 82 | 86 | 70 | 80 | 56 | 47 |
| | 2018 | 65 | 67 | 74 | 78 | 76 | 64 | * | 90 | * | * | 50 | * | 73 | 76 | 71 | 75 |
| Grade 5 ELA/Reading | 2019 | 81 | 84 | 88 | 78 | 88 | 88 | * | 100 | * | * | 100 | * | 87 | 93 | 92 | 98 |
| | 2018 | 80 | 82 | 89 | 91 | 89 | 89 | * | * | - | * | 92 | * | 89 | 87 | 93 | 91 |
| Grade 5 Mathematics | 2019 | 83 | 89 | 89 | 94 | 90 | 86 | * | 91 | * | * | 100 | * | 89 | 89 | 86 | 83 |
| | 2018 | 81 | 83 | 89 | 91 | 99 | 81 | 80 | 92 | - | * | 93 | * | 89 | 89 | 92 | 98 |
| All Grades Both Subjects | 2019 | 69 | 70 | 77 | 72 | 71 | 82 | * | 93 | * | 100 | 83 | 79 | 76 | 80 | 71 | 64 |
| | 2018 | 69 | 70 | 77 | 79 | 82 | 71 | 73 | 82 | * | 75 | 64 | * | 77 | 76 | 80 | 82 |
| All Grades ELA/Reading | 2019 | 68 | 69 | 74 | 60 | 73 | 75 | * | 93 | * | 100 | 76 | 67 | 73 | 75 | 73 | 69 |
| | 2018 | 69 | 70 | 71 | 74 | 74 | 67 | 70 | 71 | * | 67 | 57 | * | 72 | 67 | 77 | 71 |
| All Grades Mathematics | 2019 | 70 | 72 | 80 | 84 | 69 | 89 | * | 93 | * | 100 | 90 | 88 | 79 | 84 | 70 | 60 |
| | 2018 | 70 | 70 | 82 | 85 | 89 | 74 | 75 | 91 | * | 83 | 70 | * | 82 | 83 | 83 | 90 |

* Indicates results are masked due to small numbers to protect student confidentiality.
- 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)
PECAN CREEK EL (061901116) - 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% | 68% | 58% | - | - | 58% | - | - | 71% | 73% | * | - | - | 71% | 62% | * |
| | 2019 | 78% | 81% | 84% | 74% | - | - | 87% | 35% | - | 77% | 77% | - | - | - | - | 75% | - |
| At Meets Grade Level or Above | 2021 | 41% | 42% | 36% | 25% | - | - | 25% | - | - | 46% | 48% | * | - | - | 38% | 31% | * |
| | 2019 | 50% | 54% | 52% | 30% | - | - | 38% | 5% | - | 44% | 44% | - | - | - | - | 35% | - |
| At Masters Grade Level | 2021 | 18% | 18% | 17% | 10% | - | - | 10% | - | - | 18% | 19% | * | - | - | 19% | 12% | * |
| | 2019 | 24% | 26% | 29% | 12% | - | - | 14% | 5% | - | 25% | 25% | - | - | - | - | 17% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 71% | 71% | 60% | - | - | 60% | - | - | 68% | 70% | * | - | - | 75% | 62% | * |
| | 2019 | 75% | 78% | 84% | 77% | - | - | 86% | 46% | - | 71% | 71% | - | - | - | - | 74% | - |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 37% | 21% | - | - | 21% | - | - | 43% | 44% | * | - | - | 41% | 27% | * |
| | 2019 | 48% | 52% | 51% | 27% | - | - | 33% | 8% | - | 41% | 41% | - | - | - | - | 32% | - |
| At Masters Grade Level | 2021 | 18% | 19% | 18% | 5% | - | - | 5% | - | - | 18% | 19% | * | - | - | 22% | 8% | * |
| | 2019 | 21% | 24% | 27% | 7% | - | - | 7% | 8% | - | 24% | 24% | - | - | - | - | 13% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 67% | 75% | 68% | - | - | 68% | - | - | 86% | 85% | * | - | - | 76% | 73% | * |
| | 2019 | 82% | 85% | 88% | 73% | - | - | 88% | 23% | - | 88% | 88% | - | - | - | - | 79% | - |
| At Meets Grade Level or Above | 2021 | 37% | 37% | 46% | 40% | - | - | 40% | - | - | 68% | 70% | * | - | - | 46% | 48% | * |
| | 2019 | 52% | 55% | 59% | 36% | - | - | 47% | 0% | - | 50% | 50% | - | - | - | - | 41% | - |
| At Masters Grade Level | 2021 | 18% | 16% | 25% | 21% | - | - | 21% | - | - | 32% | 33% | * | - | - | 25% | 24% | * |
| | 2019 | 26% | 29% | 37% | 16% | - | - | 21% | 0% | - | 35% | 35% | - | - | - | - | 23% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 61% | 56% | 48% | - | - | 48% | - | - | 55% | 60% | * | - | - | 58% | 50% | - |
| | 2019 | 68% | 74% | 69% | 58% | - | - | 77% | 36% | - | 67% | 67% | - | - | - | - | 62% | - |
| At Meets Grade Level or Above | 2021 | 30% | 32% | 24% | 15% | - | - | 15% | - | - | 27% | 30% | * | - | - | 27% | 18% | - |
| | 2019 | 38% | 44% | 35% | 25% | - | - | 38% | 9% | - | 27% | 27% | - | - | - | - | 26% | - |
| At Masters Grade Level | 2021 | 9% | 9% | 6% | 4% | - | - | 4% | - | - | 0% | 0% | * | - | - | 8% | 3% | - |
| | 2019 | 14% | 17% | 14% | 8% | - | - | 8% | 9% | - | 0% | 0% | - | - | - | - | 5% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 52% | 33% | - | - | 33% | - | - | 56% | 56% | - | - | - | 56% | 38% | * |
| | 2019 | 81% | 84% | 86% | 100% | - | - | 100% | - | - | 80% | 80% | - | - | - | - | 90% | - |
| At Meets Grade Level or Above | 2021 | 44% | 43% | 15% | 6% | - | - | 6% | - | - | 11% | 11% | - | - | - | 18% | 8% | * |
| | 2019 | 54% | 58% | 57% | 27% | - | - | 27% | - | - | 60% | 60% | - | - | - | - | 43% | - |
| At Masters Grade Level | 2021 | 20% | 17% | 1% | 0% | - | - | 0% | - | - | 0% | 0% | - | - | - | 1% | 0% | * |
| | 2019 | 25% | 27% | 30% | 18% | - | - | 18% | - | - | 30% | 30% | - | - | - | - | 24% | - |

* 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.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PECAN CREEK EL (061901116) - 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% | 94% | 99% | 99% | - | 97% | - | 100% | 99% | 100% | 98% | 98% | 99% | 100% |
| Included in Accountability | 83% | 89% | 94% | 90% | 96% | 93% | - | 97% | - | 100% | 99% | 100% | 97% | 88% | 96% | 96% |
| Not Included in Accountability: Mobile | 3% | 4% | 4% | 5% | 3% | 5% | - | 0% | - | 0% | 0% | 0% | 2% | 10% | 2% | 3% |
| 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% | 6% | 1% | 1% | - | 3% | - | 0% | 1% | 0% | 2% | 2% | 1% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 5% | 2% | 6% | 1% | 1% | - | 3% | - | 0% | 1% | 0% | 2% | 2% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | * | 100% | * | 100% | 99% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | 95% | 98% | 95% | 96% | * | 85% | * | 100% | 92% | 100% | 98% | 90% | 95% | 94% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 2% | 3% | 4% | * | 11% | * | 0% | 7% | 0% | 2% | 7% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 1% | 0% | 2% | 0% | * | 3% | * | 0% | 0% | 0% | 0% | 3% | 2% | 3% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 1% | 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.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PECAN CREEK EL (061901116) - 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% | 99.3% | 99.3% | 99.2% | 99.3% | | * 99.6% | - | * | 99.2% | 99.0% | 99.3% |
| 2018-19 | 95.4% | 96.2% | 96.9% | 97.6% | 96.9% | 96.6% | | * 97.2% | * | 97.5% | 97.0% | 96.6% | 96.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 3.5% | 1.6% | 0.0% | 2.2% | 1.9% | | * 0.0% | - | 0.0% | 1.1% | 3.4% | 1.8% |
| 2018-19 | 11.4% | 6.9% | 2.9% | 0.0% | 3.5% | 3.7% | | * 0.0% | * | 0.0% | 2.8% | 4.8% | 3.6% |
| 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% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PECAN CREEK EL (061901116) - 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 |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 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) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PECAN CREEK EL (061901116) - 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 |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 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% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

| | 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.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 642 | 100.0% | 30,189 | 5,359,040 | 643 | 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 | 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 | 103 | 16.0% | 6.8% | 6.7% | 103 | 16.0% | 6.8% | 6.7% |
| Grade 1 | 99 | 15.4% | 7.0% | 7.1% | 99 | 15.4% | 7.0% | 7.1% |
| Grade 2 | 111 | 17.3% | 7.3% | 7.1% | 111 | 17.3% | 7.3% | 7.1% |
| Grade 3 | 107 | 16.7% | 6.9% | 7.1% | 107 | 16.6% | 6.9% | 7.1% |
| Grade 4 | 120 | 18.7% | 7.3% | 7.2% | 120 | 18.7% | 7.3% | 7.2% |
| Grade 5 | 102 | 15.9% | 7.0% | 7.4% | 102 | 15.9% | 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 | 73 | 11.4% | 18.5% | 12.7% | 73 | 11.4% | 18.5% | 12.7% |
| Hispanic | 234 | 36.4% | 33.7% | 52.9% | 234 | 36.4% | 33.7% | 52.9% |
| White | 271 | 42.2% | 41.2% | 26.5% | 272 | 42.3% | 41.2% | 26.5% |
| American Indian | 0 | 0.0% | 0.5% | 0.3% | 0 | 0.0% | 0.5% | 0.3% |
| Asian | 51 | 7.9% | 3.3% | 4.7% | 51 | 7.9% | 3.3% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.2% | 0.2% | 0 | 0.0% | 0.2% | 0.2% |
| Two or More Races | 13 | 2.0% | 2.7% | 2.7% | 13 | 2.0% | 2.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 308 | 48.0% | 48.9% | 48.9% | 308 | 47.9% | 48.9% | 48.9% |
| Male | 334 | 52.0% | 51.1% | 51.1% | 335 | 52.1% | 51.1% | 51.1% |
| Economically Disadvantaged | 263 | 41.0% | 47.8% | 60.3% | 263 | 40.9% | 47.8% | 60.2% |
| Non-Educationally Disadvantaged | 379 | 59.0% | 52.2% | 39.7% | 380 | 59.1% | 52.2% | 39.8% |
| Section 504 Students | 38 | 5.9% | 10.8% | 7.2% | 38 | 5.9% | 10.8% | 7.2% |
| EB Students/EL | 188 | 29.3% | 16.0% | 20.7% | 188 | 29.2% | 16.0% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 1 | 0.1% | 1.1% | 1.2% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Dyslexia | 33 | 5.1% | 6.4% | 4.5% | 33 | 5.1% | 6.4% | 4.5% |
| Foster Care | 3 | 0.5% | 0.3% | 0.3% | 3 | 0.5% | 0.3% | 0.3% |
| Homeless | 14 | 2.2% | 1.6% | 1.1% | 14 | 2.2% | 1.6% | 1.1% |
| Immigrant | 10 | 1.6% | 1.4% | 2.0% | 10 | 1.6% | 1.4% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 577 | 89.9% | 30.4% | 64.5% | 577 | 89.7% | 30.5% | 64.5% |
| Military Connected | 2 | 0.3% | 0.9% | 2.7% | 2 | 0.3% | 0.9% | 2.7% |
| At-Risk | 273 | 42.5% | 30.2% | 49.2% | 273 | 42.5% | 30.1% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 271 | 42.2% | 17.0% | 21.0% | 271 | 42.1% | 16.9% | 20.9% |
| Gifted and Talented Education | 62 | 9.7% | 10.3% | 8.3% | 62 | 9.6% | 10.2% | 8.3% |
| Special Education | 84 | 13.1% | 12.4% | 11.1% | 85 | 13.2% | 12.5% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 84 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 12 | 14.3% | 34.8% | 42.5% | | | | |
| Students with Physical Disabilities | 37 | 44.0% | 24.6% | 21.3% | | | | |
| Students with Autism | 9 | 10.7% | 11.3% | 14.1% | | | | |
| Students with Behavioral Disabilities | 26 | 31.0% | 28.0% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.3% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 58 | 9.4% | 13.5% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 12 | 1.9% | 4.1% | 2.8% | | | | |
| Hispanic | 18 | 2.9% | 4.1% | 7.1% | | | | |
| White | 24 | 3.9% | 4.5% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 4 | 0.6% | 0.4% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.3% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 9 | 9.7% | 16.9% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 14 | 8.3% | 12.0% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 29 | 11.7% | 18.2% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 83 | 15.1% | 17.5% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 2.5% | 1.2% | 1.4% | 0.0% | 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 | 18.7 | 16.1 | 17.7 |
| Grade 1 | 14.2 | 16.2 | 18.0 |
| Grade 2 | 15.8 | 17.4 | 18.0 |
| Grade 3 | 17.8 | 16.8 | 18.2 |
| Grade 4 | 20.0 | 17.5 | 18.3 |
| Grade 5 | 16.0 | 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 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

| Staff Information | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | District | State |
| Total Staff | 68.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 59.9 | 87.5% | 73.5% | 64.3% |
| Teachers | 51.5 | 75.2% | 57.6% | 49.6% |
| Professional Support | 6.4 | 9.4% | 12.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.9% | 2.9% | 3.0% |
| Educational Aides: | 8.6 | 12.5% | 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: | 21.2 | 31.0% | 30.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.0 | 3.9% | 8.3% | 11.1% |
| Hispanic | 14.0 | 27.2% | 14.4% | 28.4% |
| White | 35.5 | 68.9% | 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 | 7.0 | 13.6% | 25.2% | 23.8% |
| Females | 44.5 | 86.4% | 74.8% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.2% | 1.2% |
| Bachelors | 33.0 | 64.1% | 68.2% | 73.0% |
| Masters | 17.5 | 33.9% | 29.9% | 25.0% |
| Doctorate | 1.0 | 1.9% | 0.8% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 3.9% | 9.0% | 6.7% |
| 1-5 Years Experience | 10.0 | 19.4% | 30.4% | 27.8% |
| 6-10 Years Experience | 16.0 | 31.1% | 19.4% | 20.3% |
| 11-20 Years Experience | 19.5 | 37.8% | 30.2% | 29.1% |
| 21-30 Years Experience | 2.0 | 3.9% | 9.5% | 13.0% |
| Over 30 Years Experience | 2.0 | 3.9% | 1.6% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.5 | n/a | 12.7 | 14.5 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 2.0 | 8.1 | 6.4 |
| Average Years Experience of Principals with District | 2.0 | 7.3 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 6.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 5.3 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 11.6 | 9.8 | 11.2 |
| Average Years Experience of Teachers with District: | 7.0 | 5.8 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$55,500 | \$55,806 | \$50,849 |
| 1-5 Years Experience | \$56,660 | \$57,159 | \$53,288 |
| 6-10 Years Experience | \$59,850 | \$59,581 | \$56,282 |
| 11-20 Years Experience | \$60,907 | \$62,201 | \$59,900 |
| 21-30 Years Experience | \$64,810 | \$65,442 | \$64,637 |
| Over 30 Years Experience | \$77,620 | \$74,857 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,344 | \$60,097 | \$57,641 |
| Professional Support | \$65,940 | \$69,580 | \$68,030 |
| Campus Administration (School Leadership) | \$84,732 | \$87,688 | \$83,424 |
| Instructional Staff Percent: | | | |
| Instructional Staff Percent: | n/a | 71.5% | 64.6% |
| Contracted Instructional Staff (not incl. above): | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ---- Campus ---- | | | |
|---|------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.0 | 3.9% | 2.4% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 5.0% | 5.1% |
| Compensatory Education | 1.5 | 2.9% | 1.4% | 2.8% |
| Gifted and Talented Education | 1.0 | 1.9% | 1.0% | 1.8% |
| Regular Education | 43.0 | 83.5% | 77.2% | 71.0% |
| Special Education | 4.0 | 7.8% | 6.4% | 9.4% |
| Other | 0.0 | 0.0% | 6.6% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PECAN CREEK EL (061901116) - DENTON ISD - DENTON COUNTY

- 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.)

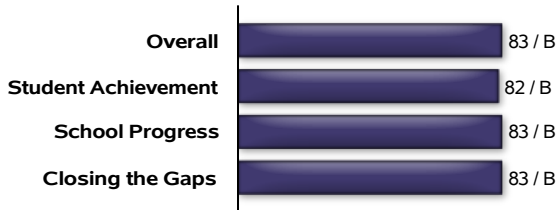
Texas Education Agency
2021-22 Preliminary School Report Card
PECAN CREEK EL (061901116)

Accountability Rating

B

PECAN CREEK EL 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.

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



School Information

| | |
|------------------------|-------------------|
| District Name: | DENTON ISD |
| Campus Type: | Elementary |
| Total Students: | 662 |
| Grade Span: | KG - 05 |

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

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 Comparative Academic Growth |
| X Comparative Closing the Gaps | X Postsecondary Readiness |

Denton Independent School District
Rivera Elementary
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

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

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| Perceptions | 14 |
| Priority Problem Statements | 18 |
| Comprehensive Needs Assessment Data Documentation | 19 |
| Guiding Outcomes | 21 |
| 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 | 22 |
| 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 | 36 |
| State Compensatory | 42 |
| Budget for Rivera Elementary | 43 |
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| Title I Personnel | 43 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rivera Elementary was built in 1994 and received two additions since it opened, most recently in 2009. The driving force behind Rivera Elementary is an inherent, heartfelt belief that all children can succeed and dedicated teachers is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Tomas Rivera Elementary School in Denton ISD is a Title I campus with 89% of the students participating in free or reduce lunch. Tomas Rivera has a one-way dual language program. The campus serves students in grades PK-5. Rivera has 654 students enrolled in 2022-2023 school year. In 2022-2023 there are 36 students enrolled in Pre-K, 106 students in kindergarten, 114 students in first grade, 111 students in second grade, 102 students In third grade, 74 students In fourth grade and 102 students In fifth grade . Of the total enrollment at Rivera, 30 percent of Rivera students are Black/African-American. 45.6 % are hispanic, 20.1% are White. In comparison with our district, Rivera is one of the most diverse campuses in the district. Denton ISD had a enrollment of 16.5% African American, 31.1% Hispanic, and 46.7% White. Rivera had a mobility rate of 20% in year 2021-2022. Our community consists of parents living in apartment buildings and homes, mobile homes.

Our staff demographics are below

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|---------|
| | Count/Average | Percent | | |
| Total Staff | 70.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 61.6 | 87.3% | 73.5% | 64.3% |
| Teachers | 51.3 | 72.6% | 57.6% | 49.6% |
| Professional Support | 8.3 | 11.8% | 12.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.9% | 3.0% |
| Educational Aides: | 9.0 | 12.7% | 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 | 2.0 | n/a | 89.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 6.0 | 1,126.0 |
| Total Minority Staff: | 35.5 | 50.3% | 30.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 8.5 | 16.6% | 8.3% | 11.1% |
| Hispanic | 16.0 | 31.2% | 14.4% | 28.4% |
| White | 26.8 | 52.2% | 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 | 7.9 | 15.3% | 25.2% | 23.8% |
| Females | 43.4 | 84.7% | 74.8% | 76.2% |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.5 | 8.1 | 6.4 |
| Average Years Experience of Principals with District | 6.5 | 7.3 | 5.5 |
| Average Years Experience of Assistant Principals | 5.0 | 6.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.0 | 5.3 | 4.8 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Average Years Experience of Teachers: | 9.7 | 9.8 | 11.2 |
| Average Years Experience of Teachers with District: | 4.9 | 5.8 | 7.2 |
| Beginning Teachers | \$55,871 | \$55,806 | \$50,849 |
| 1-5 Years Experience | \$57,037 | \$57,159 | \$53,288 |
| 6-10 Years Experience | \$59,249 | \$59,581 | \$56,282 |

| | | | |
|---|----------|----------|----------|
| 11-20 Years Experience | \$61,660 | \$62,201 | \$59,900 |
| 21-30 Years Experience | \$64,205 | \$65,442 | \$64,637 |
| Over 30 Years Experience | \$79,927 | \$74,857 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,878 | \$60,097 | \$57,641 |
| Professional Support | \$63,908 | \$69,580 | \$68,030 |
| Campus Administration (School Leadership) | \$86,317 | \$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 | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.9 | 3.7% | 2.4% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 5.0% | 5.1% |
| Compensatory Education | 1.0 | 1.9% | 1.4% | 2.8% |
| Gifted and Talented Education | 1.0 | 1.9% | 1.0% | 1.8% |
| Regular Education | 44.4 | 86.6% | 77.2% | 71.0% |
| Special Education | 3.0 | 5.8% | 6.4% | 9.4% |
| Other | 0.0 | 0.0% | 6.6% | 3.6% |

Demographics Strengths

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

1. Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families.
2. Rivera Elementary is a one way dual language campus.

2. Rivera has a diverse demographic that allows for the celebration of diversity with the mutli-cultural prgrams.
3. Rivera staff aligns with the student demographics.
4. Rivera is making growth.Rivera students continue to grow as evidenced by the TEA Accounability of a "B" and one Distinction in ELA/Reading.
5. Rivera staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.
6. Rivera staff is collaborative in their teaching approach.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due recent teacher shortage, teacher retention must be a focus at Rivera **Root Cause:** Increased need of intentional support for all staff

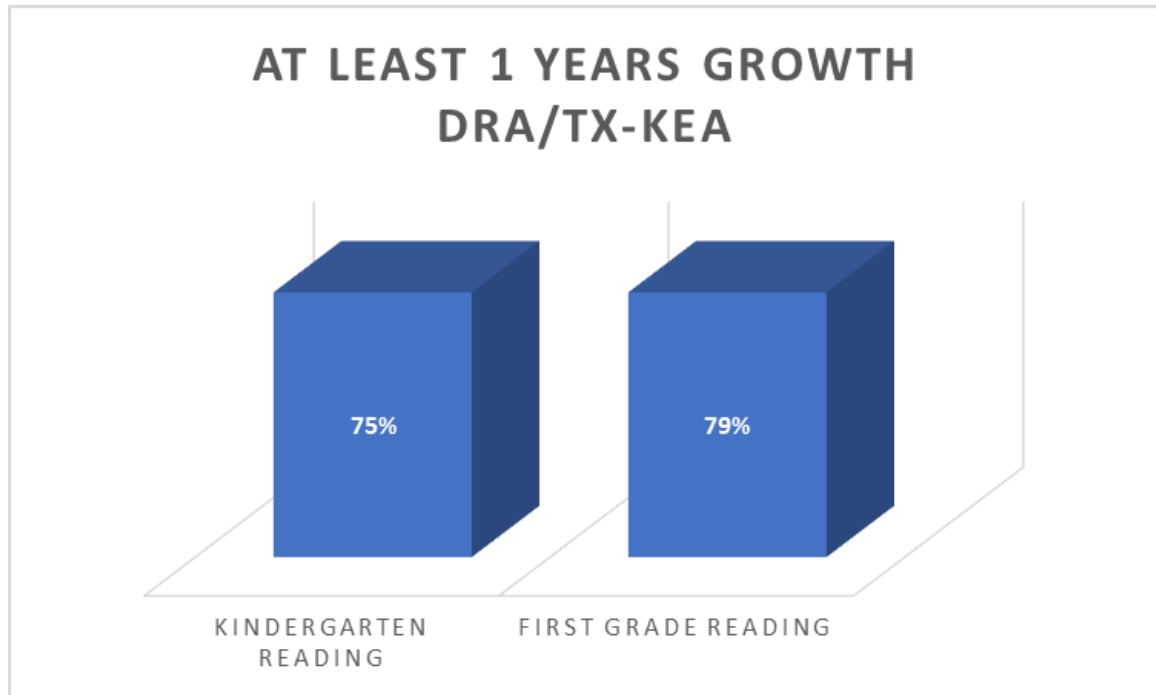
Student Learning

Student Learning Summary

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

Our K-2 Student Learning Summary is as follows

Kinder



First Grade

- 57% of 1st graders MASTERED the PNA, HOWEVER, 77% of the 1st graders made 1 years growth or more on the PNA
- 81% of the 2nd graders made 1 year's growth or more on the PNA

Our 3-5 STAAR Data is as follows

Math

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Sp (C) |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|--------|
| Mathematics | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 61% | 52% | 66% | 65% | * | * | - | * | 59% | 69% | 69% | |
| At Meets GL Standard or Above | 31% | 21% | 38% | 33% | * | * | - | * | 29% | 45% | 45% | |
| At Masters GL Standard | 13% | 7% | 16% | 13% | * | * | - | * | 13% | 19% | 19% | |

Reading

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Sp (C) |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|--------|
| ELA/Reading | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 71% | 68% | 72% | 73% | * | * | - | * | 69% | 70% | 70% | |
| At Meets GL Standard or Above | 44% | 40% | 43% | 50% | * | * | - | * | 43% | 41% | 41% | |
| At Masters GL Standard | 21% | 17% | 19% | 30% | * | * | - | * | 19% | 15% | 15% | |

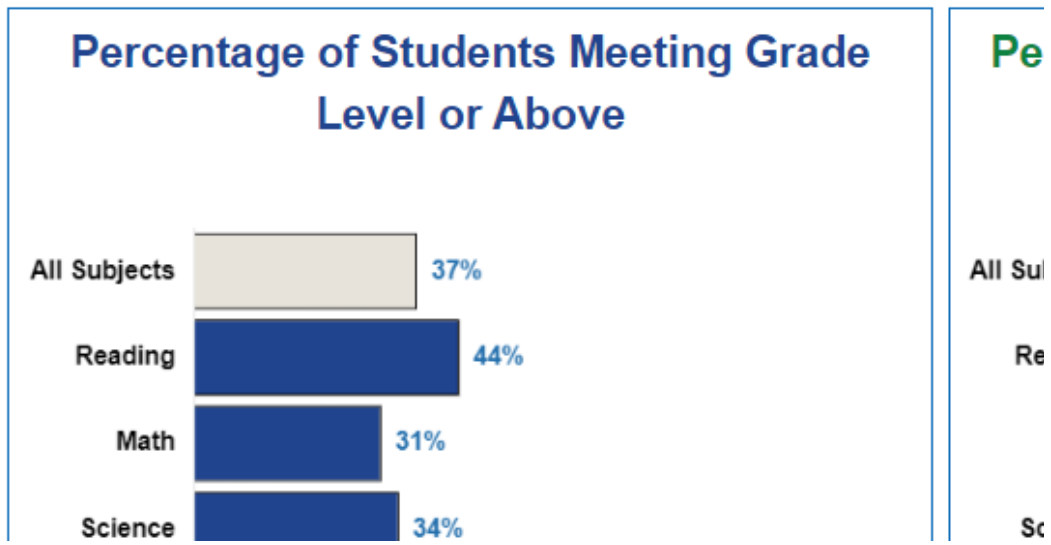
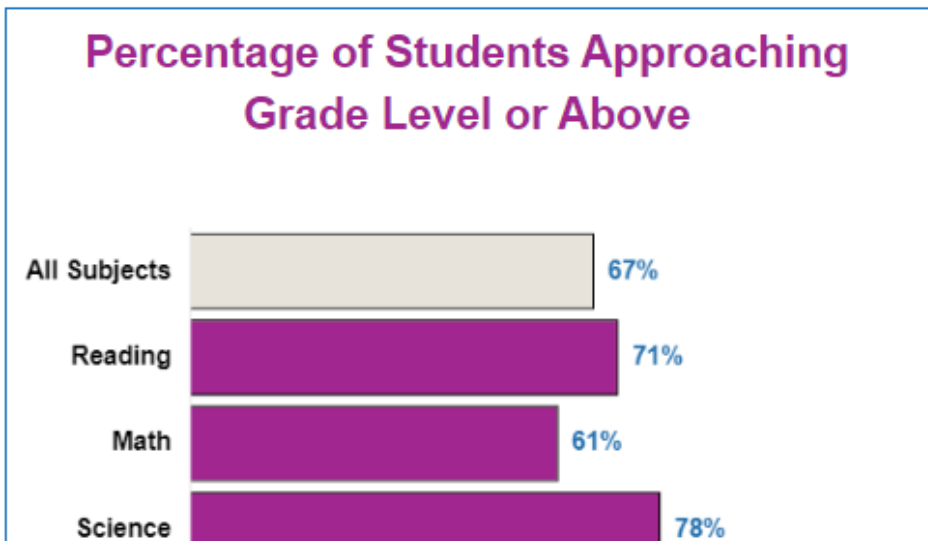
Science

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Sp (C) |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|--------|
| Science | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 78% | 80% | 67% | 100% | * | - | - | - | 79% | 65% | 65% | |
| At Meets GL Standard or Above | 34% | 37% | 30% | 33% | * | - | - | - | 33% | 26% | 26% | |
| At Masters GL Standard | 12% | 7% | 11% | 22% | * | - | - | - | 9% | 9% | 9% | |

Areas of Growth:

- Overall need of increase in Meets and Masters percentage.
- Overall increase in math achievement scores 3-5

STAAR Performance Details



| Subject | This School | District |
|--------------|-------------|----------|
| All Subjects | 67% | 73% |
| Reading | 71% | 76% |
| Math | 61% | 68% |
| Science | 78% | 73% |

| Subject | This School | District |
|--------------|-------------|----------|
| All Subjects | 37% | 46% |
| Reading | 44% | 54% |
| Math | 31% | 37% |
| Science | 34% | 44% |

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 | 63.16% | 73.44% | -- | 53.62% | 59.1% |
| 4th Grade Reading | 55.56% | 62.9% | -- | 65.08% | 77.22% |
| 5th Grade Reading | 80.58% | 79.79% | -- | 78.57% | 83.33% |
| 3rd Grade Math | 65.91% | 65.91% | -- | 46.58% | 52.83% |
| 4th Grade Math | 70.33% | 70.33% | -- | 62.86% | 48% |
| 5th Grade Math | 83% | 81.48% | -- | 61.84% | 65.28% |
| 4th Grade Writing | 50.7% | 43.75% | -- | % | N/A |
| 5th Grade Science | 72.23% | 78.9% | -- | 70.21% | 70.83% |

Student Learning Strengths

Student Learning Strengths:

- Increased in number of Kinder and First grade students on grade level in reading.
- Increases across the board in all 3-5 STAAR subjects except 4th Grade Math.
-

| Grade Level/Content Area | 2020 | 2021 | 2022 |
|--------------------------|-----------|------|--------------|
| 3rd Grade Reading | Increased | -- | 53.62% 59.1% |

| Grade Level/Content Area | | 2020 | 2021 | 2022 |
|--------------------------|-----------|------|--------|--------|
| 4th Grade Reading | Increased | -- | 65.08% | 77.22% |
| 5th Grade Reading | Increased | -- | 78.57% | 83.33% |
| 3rd Grade Math | Increased | -- | 46.58% | 52.83% |
| 4th Grade Math | Decreased | -- | 62.86% | 48% |
| 5th Grade Math | Increased | -- | 61.84% | 65.28% |
| 4th Grade Writing | Increased | -- | 58.06% | N/A |
| 5th Grade Science | Increased | -- | 70.21% | 70.83% |

Areas of improvement are as follows:

- Math achievement scores in all grade levels
- Increase in meets and masters on all STAAR assessments
- Increase in subgroup data -special education students

Rivera received a rating of "B" and one distinction received: ELAR/Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall math scores average 61% approaches, 31% meets, and 13% masters. We will include Success Time to address HB4545 intervention (implemented Aug 2021) **Root Cause:** Learning loss due to COVID-19 school closure; Tier 1 instruction in Math

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

- Creation of a Master Schedule that allows all core teachers to have the same prioed off to colloborate and have PLCs during the school day
- Creation of SuccessTime to address HB4545 intervention
- Ryan Zone Common assessment data is analyzed during PLC's to guide instruction and assessment
- 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
- Experienced staff with a track record of successful standards-based instruction 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 (PLC Summit and Foundation of PLCs)
- Effective use of technology within classrooms Implementation of Reading and Writing Workshop in our ELAR 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)

Rivera's process and program strengths include:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities for Tier 1 and Tier 2 instruction and interventions. **Root Cause:** Teachers use DMTSS to primarily focus on students at risk of not passing the STAAR. We need to target the "Meets" level and not just "Approaches"

Perceptions

Perceptions Summary

At Rivera we believe in the pursuit of excellence for all students.

Staff

Our staff had an average engagement level of 4.09 out of 5.00 as evidence by the Q12 engagement survey.

Areas of growth based on feedback from staff

- 3.65 Q02: I have the materials and equipment I need to do my work right

Family

Rivera Elementary works to ensure our school has a family environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature while allowing the school and family to work as partners in the educational process. Parent/community nights such as meet the teacher, parent info nights, multi-cultural events, curriculum nights, and the fall festival all serve to help bring parents and school staff together toward a common purpose. Rivera utilizes and implements CHAMPS, PBIS, restorative practices. As evidenced by campus discipline data, it reflects an improvement in disciplinary infractions since the implementation of PBIS.

Continue to rebuild momentum that was affected by COVID-19 School Closure

Perceptions Strengths

Rivera has a multitude of family and community involvement opportunities:

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

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

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

Prior to COVID School Closures our Staff Engagement highlights were:

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

I am optimistic about the future of Denton ISD.

Rivera scored 4.58

Denton ISD Elementary Schools scored 4.21

Denton ISD scored 4.13

I enjoy working with my principal or direct supervisor.

Rivera scored 4.55

Denton ISD Elementary Schools scored 4.39

Denton ISD scored 4.32

I am enthusiastic about my work/job.

Rivera scored 4.51

Denton ISD Elementary Schools scored 4.35

Denton ISD scored 4.30

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

Rivera scored 4.49

Denton ISD Elementary Schools scored 4.31

Denton ISD scored 4.21

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

Rivera scored 4.48

Denton ISD Elementary Schools scored 4.34

Denton ISD scored 4.31

Employment with Denton ISD gives me a feeling of accomplishment.

Rivera scored 4.42

Denton ISD Elementary Schools scored 4.25

Denton ISD scored 4.19

I am proud to work for Denton ISD.

Rivera scored 4.39

Denton ISD Elementary Schools scored 4.35

Denton ISD scored 4.29

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

Rivera scored 4.34

Denton ISD Elementary Schools scored 4.04

Denton ISD scored 3.91

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

Problem Statements Identifying Perceptions Needs

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

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

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
- HB3 CCMR 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

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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: By May 2023, we will increase the number of students that are at the meets and masters level by 15% grades 3-5 on all state assessments. In addition, we will ensure 100% of our students achieve at least one year's growth grades K-2 as evidenced on common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs.

HB3 Guiding Outcome

Evaluation Data Sources: Common Based Assessments

Ryan Zone Assessments

District-Based Assessments

iStation Inventory

Imagine Math Inventory

District Reading and Math Inventories

STAAR Reports

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Utilize the Units of Study reading and writing curriculum to promote skilled readers, writers and inquirers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will implement progress monitoring with support from instructional specialists.</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Instructional Specialists/ Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 3: Teachers will provide supplemental and individual classroom interventions as necessary based on formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Joya Elam, Jacquelyn Klar, Gloria Mendoza, Amy Stout - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 5: Continue to hire and collaborate with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students and teachers on campus</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Specialists Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Teachers will use technology integration strategies to enhance instruction and increase student engagement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessment; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>-</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Librarian Team leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>-</p> <p>Funding Sources: Literacy Texts - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
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



| Strategy 8 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 8: Purchase tutors in the spring semester for STAAR tutorials for 3-5th Tier 2 and 3 students.</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Substitutes will be provided, as needed, to provide additional time for teachers, and Specialists to collaborate, plan, and have discussions about students</p> <p>Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: A multi-tiered system of support framework will be used to provide targeted support to struggling students</p> <p>Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Teachers Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 11 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 11: Learning Walks will be conducted to measure teacher performance and determine individual goals and areas for development</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 12 Details | Formative Reviews | | |
| <p>Strategy 12: Intentional focus and implementation of assessment for Learning and PLC Practices to increase student achievement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal AFL Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 13 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 13: Provide supplemental instructional supplies/resources to promote student learning and engagement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 14 Details | Formative Reviews | | |
| <p>Strategy 14: Teachers and Instructional Specialists/ Coaches meet bi-weekly in PLC to discuss student data, dig deeply into the TEKS , and to make instructional decisions</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 15 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 15: Supplemental staff, such as campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers, while also providing supplemental interventions to Tier II and Tier III students</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Peggy Reuling - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 16 Details | Formative Reviews | | |
| <p>Strategy 16: Continue implementation of Assessment for Learning strategies through: Knowledge of Learning Targets, Goal Setting, Strong and Weak Work</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Specialists Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 17 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 17: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Breanna Slaughter Simpson - At-Risk (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 18 Details | Formative Reviews | | |
| <p>Strategy 18: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 19 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 19: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Amy Stout - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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: Based on the student's progress and performance on the 2022 3rd and 4th grade STAAR assessment in which the passing standard was not met, 100% of eligible HB4545 students will be provided an accelerated plan of instruction in the area of reading and mathematics by the end of May 2023





HB3 Guiding Outcome

Evaluation Data Sources: Evaluation Data Sources

- Common Based Assessments
- Ryan Zone Assessments
- District-Based Assessments
- iStation Inventory
- Imagine Math Inventory
- STAAR Reports

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers will provide supplemental and individual accelerated instruction to all students during 30 minute daily 'Success Time' period where each teacher will mentor and advocate for 10-15 students</p> <p>In addition the "Success Time" will consist of supplemental instruction will be based on academic progress in reading and math block.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading and math. Build a foundation of reading and math -</p> <p>Staff Responsible for Monitoring: Teachers, Campus Specialists, Assistant Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Teachers will monitor ongoing data collection with support from instructional specialists. Strategy's Expected Result/Impact: Increase student achievement in reading and math Staff Responsible for Monitoring: Campus Specialists, Assistant Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Purchase campus tutors after school to target accelerated instruction for special education and dyslexia students in grades 4th and 5th reading and math. Strategy's Expected Result/Impact: Increase student achievement and close learning gaps in reading and math. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: A-Team Tutors - Title I, Part A - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 5: Substitutes will be utilize, as needed, to provide additional time for teachers, administration, and specialists to collaborate, plan, and create intervention plans for students</p> <p>Strategy's Expected Result/Impact: Improve student achievement and close learning gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and learning gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  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: By May of 2023, Rivera Elementary 4th and 5th grade students will be able to identify a future college, career, or military goal and identify the action steps required to meet that goal as evidence by end of the year student survey.

Evaluation Data Sources: 4th and 5th grade students will create a poster identifying a future career they are interested in. They will include the educational and vocational requirements to attaining that career.

- 6th grade transition night
- Course selections
- LaGrone Field Trip
- Career Day
- 5th Grade Graduation

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: 4th and 5th grade students will take a field trip to the Advanced Technology Complex (ATC) at the LaGrone Academy to learn firsthand about vocational training options available through our district in high school, as well as the requirements for each vocational program.</p> <p>Strategy's Expected Result/Impact: CCMR</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: All students will engage in College and Career Week to learn from parents and community members about different careers and the certification and education requirements for each career.</p> <p>Strategy's Expected Result/Impact: CCMR</p> <p>Staff Responsible for Monitoring: Counselors, 5th Grade Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Veterans and local military will speak to 4th and 5th grade students about the requirements and reality of military service in the United States.</p> <p>Strategy's Expected Result/Impact: CCMR</p> <p>Staff Responsible for Monitoring: Counselors</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: A Teach Denton Club will be maintained at Rivera Elementary to demonstrate the value of the teaching profession to our students to identify students who may wish to be teachers when they are adults as evidenced by 100% increase in members.</p> <p>Strategy's Expected Result/Impact: CCMR</p> <p>Staff Responsible for Monitoring: Teacher Denton Sponsor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Extracurricular activities will be available for our 4th and 5th grade students during the school day, including PE club, choir, art club, and book club.</p> <p>Staff Responsible for Monitoring: Special Areas Teachers Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
| | Dec | Mar | May |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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: By May of 2023, the staff of Tomas Rivera 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 90% of students meeting behavior expectations (as evidenced by discipline referral data (repeated offenses)), 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: RHITHM Data, Student SEL Survey Data, MTSS Data for Behavior, Campus Discipline Data, Campus Culture Climate Survey, Campus Engagement Survey, Campus Behavior Referral and Discipline Data, Attendance Data, Staff Surveys, Family and Community Surveys, Awards Presentations, Student Engagement (based on classroom learning walks)





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Actively seek feedback from parents, faculty/staff to ensure all parties are working towards successfully meeting our performance objectives.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 4.1, 4.2</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Continue to implement PBIS to ensure that we are focusing on the SEL needs of all students through: PBIS Store Character Pillars Students of the month with pizza party. Student council Student leaders Safety Patrol Members</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom) Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 4.1, 4.2</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Continue to implement Restorative Practices to ensure that we are meeting the SEL needs of all students and staff through: Treatment Agreement Plans implemented and posted in all classrooms. Implementation of green and yellow circles. Implementation of Spark plans and 2 minute connections.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom) Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal SAC Counselor</p> <p>Title I: 2.4, 4.1, 4.2</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| Strategy 4: Implement GOAL program campus-wide with targeted goal of 18 students with family support Strategy's Expected Result/Impact: Parent participation Student participation Aware group goal for GOAL (Track students academic progress) | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication (Tweet a minimum of three times per week with hashtags) Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 4.1, 4.2 | Formative | | |
| | Dec | Mar | May |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Monthly principal and parent meetings to celebrate Rivera happenings and celebrations Coffee and Conversations with the principal. An opportunity to make connections and share the progress of staff and students at Rivera Strategy's Expected Result/Impact: Increased parent participation in school events. Increase in PTA membership Staff Responsible for Monitoring: Principal | Formative | | |
| | Dec | Mar | May |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Collaborate with the PTA to promote their advocacy for our students and staff Strategy's Expected Result/Impact: Collaborative and supportive relationships Staff Responsible for Monitoring: Principal Assistant Principal | Formative | | |
| | Dec | Mar | May |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide differentiated professional development to meet specific staff members needs Strategy's Expected Result/Impact: Walk-Throughs Learning walks Staff Responsible for Monitoring: Principal Assistant Principal | Formative | | |
| | Dec | Mar | May |
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| Strategy 9 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 9: Implement systems that promote teacher excellence and celebrate staff for progress towards campus goals through:</p> <p>"Happenings in the Classroom" Communication i.e. pictures, videos, etc via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month.</p> <p>Staff Shout-outs Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal's monthly newsletter. Shout-outs are then read on the announcements and posted on the staff bulletin board.</p> <p>Teacher of the month Staff selects a STAR teacher of the month that exhibits the Rivera STAR values</p> <p>Spotlight of the week Highlighting a staff member of the week for their hard work and dedication for Rivera</p> <p>Parent Shout-outs Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter.</p> <p>Strategy's Expected Result/Impact: Increase in teacher engagement through survey results. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 10 Details | Formative Reviews | | |
| <p>Strategy 10: Team-building experiences led by staff members throughout the year to promote community and positive relationship</p> <p>Strategy's Expected Result/Impact: Campus Staff Survey Monitor participation growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 11 Details | Formative Reviews | | |
| <p>Strategy 11: Monthly lunch meeting providing by the principal with each team.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 12 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 12: Continue development of a mentoring program for students at- risk behaviorally</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and achievement of at least one year's growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Leadership Team</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 13 Details | Formative Reviews | | |
| <p>Strategy 13: School-wide vertical teams that meet monthly to collaborate, design, and monitor specific campus commitments.</p> <p>Strategy's Expected Result/Impact: Engagement surveys Discipline data Formative Common Assessment Data Summative Assessment data Parent Engagement Data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 14 Details | Formative Reviews | | |
| <p>Strategy 14: 100% of eligible HB4545 students will be served by May 2022.</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Admin Specialists Teachers Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: A-Team Tutors - Title I, Part A - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 15 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 15: Campus administrators will work directly with the Denton ISD Counseling & Social Work Department to hire a Classroom 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Classroom Engagement Coach - Title I, Part A - \$37,805</p> | Formative | | |
| | Dec | Mar | May |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

State Compensatory

Budget for Rivera Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Rivera Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|---------------------------|-------------------|------------|
| Breanna Slaughter Simpson | At Risk Counselor | 1 |

Title I Personnel

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

Campus Funding Summary

| At-Risk (SCE) | | | | | |
|------------------|-----------|----------|--|--------------|-------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 17 | Breanna Slaughter Simpson | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Joya Elam, Jacquelyn Klar, Gloria Mendoza, Amy Stout | | \$0.00 |
| 1 | 1 | 7 | Literacy Texts | | \$0.00 |
| 1 | 1 | 8 | | | \$0.00 |
| 1 | 1 | 9 | | | \$0.00 |
| 1 | 1 | 15 | Peggy Reuling | | \$0.00 |
| 1 | 1 | 18 | Tutors | | \$0.00 |
| 1 | 1 | 19 | Amy Stout | | \$0.00 |
| 1 | 2 | 1 | Instructional Resources | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 2 | 4 | A-Team Tutors | | \$5,000.00 |
| 2 | 1 | 14 | A-Team Tutors | | \$5,000.00 |
| 2 | 1 | 15 | Classroom Engagement Coach | | \$37,805.00 |
| Sub-Total | | | | | \$47,805.00 |

Denton Independent School District
Stephens Elementary
2022-2023 Campus Improvement Plan



STEPHENS
ELEMENTARY

Mission Statement

Building a Community of Learners for Life

Vision

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

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

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

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| 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 | 14 |
| 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 | 21 |
| Campus Funding Summary | 25 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Stephens Elementary campus serves students PK through Grade 5. There are roughly 425 students enrolled for this year, which is 60 students higher than last year. The campus does receive Title 1 Funding, with just over 60% of the student population qualifying for free or reduced meal service. The demographic make-up of the campus is as follows:

Caucasian Students - 41%

African American Students - 30%

Hispanic Students - 20%

Asian Students - 5%

Two or More Races - 2%

American Indian - 1%

Pacific Islander - 1%

Demographics Strengths

No significant drops in enrollment

DNQ rate for Special Programs is not significantly high, so student data being collected is playing a role in good student referrals

Community outreach programs for various needs of our student populations

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in Office Referrals and persistent, disruptive behavior **Root Cause:** Families moved into our zone who displaced due to economy and pandemic. Some of these families were from urban areas with gang affiliations. Our staff was unprepared and untrained to handle this type of behavior and need.

Student Learning

Student Learning Summary

Student achievement data points for review include campus, district, and state assessments.

Campus-based data points include running records, formative assessments, early childhood data booklets based on essential learning standards, I-Station, and Imagine Math.

District-based data points include CLI, TxKEA, TPRI, PNA, Zone Common Assessments, STAAR Simulation Assessments, Report Card Assessments, and STAAR Interim Assessments.

State Assessments include STAAR and TELPAS

Based on the 2021-2022 state data, student performance was the following:

80% of All students were at the "Approaches" Level on Reading STAAR, which is an increase by 2% from the previous year

55% of All Students were at the "Meets" Level on Reading STAAR, which is an increase by 11% from the previous year

28% of All Students were at the "Masters" Level on Reading STAAR

69% of All Students were at the "Approaches" Level on Math STAAR, which is a decrease by 9% from the previous year

35% of All Students were at the "Meets" Level on Math STAAR

19% of All Students were at the "Master" Level on Math STAAR

Stephens received a distinction in Comparative Growth.

Stephense hit 23/36 of the targets on Closing the Gaps

“On-Level” E.O.Y. Texts – Went from 57% to 58% (one whole class is not on-level due to teacher change in Jan)

1st Grade 2021 to 1st Grade 2022

“On-Level” E.O.Y. Texts – Went from 63% to 71%

2nd Grade 2021 to 2nd Grade 2022

“On-Level” E.O.Y. Texts – Went from 34% to 77%

COHORT INFORMATION:

Kindergarten 2021 to 1st Grade 2022

“On-Level” E.O.Y. Texts – Went from 57% to 70%

1st Grade 2021 to 2nd Grade 2022

“On-Level” E.O.Y. Texts – Went from 63% to 77%

Student Learning Strengths

Stephens overall growth and progress measure earned us a distinction and a rating of a B on the STAAR. Students made expected and accelerated gains in both reading and math.

Stephens improved in reading STAAR from 2021 to 2022.

Stephens almost hit their goal of improving by 15% in the Meets category in reading.

All of our HB4545 students received their accelerated instruction and most HB4545 students made expected or accelerated progress on STAAR.

Students in both 1st and 2nd grade are making growth in their reading levels, showing more students reaching the on-level target than the year before.

Data collection is more targeted for student intervention

Protected campus time for student intervention to occur

Protected time for teachers to collaborate during PLC huddles

Implementation of pacing guides to determine essential learning standards for each grade level

Documentation for MTSS meetings

Vertical alignment for upper level content

Continuing to refine Assessment for Learning Practices within the learning environments

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall, our STAAR math scores showed a 9% decrease from 2021 to 2022. **Root Cause:** In both 3rd and 5th grade, zone common assessments taken on taught material show that only 22%-40% of the students were meeting standard, which could mean that Tier 1 math instruction needs further examination in those two grade levels.

School Processes & Programs

School Processes & Programs Summary

Programs and Processes include things such as:

Curriculum & Instruction

Staff Quality, Recruitment & Retention

Technology

School Context & Organization

School Processes & Programs Strengths

For Curriculum & Instruction:

- Creating Pacing Guides for Grade Levels
- Carved Out Time for Collaboration Vertically and Horizontally
- Daily Target Time in Upper Grades
- Assessment for Learning Strategies
- Units of Study Implementation
- Continued PD on Campus for Building Capacity Among Teachers

School Context & Organization:

- Protected Time in Master Schedule for PLC Huddles and Campus Intervention
- Team Input on Instructional Schedules
- Campus Newsletter Each Week for Staff (Events, Calendar, Reminders)
- PBIS and House System
- MTSS Documentation and Carved Out Times for Meetings on Student Progress
- Campus Communication for Drills, Emergency Planning, and Procedures

Technology:

- Seesaw, Panels, and Chromebooks Utilized Regularly Within the Classrooms
- Online Meetings and Training Sessions via Zoom/TEAMS
- Professional Development on Instructional Technology
- More Comfortable With Implementing Technology

Staff Quality, Recruitment & Retention:

- Low Turn-Over Rate on Campus
- Student Teacher Recruitment
- Promotion of Paraprofessionals to Professional Roles on Campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: House System was not fully implemented during the 2021-2022 school year. **Root Cause:** Due to staff shortages (pandemic) and an increase in intense, explosive behaviors across the school, the House Meetings were inconsistently done across the building.

Perceptions

Perceptions Strengths

Family and Community Involvement:

- Campus Communication via Newsletters, Flyers, Email Blasts, Social Media, and Mass Text Messaging
- Grade Level Communication via Seesaw, Weekly News Folders, Emails, and Flyers

School Culture and Climate (as reported via Campus Staff Surveys):

- Staff Rapport
- Positive Learning Environment
- Students Feel Safe and Valued
- PLC Collaboration
- Campus House System
- Administration Support and Visibility
- Student Shout-Outs

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
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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
- 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)
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment 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: Increase the number of all student groups who achieve "Meets" and "Masters" levels on the Reading and Math STAAR by 15% through the implementation, improvement, and progress monitoring of effective Tier I and Tier II instructional strategies by June 2023.





Evaluation Data Sources: Zone Assessments
 Campus Common Assessments/Exit Tickets
 Progress Monitoring on Essential Math Standards
 STAAR Interims
 STAAR
 ISIP reports
 Imagine Math Reports
 Running Records
 DRA Levels Progress Monitoring

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Monitor the implementation of the 15-day challenge pacing guides in both reading and math</p> <p>Strategy's Expected Result/Impact: Ensure learning of taught material through frequent formative assessments</p> <p>Staff Responsible for Monitoring: Grade Level Teams Intervention Team Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Teachers will provide supplemental and individual classroom interventions as necessary based on formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022.</p> <p>Staff Responsible for Monitoring: Grade Level Teams Intervention Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Continue to provide a protected daily "Target Time" in the master schedule to address math and reading learning needs of all students in grades 3-5 (intervention and extension)</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2022-2023</p> <p>Staff Responsible for Monitoring: Grade Level Teams Intervention Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Rebekah Perrone - Title I, Part A, Kaitlyn Pound - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Provide instructional coaching and intervention support by the Campus Interventionists and District Instructional Coach to assist in meeting the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2021-2022.</p> <p>Staff Responsible for Monitoring: Intervention Team District Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Rebekah Perrone - Title I, Part A, Kaitlyn Pound - Title I, Part A, Danielle Fletcher - State Compensatory Education (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Refine our Multi-Tiered System of Supports (MTSS) in order to better diagnose areas of need in our Tier 2 and Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2022-2023</p> <p>Staff Responsible for Monitoring: Grade Level Teachers Intervention Team Admin Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Teachers will implement progress monitoring in math and reading with support from instructional specialists.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2022-2023.</p> <p>Staff Responsible for Monitoring: Interventionists Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 7 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 7: Provide teachers with effective research-based student intervention materials in math and literacy.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2022-2023.</p> <p>Staff Responsible for Monitoring: Interventionists Classroom Teachers Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Materials - Title I, Part A - \$1,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Conduct monthly Vertical PLC meetings for ELAR and Math in grades 2-5 to discuss instructional strategies, student progress, and assessment data.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2022-2023.</p> <p>Staff Responsible for Monitoring: Grade Level Teams Intervention Team Admin Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2022-2023.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes - Title I, Part A - \$2,500</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 10 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 10: 100% of eligible HB4545 students will be served by May 2023.</p> <p>Strategy's Expected Result/Impact: Closing academic gaps and improving achievement of our Tier 2 and 3 students</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

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: 85% of the students in K-1 will master phonemic awareness skills as evidenced by the district's Early Literacy Assessment. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve "On-Level" ratings in their literacy development for the skills of letter recognition, letter sounds, and name writing as evidenced by district assessments by June 2023.

HB3 Guiding Outcome

Evaluation Data Sources: CLI Engage
 District Early Literacy Assessment
 Progress Monitoring assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Implement researched based phonemic awareness instruction in kindergarten and 1st grade (Secret Stories, Heggerty, and Equipped for Reading Success)</p> <p>Strategy's Expected Result/Impact: Increased mastery of phonemic awareness</p> <p>Staff Responsible for Monitoring: K-1 Grade Level Teams</p> <p>Title I: 2.4, 2.5, 2.6 -</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Provide professional development in how to analyze phonemic awareness assessments and how to target specific phonemic awareness deficits using research-based materials and strategies.</p> <p>Strategy's Expected Result/Impact: Improved mastery of phonemic awareness in our K-1 students.</p> <p>Staff Responsible for Monitoring: K-1 teachers K-2 Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Secret Stories - Title I, Part A - \$850, Hughes Consulting - Title I, Part A - \$4,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide daily accelerated instruction for students through Reading Recovery and Literacy Groups</p> <p>Strategy's Expected Result/Impact: Improvement in level of student achievement, as evidenced by campus and district assessment reports for 2022-2023.</p> <p>Staff Responsible for Monitoring: K-2 Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Nicole Springer - State Compensatory Education (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.</p> <p>Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

assessment reports for 2022-2023.

Staff Responsible for Monitoring: 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: Substitutes - Title I, Part A - \$2,500

 No Progress

 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: Encourage a caring school climate by building a strong Tier 1 Schoolwide Behavior and SEL system as evidenced by scoring at least 80 points on the Positive Behavior Intervention and Supports (PBIS) rubric and by increasing the amount of staff reporting that they are receiving recognition or praise for doing good work on a weekly basis from 34% to 50% as evidenced on the Employee Engagement Survey

Evaluation Data Sources: PBIS rubric
 PBIS Rewards Reports
 House Meeting Planner
 Office Referrals
 House Leader Meeting Agendas

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Work with our Zone SEL coach and House Leaders to create a schoolwide plan for House Meetings and House Spirit Days that is aligned with Denton ISD's SEL Essential 8</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 behavior and SEL implementation</p> <p>Staff Responsible for Monitoring: House Leaders Admin Team</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Dedicate our Early Release Wednesdays for House Meetings, House Pep Rallies, and Community Service Projects</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 behavior and SEL implementation</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Cross-Grade Level House Buddies will meet weekly to build strong connections and mentorship between grade levels, classes, and students.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 behavior and SEL implementation</p> <p>Staff Responsible for Monitoring: Grade Level Teams</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Recognize top House each week and reinforce through drawings and House rewards in order to increase the frequency of positive reinforcement.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 behavior and SEL implementation</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 5: Introduce and implement Baby Doll Circle Time (PK-Kinder) and Rhithm App (2nd-5th) to help address SEL needs.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Behavioral and SEL implementation</p> <p>Staff Responsible for Monitoring: Teachers Counselor Admin Team</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Effectively communicate achievements and recognition to the Denton ISD community through our use of social media, website, and weekly parent and staff newsletters.</p> <p>Strategy's Expected Result/Impact: Increased engagement through recognition</p> <p>Staff Responsible for Monitoring: Librarian Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Implement systems that promote teacher excellence and celebrate staff for progress towards campus goals (staff shout outs, weekly staff recognitions, teacher of the year)</p> <p>Strategy's Expected Result/Impact: Increased engagement through recognition</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 8 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 8: Collaborate with the PTA to promote their advocacy for our students and staff</p> <p>Strategy's Expected Result/Impact: Increased engagement of parents and staff</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|------------------------|--------------|--------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Danielle Fletcher | | \$0.00 |
| 1 | 2 | 3 | Nicole Springer | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Rebekah Perrone | | \$0.00 |
| 1 | 1 | 3 | Kaitlyn Pound | | \$0.00 |
| 1 | 1 | 4 | Kaitlyn Pound | | \$0.00 |
| 1 | 1 | 4 | Rebekah Perrone | | \$0.00 |
| 1 | 1 | 7 | Intervention Materials | | \$1,000.00 |
| 1 | 1 | 9 | Substitutes | | \$2,500.00 |
| 1 | 2 | 2 | Hughes Consulting | | \$4,000.00 |
| 1 | 2 | 2 | Secret Stories | | \$850.00 |
| 1 | 2 | 4 | Substitutes | | \$2,500.00 |
| Sub-Total | | | | | \$10,850.00 |