

Denton Independent School District
Braswell High School
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	16
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition's to the Denton ISD community	17
Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	19
Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	21
Addendums	22

Comprehensive Needs Assessment

Needs Assessment Overview

Demographics -

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

Student Achievement -

- Students scored lower than the District, State average in 2019 to 2020 in Algebra 1 (MEETS- State 61%, District, 64%, Campus 52%; MASTERS- S 37% D 42% Campus 25%)
- Develop intervention plan to address HB4545 skills for students in need.
- Increase our participation in AVID to increase our college going population
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors/AP classes.

School Culture and Climate

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

Staff Quality, Recruitment and Retention

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

Curriculum, Instruction, and Assessment -

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

Family and Community Involvement

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

Technology

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

Demographics

Demographics Summary

White	903	32.92%
Black or African America	1145	41.74%
Hispanic	506	18.44%
Asian	94	3.42%
Native Hawaiian/Other Pacific Island	12	0.43%
American Indian or Alaska Native	83	3.02%
Total enrollment	2743	

Demographics Strengths

- Denton attendance zone and school numbers means that we have room to grow in amount of students.
- We are the fastest growing region in the state of Texas.
- Our numbers in economically disadvantaged are also growing
- The diversity of the student body has tremendously grown over the past 2 years
- Our geographical zone has expanded to include new neighborhoods
- These neighborhoods have helped our ethnic diversity to grow and change.
- This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

See TAPR Report for 2019-2020 in addendum

Student Learning Strengths

Student Achievement ~ Based on results from the 2019-2020 School report Card

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

See TAPR data

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students scored lower than the state and district average in Algebra I on STAAR from 2019 to 2020. We need to address skill gaps with HB4545.

School Processes & Programs

School Processes & Programs Summary

Departments of study led by department heads

Content teams led by Lead Teachers

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

Aspiring Teachers'/Administrators' Groups

Vertical alignment amongst Zone schools

Leadership teams/committees

Flexibility and adaptability of staff/faculty

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

School Processes & Programs Strengths

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

Curriculum, Instruction and Assessment -

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

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

Technology

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

School Context and Organization -

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

Staff Quality, Recruitment and Retention -

- Professional development hours
- Student teacher recruitment

- Staff recruitment through word-of-mouth
- Above district and state average in teacher experience
- FYTA and mentor supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities and classroom management training.

Perceptions

Perceptions Summary

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

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

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

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

Student clubs and organizations

Opportunities for feedback from stakeholders

Vertical alignment of the Braswell Zone

Perceptions Strengths

Family and Community Involvement -

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

School Culture and Climate -

- Relationships built by staff with students

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Braswell High School's students in Algebra I will increase their student pass rate in Algebra I by 5% by May 2021.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Model blended learning strategies in targeted classes. Strategy's Expected Result/Impact: Use blended learning strategies to promote students to be more reflective and responsive to their learning process. Staff Responsible for Monitoring: Ms. Napoli and Mr. Gomez</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Allocated more math sections to Algebra I to ensure smaller class size to focus on intervention and enrichment. Strategy's Expected Result/Impact: Teachers, Instructional Coaches, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will work with their team, coaches, and Solution Tree to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student. Strategy's Expected Result/Impact: Focus on students individual needs and get them what they need based on the data presented Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrative Team, Solution Tree</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will continue to grow professionally in best practices and strategies by attending campus based professional development and training in addition to technology and ways to integrate this.</p> <p>Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, DLS</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.</p> <p>Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.</p> <p>Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By increasing awareness of self-management skills, students will decrease the percent of failed grade level-core cores by 5% May 2021.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will develop stronger relationships with their students in their class.. Strategy's Expected Result/Impact: Teachers, Assistant Principals	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate resources and self-management tips and skills during monthly news letter. Strategy's Expected Result/Impact: Increased communication to parents on self-management skills for their students that can be used Staff Responsible for Monitoring: Counselors, Associate Principal, Principal	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teacher education through the weekly Bengal Bulletin and faculty meetings. Strategy's Expected Result/Impact: Increased communication to teachers on self-management skills for their students that can be used Staff Responsible for Monitoring: Counselors, Associate Principal	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide parent education through the monthly parent communication letter. Strategy's Expected Result/Impact: Increased communication to parents on self-management skills, and all things going in Bengal Nation. Staff Responsible for Monitoring: Associate Principal, Principal	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Student education through collaboration with STUCO and BHS Now Strategy's Expected Result/Impact: Increased communication to students on self-management skills for their students that can be used Staff Responsible for Monitoring: Counselors	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Assistant Principals and teachers will work together to track progress and motivate students that are not engaged in learning.. Strategy's Expected Result/Impact: Motivate students to change behavior and become more engaged. Staff Responsible for Monitoring: Administration, teachers	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Growth & Management

In pursuit of excellence, we will:

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

Performance Objective 1: Braswell High School will continue to increase its teacher retention rate 5% by July 2021.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The administration will be intentional about making themselves available and visible to teachers and staff for their need and support.</p> <p>Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each week a Staffer of the Week will be recognized for exceptional work</p> <p>Strategy's Expected Result/Impact: Recognition of staff that is making a difference.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each week a Teacher of the Week will be recognized for exceptional work</p> <p>Strategy's Expected Result/Impact: Recognition of teacher that is making a difference.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Faculty/staff members' Strengths will be identified and used to build relationships with each other. Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and content team. Staff Responsible for Monitoring: A. Kowns (Strengths Champion) Scott Spaulding, Administrative Team, Teachers	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin) Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin) Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize PTSA to provide opportunities for staff to bond and fellowship in small groups. Strategy's Expected Result/Impact: Create a sense of Bengal Family Staff Responsible for Monitoring: PTSA, Administrative team	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Braswell High School will increase our digital footprint on social media by implementation of #BengalExcellence to affirm the great things our Bengal community are apart of. Strategy's Expected Result/Impact: Create a sense of family and enhance the soul of our campus. Staff Responsible for Monitoring: Administrative Team, Principal, Teachers, Students	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: We will increase opportunities for students to become college, career, military and life ready.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a sponsored opportunity for students to take the TSI Strategy's Expected Result/Impact: Provide as many experiences to our students to self assess if they are college ready by providing them a free opportunity to take the TSI. Staff Responsible for Monitoring: Principal, Counselors, Testing Coordinator	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Addendums

2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **RAY BRASWELL H S**

Campus Number: **061901008**

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

This page is intentionally blank.

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

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																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	70%	74%	63%	76%	81%	*	82%	*	*	34%	55%	80%	66%	63%	55%
	2018	65%	70%	72%	56%	69%	81%	*	92%	-	-	26%	79%	75%	67%	59%	61%
At Meets Grade Level or Above	2019	50%	56%	57%	42%	58%	68%	*	71%	*	*	20%	30%	63%	49%	42%	36%
	2018	44%	50%	49%	34%	48%	58%	*	75%	-	-	6%	50%	54%	42%	35%	23%
At Masters Grade Level	2019	11%	15%	13%	6%	10%	19%	*	12%	*	*	4%	0%	14%	12%	6%	3%
	2018	7%	9%	5%	1%	3%	8%	*	33%	-	-	1%	0%	5%	6%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	73%	63%	73%	81%	*	69%	*	-	31%	56%	79%	66%	65%	63%
	2018	67%	70%	71%	56%	72%	80%	*	88%	*	-	25%	45%	73%	69%	57%	53%
At Meets Grade Level or Above	2019	49%	51%	52%	40%	52%	62%	*	56%	*	-	13%	33%	61%	42%	42%	40%
	2018	48%	53%	54%	38%	55%	63%	*	80%	*	-	12%	20%	56%	52%	37%	27%
At Masters Grade Level	2019	8%	9%	7%	2%	4%	11%	*	31%	*	-	0%	0%	10%	4%	6%	0%
	2018	8%	7%	7%	4%	7%	9%	*	12%	*	-	5%	0%	8%	6%	4%	7%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	86%	83%	77%	85%	87%	*	89%	*	-	54%	60%	89%	76%	76%	81%
	2018	83%	85%	84%	80%	83%	86%	*	100%	*	-	52%	89%	87%	81%	80%	73%
At Meets Grade Level or Above	2019	61%	64%	52%	41%	53%	60%	*	89%	*	-	24%	40%	59%	45%	39%	42%
	2018	55%	59%	52%	40%	50%	60%	*	78%	*	-	8%	39%	59%	44%	38%	36%
At Masters Grade Level	2019	37%	42%	25%	17%	32%	27%	*	44%	*	-	3%	20%	29%	21%	14%	12%
	2018	32%	35%	23%	14%	22%	28%	*	67%	*	-	2%	17%	27%	19%	15%	27%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	89%	83%	92%	93%	*	94%	*	-	57%	75%	95%	83%	84%	88%
	2018	87%	87%	91%	85%	91%	94%	*	100%	*	-	60%	90%	91%	91%	84%	90%
At Meets Grade Level or Above	2019	62%	64%	63%	49%	66%	70%	*	75%	*	-	22%	42%	69%	56%	44%	46%
	2018	59%	61%	60%	47%	54%	69%	*	82%	*	-	12%	60%	67%	52%	48%	52%
At Masters Grade Level	2019	25%	26%	22%	10%	21%	29%	*	38%	*	-	6%	25%	25%	18%	11%	8%
	2018	24%	25%	21%	12%	18%	26%	*	64%	*	-	2%	15%	28%	14%	18%	19%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	96%	96%	92%	99%	*	100%	-	-	80%	92%	98%	94%	94%	84%
	2018	92%	93%	94%	90%	93%	97%	100%	100%	-	-	61%	88%	95%	93%	90%	87%
At Meets Grade Level or Above	2019	73%	75%	78%	68%	74%	86%	*	91%	-	-	41%	46%	79%	77%	68%	58%
	2018	70%	72%	70%	54%	64%	81%	88%	91%	-	-	29%	50%	73%	66%	57%	47%
At Masters Grade Level	2019	45%	45%	47%	31%	49%	55%	*	73%	-	-	15%	8%	49%	44%	36%	16%
	2018	40%	43%	42%	27%	30%	56%	75%	55%	-	-	14%	25%	45%	39%	32%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	82%	75%	83%	88%	60%	88%	71%	*	48%	65%	88%	76%	75%	72%

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

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 Meets Grade Level or Above	2018	77%	81%	81%	71%	81%	87%	100%	94%	80%	-	42%	77%	83%	79%	72%	70%
	2019	50%	54%	60%	47%	60%	69%	20%	76%	57%	*	23%	37%	66%	52%	46%	43%
	2018	48%	53%	56%	42%	54%	65%	62%	81%	80%	-	11%	43%	61%	51%	42%	34%
At Masters Grade Level	2019	24%	26%	22%	12%	22%	27%	20%	41%	29%	*	5%	7%	24%	18%	13%	7%
	2018	22%	24%	18%	10%	15%	22%	46%	38%	20%	-	4%	9%	20%	15%	13%	12%
	All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	78%	73%	63%	74%	81%	*	76%	*	*	33%	55%	79%	66%	64%	59%
	2018	74%	79%	71%	56%	71%	80%	*	89%	*	-	26%	64%	74%	68%	58%	57%
	2019	48%	52%	55%	41%	55%	65%	*	64%	*	*	17%	32%	62%	46%	42%	38%
At Meets Grade Level or Above	2018	46%	52%	52%	36%	52%	60%	*	78%	*	-	9%	36%	55%	48%	36%	25%
	2019	21%	24%	10%	4%	7%	16%	*	21%	*	*	2%	0%	12%	8%	6%	2%
	2018	19%	22%	6%	2%	5%	8%	*	19%	*	-	3%	0%	7%	6%	3%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	83%	77%	85%	87%	*	89%	*	-	54%	60%	89%	76%	76%	81%
	2018	81%	84%	84%	80%	83%	86%	*	100%	*	-	52%	89%	87%	81%	80%	73%
	2019	52%	55%	52%	41%	53%	60%	*	89%	*	-	24%	40%	59%	45%	39%	42%
At Meets Grade Level or Above	2018	50%	53%	52%	40%	50%	60%	*	78%	*	-	8%	39%	59%	44%	38%	36%
	2019	26%	29%	25%	17%	32%	27%	*	44%	*	-	3%	20%	29%	21%	14%	12%
	2018	24%	25%	23%	14%	22%	28%	*	67%	*	-	2%	17%	27%	19%	15%	27%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	89%	83%	92%	93%	*	94%	*	-	57%	75%	95%	83%	84%	88%
	2018	80%	83%	91%	85%	91%	94%	*	100%	*	-	60%	90%	91%	91%	84%	90%
	2019	54%	58%	63%	49%	66%	70%	*	75%	*	-	22%	42%	69%	56%	44%	46%
At Meets Grade Level or Above	2018	51%	55%	60%	47%	54%	69%	*	82%	*	-	12%	60%	67%	52%	48%	52%
	2019	25%	27%	22%	10%	21%	29%	*	38%	*	-	6%	25%	25%	18%	11%	8%
	2018	23%	26%	21%	12%	18%	26%	*	64%	*	-	2%	15%	28%	14%	18%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	96%	96%	92%	99%	*	100%	-	-	80%	92%	98%	94%	94%	84%
	2018	78%	81%	94%	90%	93%	97%	100%	100%	-	-	61%	88%	95%	93%	90%	87%
	2019	55%	56%	78%	68%	74%	86%	*	91%	-	-	41%	46%	79%	77%	68%	58%
At Meets Grade Level or Above	2018	53%	56%	70%	54%	64%	81%	88%	91%	-	-	29%	50%	73%	66%	57%	47%
	2019	33%	34%	47%	31%	49%	55%	*	73%	-	-	15%	8%	49%	44%	36%	16%
	2018	31%	33%	42%	27%	30%	56%	75%	55%	-	-	14%	25%	45%	39%	32%	13%

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

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																	
End of Course English II	2019	69	66	71	72	70	70	*	67	*	-	54	50	74	66	68	76
	2018	67	64	64	63	61	66	*	69	*	-	49	86	64	65	53	50
End of Course Algebra I	2019	75	77	68	60	69	72	*	83	*	-	30	64	73	61	56	61
	2018	72	73	70	68	70	69	*	94	*	-	34	66	71	68	62	68
All Grades Both Subjects	2019	69	70	69	66	70	71	*	74	*	-	40	54	74	63	62	68
	2018	69	70	67	65	66	67	*	77	*	-	42	75	67	66	57	58
All Grades ELA/Reading	2019	68	69	71	72	70	70	*	67	*	-	54	50	74	66	68	76
	2018	69	70	64	63	61	66	*	69	*	-	49	86	64	65	53	50
All Grades Mathematics	2019	70	72	68	60	69	72	*	83	*	-	30	64	73	61	56	61
	2018	70	70	70	68	70	69	*	94	*	-	34	66	71	68	62	68

District Name: DENTON ISD
Campus Name: RAY BRASWELL H S
Campus Number: 061901008

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

Total Students: 2,319
Grade Span: 09 - 12
School Type: High School

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.

There is no data for this campus.

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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

Total Students: 2,319
 Grade Span: 09 - 12
 (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%	82%	-	-	-	-	-	62%	-	62%	78%	62%	64%
	2018	77%	81%	81%	-	-	-	-	-	60%	-	60%	43%	60%	58%
At Meets Grade Level or Above	2019	50%	54%	60%	-	-	-	-	-	35%	-	35%	33%	35%	35%
	2018	48%	53%	56%	-	-	-	-	-	13%	-	13%	29%	13%	15%
At Masters Grade Level	2019	24%	26%	22%	-	-	-	-	-	3%	-	3%	22%	3%	5%
	2018	22%	24%	18%	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	73%	-	-	-	-	-	44%	-	44%	*	44%	44%
	2018	74%	79%	71%	-	-	-	-	-	47%	-	47%	*	47%	45%
At Meets Grade Level or Above	2019	48%	52%	55%	-	-	-	-	-	26%	-	26%	*	26%	26%
	2018	46%	52%	52%	-	-	-	-	-	13%	-	13%	*	13%	12%
At Masters Grade Level	2019	21%	24%	10%	-	-	-	-	-	0%	-	0%	*	0%	2%
	2018	19%	22%	6%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	83%	-	-	-	-	-	80%	-	80%	*	80%	82%
	2018	81%	84%	84%	-	-	-	-	-	67%	-	67%	*	67%	60%
At Meets Grade Level or Above	2019	52%	55%	52%	-	-	-	-	-	40%	-	40%	*	40%	41%
	2018	50%	53%	52%	-	-	-	-	-	0%	-	0%	*	0%	0%
At Masters Grade Level	2019	26%	29%	25%	-	-	-	-	-	7%	-	7%	*	7%	6%
	2018	24%	25%	23%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	89%	-	-	-	-	-	83%	-	83%	*	83%	86%
	2018	80%	83%	91%	-	-	-	-	-	100%	-	100%	*	100%	89%
At Meets Grade Level or Above	2019	54%	58%	63%	-	-	-	-	-	42%	-	42%	*	42%	43%
	2018	51%	55%	60%	-	-	-	-	-	17%	-	17%	*	17%	33%
At Masters Grade Level	2019	25%	27%	22%	-	-	-	-	-	0%	-	0%	*	0%	7%
	2018	23%	26%	21%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	96%	-	-	-	-	-	77%	-	77%	*	77%	79%
	2018	78%	81%	94%	-	-	-	-	-	75%	-	75%	-	75%	75%
At Meets Grade Level or Above	2019	55%	56%	78%	-	-	-	-	-	54%	-	54%	*	54%	50%
	2018	53%	56%	70%	-	-	-	-	-	25%	-	25%	-	25%	25%
At Masters Grade Level	2019	33%	34%	47%	-	-	-	-	-	8%	-	8%	*	8%	7%
	2018	31%	33%	42%	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	69%	-	-	-	-	-	63%	-	63%	*	63%	63%
	2018	69%	70%	67%	-	-	-	-	-	47%	-	47%	*	47%	44%
All Grades ELA/Reading	2019	68%	69%	71%	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	69%	70%	64%	-	-	-	-	-	45%	-	45%	-	45%	45%
All Grades Mathematics	2019	70%	72%	68%	-	-	-	-	-	64%	-	64%	*	64%	63%
	2018	70%	70%	70%	-	-	-	-	-	50%	-	50%	*	50%	42%

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%	99%	100%	100%	99%	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	94%	95%	92%	92%	87%	96%	56%	95%	100%	14%	91%	89%	63%
Not Included in Accountability													
Mobile	4%	4%	6%	7%	7%	3%	44%	1%	0%	86%	7%	9%	6%
Other Exclusions	1%	1%	1%	0%	5%	0%	0%	4%	0%	0%	1%	1%	31%
Not Tested	1%	0%	1%	0%	0%	1%	0%	0%	0%	0%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	100%	99%	100%	-	100%	100%	100%
Included in Accountability	94%	94%	92%	88%	92%	95%	93%	96%	100%	-	89%	92%	69%
Not Included in Accountability													
Mobile	4%	5%	6%	12%	4%	4%	7%	3%	0%	-	11%	8%	3%
Other Exclusions	1%	1%	1%	0%	4%	0%	0%	0%	0%	-	1%	1%	28%
Not Tested	1%	0%	0%	0%	0%	1%	0%	1%	0%	-	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	0%	1%	0%	-	0%	0%	0%
Other	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: 2,319
 Grade Span: 09 - 12
 School Type: High School

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

	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%	95.3%	95.6%	95.8%	95.1%	92.9%	96.3%	*	91.9%	94.1%	94.6%	96.5%
2017-18	95.4%	96.0%	95.2%	95.7%	95.3%	94.9%	96.9%	95.9%	*	92.2%	94.7%	94.6%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	0.3%	0.5%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.9%	0.2%	0.0%
2017-18	1.9%	0.3%	0.3%	0.7%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.6%	0.4%	0.0%
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: 2,319
 Grade Span: 09 - 12
 School Type: High School

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

	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%	40.0%	*	*	-	-	-	-	*	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	0.7%	0.6%	1.2%	1.4%	0.0%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	90.1%	90.1%	84.8%	85.9%	94.8%	100.0%	100.0%	-	100.0%	42.3%	83.7%	80.0%
2017-18	81.5%	89.3%	92.1%	83.5%	93.1%	95.8%	*	100.0%	-	100.0%	66.7%	87.5%	88.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.5%	89.9%	84.8%	85.9%	94.2%	100.0%	100.0%	-	100.0%	40.7%	83.7%	80.0%
2017-18	85.1%	89.7%	92.0%	83.0%	94.5%	95.8%	*	100.0%	-	85.7%	66.7%	87.9%	88.9%

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	373	100.0%	1,931	355,615
By Ethnicity:				
African American	116	31.1%	316	43,953
Hispanic	81	21.7%	560	180,673
White	156	41.8%	960	105,577
American Indian	7	1.9%	23	1,293
Asian	7	1.9%	57	16,564
Pacific Islander	0	0.0%	2	537
Two or More Races	6	1.6%	13	7,018
By Graduation Type:				
Minimum H.S. Program	1	0.3%	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	10	1,090
Foundation H.S. Program (No Endorsement)	44	11.8%	198	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	10	15,160
Foundation H.S. Program (DLA)	328	87.9%	1,710	285,538
Special Education Graduates	35	9.4%	168	27,598
Economically Disadvantaged Graduates	145	38.9%	746	186,364
LEP Graduates	10	2.7%	139	25,189
At-Risk Graduates	70	18.8%	515	146,432

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

	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%	70.8%	59.9%	63.0%	80.4%	85.7%	85.7%	-	100.0%	81.4%	63.8%	65.0%
2017-18	65.5%	65.7%	62.1%	54.0%	61.0%	68.4%	*	61.1%	-	57.1%	100.0%	53.8%	44.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.3%	39.7%	21.6%	28.4%	53.8%	71.4%	71.4%	-	100.0%	2.9%	29.0%	40.0%
2017-18	50.0%	46.9%	42.1%	30.7%	37.0%	52.1%	*	55.6%	-	28.6%	0.0%	33.0%	11.1%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	65.9%	59.2%	42.2%	53.1%	72.4%	71.4%	71.4%	-	100.0%	11.4%	44.8%	30.0%
2017-18	58.2%	61.3%	57.0%	47.7%	53.4%	66.0%	*	66.7%	-	28.6%	11.1%	44.0%	33.3%
Mathematics													
2018-19	48.6%	48.7%	39.4%	23.3%	28.4%	54.5%	42.9%	57.1%	-	83.3%	2.9%	29.7%	30.0%
2017-18	46.0%	44.8%	42.7%	34.1%	39.7%	50.0%	*	55.6%	-	28.6%	0.0%	34.1%	33.3%
Both Subjects													
2018-19	44.2%	46.8%	36.7%	21.6%	24.7%	51.3%	42.9%	57.1%	-	83.3%	2.9%	26.2%	20.0%
2017-18	42.1%	43.2%	40.9%	30.7%	35.6%	50.0%	*	55.6%	-	28.6%	0.0%	31.9%	11.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	7.8%	8.0%	4.3%	4.9%	9.6%	14.3%	42.9%	-	33.3%	0.0%	6.9%	0.0%
2017-18	20.7%	6.3%	4.6%	1.1%	0.0%	9.0%	*	0.0%	-	14.3%	0.0%	1.1%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	21.6%	11.3%	3.4%	9.9%	14.7%	28.6%	28.6%	-	50.0%	0.0%	8.3%	20.0%
2017-18	20.4%	22.6%	13.6%	8.0%	15.1%	16.0%	*	22.2%	-	14.3%	0.0%	12.1%	11.1%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	44.5%	48.0%	50.4%	46.3%	48.1%	57.1%	50.0%	-	8.3%	81.4%	46.9%	35.0%
2017-18	28.7%	30.2%	33.1%	30.7%	36.3%	33.0%	*	27.8%	-	42.9%	100.0%	31.9%	33.3%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	13.5%	14.5%	10.3%	16.0%	17.3%	14.3%	14.3%	-	0.0%	8.6%	13.1%	10.0%
2017-18	4.8%	4.6%	4.3%	1.1%	5.5%	5.6%	*	0.0%	-	14.3%	0.0%	3.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

	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%	4.6%	7.8%	3.7%	3.2%	0.0%	0.0%	-	0.0%	48.6%	8.3%	20.0%
2017-18	1.7%	6.6%	3.4%	6.8%	0.0%	2.8%	*	0.0%	-	14.3%	88.9%	6.6%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.3%	54.4%	58.6%	53.1%	51.3%	85.7%	71.4%	-	16.7%	42.9%	51.7%	40.0%
2017-18	38.7%	38.0%	45.2%	30.7%	52.1%	50.7%	*	55.6%	-	28.6%	55.6%	37.4%	44.4%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.9%	11.5%	12.1%	8.6%	13.5%	0.0%	14.3%	-	0.0%	11.4%	11.0%	0.0%
2017-18	4.3%	4.3%	6.5%	10.2%	6.8%	4.2%	*	0.0%	-	14.3%	0.0%	6.6%	11.1%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	2.9%	2.6%	2.5%	3.8%	0.0%	0.0%	-	0.0%	31.4%	2.1%	0.0%
2017-18	2.6%	2.8%	1.9%	2.3%	1.4%	2.1%	*	0.0%	-	0.0%	66.7%	3.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

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

District Name: DENTON ISD
Campus Name: RAY BRASWELL H S
Campus Number: 061901008

Total Students: 2,319
Grade Span: 09 - 12
School Type: High School

	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%	38.1%	28.4%	37.0%	44.2%	42.9%	28.6%	-	83.3%	11.4%	29.0%	20.0%
2017-18	32.1%	25.7%	18.3%	13.6%	16.4%	21.5%	*	33.3%	-	14.3%	11.1%	17.6%	11.1%
Mathematics													
2018-19	24.7%	28.0%	24.7%	14.7%	22.2%	31.4%	28.6%	42.9%	-	50.0%	2.9%	19.3%	30.0%
2017-18	23.7%	17.7%	15.8%	13.6%	16.4%	15.3%	*	44.4%	-	14.3%	0.0%	18.7%	33.3%
Both Subjects													
2018-19	18.8%	20.9%	18.0%	10.3%	12.3%	24.4%	28.6%	28.6%	-	50.0%	2.9%	12.4%	20.0%
2017-18	18.1%	12.2%	9.0%	5.7%	8.2%	10.4%	*	22.2%	-	14.3%	0.0%	12.1%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	56.9%	57.6%	62.1%	56.8%	53.2%	85.7%	85.7%	-	33.3%	45.7%	54.5%	70.0%
2017-18	58.4%	54.6%	59.8%	45.5%	63.0%	66.0%	*	66.7%	-	57.1%	66.7%	51.6%	55.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.6%	1.6%	1.7%	0.0%	2.6%	0.0%	0.0%	-	0.0%	0.0%	1.4%	0.0%
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	21.1%	12.4%	10.1%	13.5%	11.7%	12.5%	32.3%	*	21.4%	n/a	11.4%	n/a
2018	25.8%	24.9%	19.7%	11.4%	18.5%	24.0%	33.3%	29.4%	-	35.7%	n/a	15.3%	n/a
English Language Arts													
2019	14.5%	10.2%	6.9%	5.4%	9.4%	5.8%	0.0%	19.4%	*	7.1%	n/a	6.6%	n/a
2018	15.3%	12.4%	9.9%	7.6%	7.9%	11.4%	33.3%	11.8%	-	14.3%	n/a	7.6%	n/a
Mathematics													
2019	7.4%	5.3%	2.2%	1.1%	1.0%	2.8%	12.5%	6.5%	*	7.1%	n/a	2.3%	n/a
2018	7.3%	6.8%	5.4%	2.4%	5.3%	7.5%	0.0%	5.9%	-	7.1%	n/a	4.8%	n/a
Science													
2019	10.4%	8.0%	4.2%	3.2%	5.2%	2.5%	12.5%	22.6%	*	14.3%	n/a	3.4%	n/a
2018	10.8%	9.1%	5.7%	4.7%	5.3%	6.0%	11.1%	5.9%	-	14.3%	n/a	5.2%	n/a
Social Studies													
2019	13.9%	13.3%	8.5%	6.5%	8.3%	8.9%	0.0%	22.6%	*	14.3%	n/a	7.4%	n/a
2018	14.5%	15.9%	15.5%	9.0%	10.6%	20.7%	22.2%	23.5%	-	28.6%	n/a	11.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	62.3%	38.6%	25.0%	46.2%	41.3%	*	30.0%	-	*	n/a	40.0%	n/a
2018	50.7%	62.4%	42.1%	41.7%	39.3%	41.3%	*	40.0%	-	60.0%	n/a	42.1%	n/a
English Language Arts													
2019	41.2%	57.2%	22.2%	6.7%	27.8%	26.1%	-	16.7%	-	*	n/a	21.7%	n/a
2018	42.5%	58.3%	27.4%	31.3%	0.0%	39.5%	*	*	-	*	n/a	26.3%	n/a
Mathematics													
2019	52.2%	61.9%	25.0%	*	*	27.3%	*	*	-	*	n/a	25.0%	n/a

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

Total Students: 2,319
Grade Span: 09 - 12
School Type: High School

District Name: DENTON ISD
Campus Name: RAY BRASWELL H S
Campus Number: 061901008

	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%	15.0%	20.0%	25.0%	8.0%	-	*	-	*	n/a	8.3%	n/a
2019 Science	40.6%	42.8%	20.5%	11.1%	0.0%	30.0%	*	28.6%	-	*	n/a	16.7%	n/a
2018 Social Studies	38.0%	38.3%	33.3%	30.0%	25.0%	40.0%	*	*	-	*	n/a	38.5%	n/a
2019 Social Studies	46.3%	51.5%	37.2%	33.3%	25.0%	42.9%	-	28.6%	-	*	n/a	38.5%	n/a
2018 Social Studies	44.6%	48.6%	23.7%	10.5%	31.3%	24.6%	*	*	-	*	n/a	17.9%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	61.9%	56.8%	55.2%	44.4%	62.2%	71.4%	71.4%	-	83.3%	n/a	48.3%	n/a
2017-18	74.6%	63.5%	64.1%	69.3%	53.4%	70.8%	*	44.4%	-	14.3%	n/a	54.7%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.2%	36.8%	17.2%	25.0%	51.5%	40.0%	60.0%	-	60.0%	n/a	25.7%	n/a
2017-18	37.9%	53.6%	47.8%	34.4%	46.2%	57.8%	-	*	-	*	n/a	26.9%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1091	1045	973	1013	1091	*	*	-	*	n/a	1006	n/a
2017-18	1036	1104	1074	1021	1048	1119	-	*	-	*	n/a	1012	n/a
English Language Arts and Writing													
2018-19	517	554	537	502	526	559	*	*	-	*	n/a	519	n/a
2017-18	521	559	541	515	520	565	-	*	-	*	n/a	511	n/a
Mathematics													
2018-19	510	537	508	471	487	532	*	*	-	*	n/a	487	n/a
2017-18	515	545	533	505	527	554	-	*	-	*	n/a	500	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.3	19.5	16.7	18.7	21.8	*	*	-	*	n/a	17.6	n/a
2017-18	20.6	22.5	21.3	19.3	21.5	22.6	-	-	-	*	n/a	19.2	n/a
English Language Arts													
2018-19	20.3	22.3	19.4	16.4	18.7	21.6	*	*	-	*	n/a	17.2	n/a
2017-18	20.3	22.8	21.1	19.3	21.4	22.3	-	-	-	*	n/a	19.2	n/a
Mathematics													
2018-19	20.4	21.5	18.8	16.1	18.1	21.2	*	*	-	*	n/a	17.6	n/a
2017-18	20.6	21.7	21.0	18.6	21.8	22.2	-	-	-	*	n/a	18.9	n/a
Science													
2018-19	20.8	22.6	19.9	17.1	19.4	22.3	*	*	-	*	n/a	17.9	n/a
2017-18	20.9	22.6	21.6	19.5	21.4	23.0	-	-	-	*	n/a	19.3	n/a

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

Total Students: 2,319
Grade Span: 09 - 12
School Type: High School

District Name: DENTON ISD
Campus Name: RAY BRASWELL H S
Campus Number: 061901008

	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%	38.1%	30.6%	34.2%	43.3%	50.0%	61.8%	*	41.9%	7.3%	29.4%	29.3%
2017-18	43.4%	40.9%	37.7%	27.4%	36.9%	43.4%	70.0%	55.1%	*	38.7%	4.3%	29.1%	31.0%
English Language Arts													
2018-19	17.8%	12.5%	14.6%	11.8%	13.7%	15.5%	41.7%	27.5%	*	21.4%	1.5%	10.6%	9.1%
2017-18	17.3%	12.3%	13.1%	11.0%	9.4%	15.5%	40.0%	18.4%	*	10.7%	0.0%	9.2%	4.9%
Mathematics													
2018-19	20.4%	14.7%	13.4%	11.1%	12.0%	14.5%	41.7%	21.6%	*	20.7%	0.0%	11.5%	14.8%
2017-18	20.7%	15.8%	14.1%	10.9%	14.0%	16.1%	30.0%	18.8%	*	3.7%	0.7%	11.5%	14.6%
Science													
2018-19	21.7%	19.9%	17.9%	15.6%	17.2%	18.1%	41.7%	35.3%	*	27.6%	4.7%	14.7%	14.3%
2017-18	21.2%	21.5%	19.0%	16.0%	20.1%	19.8%	30.0%	25.5%	*	25.9%	1.4%	15.8%	20.0%
Social Studies													
2018-19	23.6%	26.6%	24.1%	16.2%	19.6%	29.5%	33.3%	51.0%	*	30.0%	1.0%	16.6%	3.7%
2017-18	22.8%	28.0%	25.8%	16.6%	22.6%	32.0%	40.0%	40.8%	*	24.1%	1.9%	18.9%	17.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.3%	47.4%	44.3%	45.2%	52.8%	*	33.3%	-	28.6%	44.4%	38.9%	22.2%
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%	60.3%	47.2%	50.0%	68.9%	-	*	-	*	*	54.3%	*
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: DENTON ISD
Campus Name: RAY BRASWELL H S
Campus Number: 061901008

Total Students: 2,319
Grade Span: 09 - 12
School Type: High School

----- Membership ----- ----- Enrollment -----

Student Information	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,319	100.0%	30,682	5,479,173	2,321	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	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	664	28.6%	8.3%	8.2%	664	28.6%	8.2%	8.2%
Grade 10	625	27.0%	7.8%	7.4%	625	26.9%	7.7%	7.4%
Grade 11	510	22.0%	7.2%	6.9%	510	22.0%	7.2%	6.9%
Grade 12	520	22.4%	6.8%	6.4%	522	22.5%	6.8%	6.4%
Ethnic Distribution:								
African American	703	30.3%	17.6%	12.6%	703	30.3%	17.6%	12.6%
Hispanic	506	21.8%	32.1%	52.8%	506	21.8%	32.2%	52.8%
White	984	42.4%	44.6%	27.0%	986	42.5%	44.5%	27.0%
American Indian	11	0.5%	0.6%	0.4%	11	0.5%	0.6%	0.4%
Asian	78	3.4%	3.6%	4.6%	78	3.4%	3.6%	4.6%
Pacific Islander	5	0.2%	0.2%	0.2%	5	0.2%	0.2%	0.2%
Two or More Races	32	1.4%	1.3%	2.5%	32	1.4%	1.3%	2.5%
Sex:								
Female	1,155	49.8%	48.6%	48.8%	1,156	49.8%	48.6%	48.8%
Male	1,164	50.2%	51.4%	51.2%	1,165	50.2%	51.4%	51.2%
Economically Disadvantaged	866	37.3%	45.7%	60.3%	866	37.3%	46.0%	60.2%
Non-Educationally Disadvantaged	1,453	62.7%	54.3%	39.7%	1,455	62.7%	54.0%	39.8%
Section 504 Students	239	10.3%	10.3%	6.9%	239	10.3%	10.3%	6.9%
English Learners (EL)	80	3.4%	15.3%	20.3%	80	3.4%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	47	2.1%	1.2%	1.5%				
Students w/ Dyslexia	44	1.9%	5.5%	4.1%	44	1.9%	5.5%	4.1%
Foster Care	12	0.5%	0.5%	0.3%	12	0.5%	0.5%	0.3%
Homeless	27	1.2%	1.7%	1.4%	27	1.2%	1.7%	1.4%
Immigrant	13	0.6%	1.5%	2.3%	13	0.6%	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	43	1.9%	1.0%	1.9%	43	1.9%	1.0%	1.9%
At-Risk	351	15.1%	32.0%	50.6%	351	15.1%	32.1%	50.5%

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	73	3.1%	16.2%	20.6%	73	3.1%	16.4%	20.6%
Career & Technical Education	1,844	79.5%	31.9%	27.6%				
Career & Technical Education (9-12 grades only)	1,247	53.8%	54.9%	50.8%	1,247	53.7%	54.8%	50.8%
Gifted & Talented Education	197	8.5%	10.9%	8.1%	197	8.5%	10.8%	8.1%
Special Education	244	10.5%	11.7%	10.5%	246	10.6%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	244							
By Type of Primary Disability								
Students with Intellectual Disabilities	138	56.6%	34.9%	42.4%				
Students with Physical Disabilities	11	4.5%	24.0%	21.4%				
Students with Autism	31	12.7%	11.1%	13.8%				
Students with Behavioral Disabilities	64	26.2%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	331	15.1%	14.7%	15.3%				
By Ethnicity:								
African American	132	6.0%						
Hispanic	68	3.1%						
White	111	5.1%						
American Indian	4	0.2%						
Asian	7	0.3%						
Pacific Islander	1	0.0%						
Two or More Races	8	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	238	14.5%						

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%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.3%	0.6%
Grade 8	-	0.1%	0.4%	-	0.4%	0.6%
Grade 9	0.8%	5.7%	7.8%	3.4%	12.0%	13.1%

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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	-	20.4	20.4
Secondary:			
English/Language Arts	24.7	19.1	16.4
Foreign Languages	22.7	18.0	18.7
Mathematics	24.6	20.8	17.8
Science	22.3	21.2	18.8
Social Studies	26.3	22.1	19.3

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	191.4	100.0%	100.0%	100.0%
Professional Staff:	175.1	91.5%	69.1%	63.7%
Teachers	150.4	78.6%	54.8%	49.4%
Professional Support	17.7	9.2%	11.1%	10.2%
Campus Administration (School Leadership)	7.0	3.7%	2.6%	3.0%
Educational Aides:	16.3	8.5%	9.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	31.0	4,373.0
Part-time	2.0	n/a	6.0	595.0
Counselors				
Full-time	6.0	n/a	86.0	12,901.0
Part-time	3.0	n/a	7.0	1,103.0
Total Minority Staff:	49.0	25.6%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	14.6	9.7%	8.4%	10.8%
Hispanic	15.5	10.3%	14.2%	28.1%
White	115.5	76.8%	74.3%	57.7%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	2.0	1.3%	0.9%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.8	1.9%	1.6%	1.1%
Males	68.8	45.7%	24.8%	23.8%
Females	81.6	54.3%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.9	3.3%	0.7%	1.3%
Bachelors	97.8	65.0%	68.8%	73.4%
Masters	45.7	30.4%	29.7%	24.5%
Doctorate	2.0	1.3%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	18.4	12.2%	8.1%	7.4%
1-5 Years Experience	53.5	35.6%	28.2%	27.9%
6-10 Years Experience	32.2	21.4%	20.2%	19.4%
11-20 Years Experience	39.5	26.3%	31.1%	29.4%
Over 20 Years Experience	6.8	4.6%	12.4%	15.9%
Number of Students per Teacher	15.4	n/a	13.1	15.1

District Name: DENTON ISD
 Campus Name: RAY BRASWELL H S
 Campus Number: 061901008

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

Total Students: 2,319
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.2	6.2
Average Years Experience of Principals with District	5.0	6.4	5.3
Average Years Experience of Assistant Principals	3.7	5.8	5.3
Average Years Experience of Assistant Principals with District	2.3	5.2	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	7.6	10.3	11.1
Average Years Experience of Teachers with District:	2.9	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,007	\$54,825	\$49,868
1-5 Years Experience	\$56,833	\$55,823	\$52,823
6-10 Years Experience	\$58,434	\$58,865	\$55,756
11-20 Years Experience	\$62,362	\$61,161	\$59,308
Over 20 Years Experience	\$65,412	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,795	\$59,377	\$57,091
Professional Support	\$64,199	\$68,262	\$67,352
Campus Administration (School Leadership)	\$92,219	\$87,076	\$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.7%	2.5%	6.5%
Career & Technical Education	20.8	13.8%	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	99.3	66.0%	77.0%	70.9%
Special Education	11.7	7.8%	7.5%	9.3%
Other	17.6	11.7%	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](#)

Denton Independent School District
Navo Middle School
2021-2022 Campus Improvement Plan



N A V O M I D D L E S C H O O L

Mission Statement

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

Vision

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	10
Goal 2: . 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	11
State Compensatory	13
Budget for Navo Middle School	14
Personnel for Navo Middle School	14
Campus Improvement Plan Advisory Committee	14
Addendums	15

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Our enrollment by Race/Ethnicity is as follows:

African American	31.8%
Hispanic	19.4%
White	42.5%
American Indian	.2%
Asian	4.0%
Pacific Islander	0.0%
Two or More Races	2.1%

Our enrollment by Student Group is as follows:

Economically Disadvantaged	39.9%
English Language Learners	4.2%
Special Education	11.4%

Demographics Strengths

Our daily attendance rate remains at 96%

19.4% of our teachers hold a graduate degree

52% of our teachers have 6 years or more experience teaching

Student Learning

Student Learning Summary

- Navo will utilize MAP data to monitor student learning/progress this academic year.
- Navo will implement a SUCCESS schedule that allows for accelerated learning time each week as well as social and emotional lessons developed by our counselors.
- Navo will host Saturday SUCCESS time each month for accelerated learning opportunities.
- Navo will host afterschool accelerated learning throughout each week in science, math, and ELAR.
- Navo will continue to utilize our Professional Learning Communities with an emphasis this year on creating lessons and engaging experiences in Canvas.
- Navo will continue to utilize the Lucy Calkins Workshop model for Assessment and Learning strategies. We will build on what we've learned as a campus regarding learning targets and continue to assist students with goal setting.
- Navo will continue to provide additional instructional support for our students who need reading and math interventions. We will utilize Achieve 3000 for reading support and IXL for math support. IXL can be utilized for students at every grade and achievement level.
- Navo will continue to focus on the increase of "Student Progress" measure as determined by the State Accountability Report Card.

Student Learning Strengths

This is our second year as an AVID campus. We will continue to build our program. We will continue to foster a strong AVID community working in partnership with Rodriguez Middle School and Braswell High School. Our AVID coordinator is leading the campus in teaching teachers how to implement the use of Cornell Notes. Through the AVID elective, students are working collaboratively, developing study and note taking skills, engaging in tutoring sessions offered by AVID tutors and envisioning themselves in college.

Despite having a majority of our students engaged in remote learning last year, some students did demonstrate academic growth as indicated on their STAAR assessments for 2020-2021.

School Processes & Programs

School Processes & Programs Summary

Priorities:

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

School Processes & Programs Strengths

- 100 % of our staff became PTA members. Additionally, we saw increased PTA membership at every level this last year, earning multiple PTA awards.
- There is strong collaboration between our Digital Learning Specialist and staff which results in teacher willingness to take risks in the use of instructional technology.
- Teacher representation for TCC, EIC, Team, and Department leader meetings.
- Staff participation in learning opportunities within their departments and across the campus.
- Chromebook implementation of 1:1

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

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 Data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

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

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
- TTESS 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

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Navo Middle School will achieve a 5% growth in "Meets" in ELA/Reading and Math, as shown on STAAR assessment data.

Evaluation Data Sources: STAAR Assessment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Use MAP and IXL data to gauge student growth in ELAR and math. Strategy's Expected Result/Impact: Analysis of student data and interventions planned yield student growth. Staff Responsible for Monitoring: ELAR and Math teachers	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PLCs will meet weekly to examine student data from various assessments, including common, summative, MAP, IXL and STAAR. Strategy's Expected Result/Impact: Analysis of student data and interventions yield student growth. Staff Responsible for Monitoring: Teachers	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will develop common assessments. Strategy's Expected Result/Impact: Common assessments developed in all units of study. Staff Responsible for Monitoring: Teachers	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: ELAR teachers will continue to utilize workshop model. Strategy's Expected Result/Impact: Instructional practices will reflect components of workshop model which should result in students taking more ownership of their literacy. Staff Responsible for Monitoring: Teachers	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Campus Leadership Team will meet consistently throughout the year to evaluate the needs of the campus, monitor the progress of our goals and make adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Analysis of student data and teacher interventions yield student growth.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team and Administrators</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Incorporate PLC and Team time into the master schedule.</p> <p>Strategy's Expected Result/Impact: Master schedule will reflect this strategy and the result will be collaboration between teachers.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will assist students in academic goal setting specific to growth and achievement.</p> <p>Strategy's Expected Result/Impact: Students will have individual goals they monitor which will result in student academic growth.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Create SUCCESS bell schedule that allows for accelerated learning opportunities weekly for students in need.</p> <p>Strategy's Expected Result/Impact: Students will receive more individualized support that will yield academic growth in targeted subjects.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, and teachers</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Math teachers will utilize Math IXL with their students and set goals for participation and growth.</p> <p>Strategy's Expected Result/Impact: Student growth in math</p> <p>Staff Responsible for Monitoring: Math teachers</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Navo Middle School will establish a positive social, emotional, and academic culture that increases engagement of all stakeholders.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Navo Middle School will recognize STAR students of the month for academic achievement and character. Strategy's Expected Result/Impact: Positive reinforcement and acknowledgement of outstanding performance and character. Staff Responsible for Monitoring: Teachers, counselors, and administrators</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will recognize staff members for "Spotlight of the Week" for contributions they make to the positive culture and climate of Navo Middle School. Strategy's Expected Result/Impact: Positive reinforcement and acknowledgement of outstanding performance or contributions. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Shoutout Wednesdays for staff members, students, and community members to recognize Navo staff will be solicited and posted via social media each week. Strategy's Expected Result/Impact: Positive reinforcement and acknowledgement of contributions and outstanding performance. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Frequent use of social media platforms to highlight positive things at Navo. Strategy's Expected Result/Impact: Consistent and frequent form of communication. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Voluntary focus group to study best practices in providing equitable educational opportunities. Strategy's Expected Result/Impact: Participation in the focus group that results in more learning and leadership opportunities among staff. Staff Responsible for Monitoring: Teachers and administrators	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Counseling team will establish goals that address the social, emotional, and academic needs of all students. Strategy's Expected Result/Impact: Academic growth and student involvement Staff Responsible for Monitoring: Counseling team and administrators	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Implementation of AVID and promotion of strategies utilized in the AVID program for all 8th graders. Strategy's Expected Result/Impact: Enrollment in AVID Staff Responsible for Monitoring: AVID coordinator, counselors and administrators	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Focus group will address behavioral challenges on campus and develop plans to increase student engagement. Strategy's Expected Result/Impact: This leadership group will provide professional learning opportunities based on campus and individual staff need. Staff Responsible for Monitoring: Leadership group and administrator team.	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Navo Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Navo Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nitia Harris	Reading Interventionist	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Beth Kelly	Principal
Non-classroom Professional	Crystal Campbell	Student Assistance Counselor
Paraprofessional	Jodalys Rolon	Attendance Clerk
Classroom Teacher	Frank Hummel	Teacher
Classroom Teacher	Diana Duck	Teacher
Classroom Teacher	Darlene Petit	Teacher
Classroom Teacher	Kenneth Telschow	Teacher
Classroom Teacher	Dee Fields	Teacher
Classroom Teacher	Brandt Brooks	Teacher
District-level Professional	Amy Lawrence	Director of Counseling and Social Work
Parent	Heather Kuma	Parent
Community Representative	Carolyn Jackson-Raineri	Community Representative
Business Representative	Juan Robinson	Business Representative

Addendums

Denton Independent School District
Bell Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Learning for all

Vision

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

Bobcat Core Values

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	16
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	20
State Compensatory	24
Budget for Bell Elementary	25
Personnel for Bell Elementary	25
Title I Personnel	25
Campus Funding Summary	26
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

See 2018-2019 and 2019-2020 Bell TAPR Report in Addendums

This includes data our CLT studied together.

Bell Elementary opened its doors for the 2016-2017 school year. We are in our 6th year of service to students and families. We strive to help students grow in all areas - academically, socially, emotionally, and in our Bobcat Core Values focused on leadership and integrity. Our staff are committed to growing in our professional practices as well, knowing that as we learn and implement new ideas and best practices, it impacts students positively. Bell Elementary is known for and takes pride in our positive connections with families, students, and each other. Visitors to our school consistently point out our positive culture, how welcoming we are, and how student-focused we are.

Bell Elementary is one of 6 elementary schools located in the Braswell High School zone. According to the Templeton growth reports for Denton ISD, our zone is one of the fastest growing areas in the district. Our campus began from a rezoning of Paloma Creek Elementary and Providence Elementary. Since then and as we have grown larger and larger, pieces of our school have rezoned to Union Park Elementary and Paloma Creek Elementary. We are predominantly a neighborhood school. Our current student population demographics are: 48.4% African American, 24.1% White, 19.4% Hispanic, 4% Asian, and 4% 2 or more races. Our African American student group has been growing each year. Additionally, 50.1% of our student population are economically disadvantaged. Our last published staff demographics include: 25.9% minority - 18.5% African American, 6.2% Hispanic, 75.3% White.

The last published mobility rate for Bell Elementary was 15.5%, higher than the district's at 14.7% and in line with the state's mobility percentage average. 8.3% of our mobility is in our African American student group. Our last published student attrition rate is 39.9% from 2018-2019. Our campus attendance rate is high and shows good partnership between school and home.

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

Needs:

Focus on identifying girls for EXPO

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

Include minorities in EXPO referrals

Identify At Risk students and finding at risk programs for youth

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

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

Other Strengths:

Our transient/mobility rate has shown some downward trending.

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

Staff Retention rates are good

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

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

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

Demographics Strengths

Our transient/mobility rate has shown some downward trending. (CLT would like to study new numbers based on COVID - this published data is from the 2019-2020 TAPR report).

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

Staff Retention rates are good

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff demographics do not match our student demographics. **Root Cause:** Recruit more diverse applicants to the teacher profession and to Denton ISD.

Problem Statement 2: Our student groups are disproportionate in relationship to those who are referred for EXPO. **Root Cause:** More training is needed for characteristics that students exhibit demonstrating they are gifted.

Problem Statement 3: As a campus, we referred many students to EXPO last school year, and only a few entered the program. **Root Cause:** Our achievement data was low possibly due to COVID and gaps in math and reading.

Problem Statement 4: Technology that is integrated into instruction is not consistently purposeful across grade levels in support of student achievement. **Root Cause:** Grade level teams need to specifically discuss embedding technology for these purposes within lesson plans in the planning process.

Problem Statement 5: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause:** 1. Grade level PLCs need to study master schedule together to determine what time will be used for intervention consistently where new instruction stops. 2. Continue to focus on Tier 1 instruction best practices so that our number of students that need intervention lowers. 3. Behavior in classrooms is interrupting instructional time.

Student Learning

Student Learning Summary

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

See addendums and 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
3rd Grade Reading	73%	63%	--	69%
4th Grade Reading	64%	68%	--	46%
5th Grade Reading	84%	82%	--	56%
3rd Grade Math	78%	67%	--	60%
4th Grade Math	62%	68%	--	35%
5th Grade Math	92%	85%	--	55%
4th Grade Writing	66%	72%	--	45%
5th Grade Science	63%	53%	--	43%

Student Learning Strengths

Students are making slow progress.

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

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

3rd Grade Reading STAAR scores increased in 2021.

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

We celebrate accomplishments and growth with students.

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

100% of our closing the gaps indicators were met for English Language Proficiency Status (2021 STAAR).

Our continuously enrolled student data is higher than our non-continuously enrolled student data in all content areas (reading 6% higher, math 16% higher, writing 8% higher, science 16% higher) - 2021 STAAR data

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

Prior to COVID, students were making progress and closing gaps in reading and math (our gaps have enlarged in the last year with many students participating in Connected Learning and challenges with connecting with school and having consistency in completing work and attending teacher small group sessions).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We have about half our classes that need intensive intervention to fill gaps in the areas of reading and math and not enough time or staff to intervene appropriately. **Root Cause:** 1. Grade level PLCs need to study master schedule together to determine what time will be used for intervention consistently where new instruction stops. 2. Continue to focus on Tier 1 instruction best practices so that our number of students that need intervention lowers. 3. Behavior in classrooms is interrupting instructional time.

Problem Statement 2: Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content. **Root Cause:** PLCs need to develop essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact.

Problem Statement 3: It is difficult to assess growth in intervention time. **Root Cause:** PLCs need to develop common assessments for each essential learning standard to measure growth over time.

Problem Statement 4: STAAR scores dropped dramatically even though intervention was in place. **Root Cause:** Attendance was poor with Connected Learners and with absences due to COVID. Student learning has been interrupted. We need a plan to address this through intervention.

School Processes & Programs

School Processes & Programs Summary

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

A need continues for staff to have more consistent opportunity to exercise their voice in the school decision making process. This has become a challenge area for us the last two years as staff also need time to rest, be with family, and care for their emotional health during the pandemic. This will be a focus area for CLT next school year - help work with staff to find "the line". We have been careful with the number of meetings we are having and trying to give as much time for planning and focusing on student achievement as possible.

Our Employee Engagement Survey indicates that staff value each other and feel valued at work. Trust among colleagues is high. Autonomy is important to us as an organization - having common practices but allowing staff to put their spin on it since we all have unique strengths. This needs to continue to be a value we cherish because it makes Bell special.

1:1 Chromebooks in classrooms is an answered prayer for classroom teachers. It provides for more intervention opportunities, reading opportunities, and research opportunities. Time in teacher planning needs to be spent on how to best utilize technology to directly impact student achievement.

School Processes & Programs Strengths

- Young campus so excited to learn new things, but many have been here the whole time, so our institutional knowledge and learning is staying on campus.
- Administrators lead by example (learners with us).
- Few teachers received “developing” in most of TTESS
- Class building - teacher input and student-focused
- Content expertise is higher than other areas of TTESS, especially when observing reading workshop
- Work with certified academic language therapists
- Specialized training in special programs (Reading Recovery, EXPO, Dyslexia, etc).
- Mindful planning on placement of students
- Quality interview process
- Mega labs have a direct impact on implementation of Units of Study (Teacher's College Work with PD and lab sites = huge impact)
- Support from district and campus instructional coaches

- Staff believes it is making a positive impact and encourages professional growth
- Every grade has been represented in AFL, Homegrown Institute
- There has been a positive increase in how staff feels about their training opportunities.
- Attend PD as a team - collaborate and hold each other accountable
- Staff believes and implements in the PD they are attending
- AFL has been followed up in staff meetings/PD - continued follow through on campus focus and PD
- Special areas and SPED allowed to attend specific PD
- TIA, AFL training, Summer Seminar
- Sharing info to team during PLC
- Incredible progress has been made in all things reading and writing workshop (increasing time spent on student independent reading and writing, book boxes, classroom libraries, component work (phonics, shared reading, shared writing, etc), conferring)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have inconsistencies of expectations of rigor in content areas across grade levels. **Root Cause:** Time needs to be spent in developing essentials and meeting vertically to discuss these.

Problem Statement 2: Math progress monitoring shows we are not growing as quickly in this area as we are in math. Larger gaps in math coming off pandemic attendance struggles last school year. **Root Cause:** Time needs to be spent in PD for math specifically (building a common language and common practices - Math "Bill of Rights").

Problem Statement 3: We want to provide intervention time for students and provide for full workshop blocks. When do we do this work? **Root Cause:** A dedicated WIN time is needed for older grade levels. PLC work in K-3 is needed to discuss where in the workshop block intervention will be so that new learning stops.

Problem Statement 4: There is inconsistency in knowledge and skills among teachers (example - understanding the curriculum, how to progress monitor, best practices Bell has in place). **Root Cause:** Additional time and PD needs to be in place for new to Bell teachers.

Perceptions

Perceptions Summary

Social/emotional health of our staff and students is very important to us. We believe students need to feel safe and loved to be able to thrive in their academics. Intentional time is spent helping students build relationships with others and learning how to solve and work through conflict. We want students to take risks in their learning and work to foster a growth mindset in our students. Our demographics continue to become more diverse, especially with an increasing African American population, and we need to focus on cultural responsiveness as we are also seeing behavior increasing on campus (with disrupting the learning environment and physical aggression increasing).

Perceptions Strengths

Staff Engagement scores are equal to or greater than district average on last Engagement Survey.

Trust among colleagues is high.

Collaboration is actively encouraged within the Bell culture.

Increase in students meeting in counseling groups with guidance counselor and CIS site coordinator.

Reader's Cafe for Reading Recovery

Bobcat Brags

Bobcat Bucks

Staff of the Month

212 staff celebration

Identifying more students for dyslexia and an increase in recommending students for EXPO testing

SIS

Boys Leadership

Choir

Reading/Writing End of Unit Celebrations

Campus Garden

Jump Start and Summer Reading has been positive for keeping kids engaged

Facebook usage (spread the positive word)

When safe to do so, bring back Watch DOGS, Field Day, academic nights, EXPO showcase, running club, spirit club, Bobcat Bash

Power Pack snacks, holiday assistance for families

Braswell Center Counseling

Lunch bunch groups

Guidance Lessons in the classroom

Latest Panoramic survey data shows that students have a strong feeling of belonging at Bell.

Social Committee treats, food trucks, gifts

Holiday and May calendar events and treats

Morning Meeting/Green Circles

Red circles (conflict resolution) with administration show that teachers and students are aligned with the vision and mission of the school.

Zones at recess

Use of learning targets in the classroom show that teachers and students are aligned with the vision and mission of the school.

Morning meetings in the classrooms show that teachers and students are aligned with the vision and mission of the school.

The implementation of readers and writers workshops show that teachers and students are aligned with the vision and mission of the school.

Common areas show evidence of positive behavior recognition.

Common language - all focused on core values.

Cool off corners in classrooms.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Wait time in addressing discipline needs is longer from the teacher perspective. We do not have an adequate amount of staff members to address students in crisis. **Root Cause:** We have an increase of students and families in crisis.

Problem Statement 3: Staff feel overwhelmed and need more time to rest and rejuvenate. **Root Cause:** COVID challenges and an increase in crisis across our state (lack of substitutes, more students in crisis and behaviors in class, more students needing intervention and gap filling).

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Bell Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that 85% of students achieve a minimum of one year's growth in reading by June 2022 as evidenced by multiple sources of campus data.

HB3 Goal

Evaluation Data Sources: Reading STAAR data from 2018 as compared to 2020 as compared to 2021; BOY reading levels as compared to EOY reading levels; campus grade level progress monitoring tool, BOY Early Literacy Inventory (ELI) data as compared to EOY Early Literacy Inventory (ELI) data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bell staff will implement with fidelity a progress monitoring system that collects multiple sources of data for every student K-5, is reviewed frequently in grade level groups, and drives classroom instruction and intervention instruction.</p> <p>Data Collected: DRA/IRI reading level, iStation scores, Imagine Math scores, BluePrint scores, K-5 Math Facts scores, common assessment scores, district writing assessments, ELI, Primary Numeracy, STAAR benchmark data, and pre and post assessments for reading and math essential standards.</p> <p>-Common progress monitoring document utilized. -Tier 3 interventions with the interventionists will be determined based on the data collected. -Data collected will be reviewed for growth of all subgroups including but not limited to: Asian, African American, Hispanic, Special Education, ELL, Economically Disadvantaged. Special attention will be paid to closing the gap (more than one year's progress) for African American, Hispanic, Economically Disadvantaged, and Special Education groups based on 19-20 campus monitoring system data and 20-21 STAAR testing data.</p> <p>Evidence of Implementation: Progress Monitoring Documentation By Grade Level and Classroom (reading, writing, math, science); DMTSS Meeting Agendas and Interventions Assigned; Flexible Groupings in Daily Intervention; PLC Agendas</p> <p>Strategy's Expected Result/Impact: Increased student achievement, growth of students</p> <p>2021-2022 STAAR scores as compared to 2020-2021 STAAR scores, ELI scores, and KR scores (we will also compare to 2018-2019 end of year data).</p> <p>Increase number of students reading on grade level by Grade 3</p> <p>Staff Responsible for Monitoring: Classroom teachers; Instructional interventionists/Coaches; Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will engage in regular Professional Learning Community work that focuses on a backwards design model, analysis of student data, and determining next steps for instruction.</p> <ul style="list-style-type: none"> -Identify essential standards in reading and math by grade level. Track and monitor student achievement in these areas and provide intense intervention on all essentials. -Study, discuss, and unpack essential TEKS/TEK bundles -Determine appropriate level of rigor for all essential standards in reading and math. Vertically align these as a campus so all grade levels know what mastery looks like for every essential standard in every grade level. -Create learning targets based on TEKS, UbD Units, etc. Consider pre-requisite skills needed. -Sequence learning targets in order of cognitive demand for all identified essential standards. Discuss common misconceptions anticipated. -Create criteria for common understanding of success/mastery. Answer - what evidence of learning will we collect and document? -Develop/review common pre-assessments and common formative assessment. <p>Evidence of Implementation: PLC Agendas; Team Notes; List of Essential Standards/Unpacked TEKS; Walkthroughs (evidence of implementation); Student data; Intervention/Acceleration plans of action</p> <p>Strategy's Expected Result/Impact: Walk-through data/feedback over time in the classroom and in PLC shows increased effectiveness, focus on essential standards, and focus on intervention with students not mastering essential standards.</p> <p>Increased student achievement on formative assessments and work samples (see Strategy 1 - progress monitoring for individual student growth).</p> <p>Increase number of students reading on grade level by Grade 3.</p> <p>2021-2020 STAAR scores as compared to 2020-2021 STAAR scores, ELI scores, and KR scores (will also be compared to 2018-2019 end of year scores).</p> <p>Staff Responsible for Monitoring: Classroom teachers; Instructional Interventionists/Coaches; Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: K-5 ELAR teachers will engage in ongoing professional development focused on the teaching of balanced literacy. Teachers will participate in professional development as a Teachers College Partner School with a TC staff developer (K-2nd 5 days throughout the school year and 3-5th 5 days throughout the school year). This PD will focus on needs of the grade levels as they implement with fidelity the Units of Study in reading, including components of shared reading, interactive read aloud, conferring, small group work/strategy group work, and phonics (K-2). Those participating will include classroom ELAR teachers, special education teachers, administrators, and campus instructional coaches. Teachers will also participate in ongoing professional development on campus in the area of reading and writing (Lab sites - learning together and immediately implementing together in classrooms with students, TC PD calendar days).</p> <p>K-1 ELAR teachers will engage in ongoing professional development focused on best literacy practices through work in the BHS Literacy Cadre. PD will focus on many areas within reading and writing, including but not limited to, phonics instruction, component work, and the work during workshop in reading and writing as a zone. Campus work will follow to work on implementation into the classroom. Those participating will include classroom teachers, admin, C&I district coaches and leaders, campus instructional coaches.</p> <p>2-3 ELAR teachers will engage in ongoing professional development focused on the science of teaching reading through TEA Reading Academy modules throughout the school year. This work includes classroom teachers, librarian, dyslexia therapists, admin, and instructional coaches/interventionists. This cohort will meet together throughout the school year to implement practices into instruction and intervention.</p> <p>Strategy's Expected Result/Impact: An increase in the amount of time students are reading at school; staff better equipped to move students in their reading goals; instill a deeper love of reading on our students; close the gap in student reading levels where at least one year's growth is made.</p> <p>Staff Responsible for Monitoring: K-5 ELAR Teachers, instructional coaches, admin, district C&I team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional coaches will work with teachers to continue to foster growth and development of best practice teaching strategies involving the Units of Study workshop model, through lab sites and staff development.</p> <p>Strategy's Expected Result/Impact: An increase in the amount of time students are reading at school; staff better equipped to move students in their reading and math goals; close the gap in student achievement where at least one year's growth is made; work directly with teachers to impact student achievement.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, 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: Instructional Coaches (1/2 time) Sarah Roberts, Tonnie Brown - Title I, Part A - \$62,112</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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 Report Card Assessments, Common Assessments, STAAR, Bell progress monitoring data, and DMTSS progress monitoring</p> <p>Staff Responsible for Monitoring: Admin, classroom teachers, interventionists/instructional coaching staff</p> <p>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
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implementation of a 60 minute daily "What I Need" (WIN) period where each teacher in 4th and 5th grade will provide students with meaningful experiences targeted to growing their students based on their current levels, goals, and needs.</p> <p>-Focused intervention, specifically in the areas of reading and math for students that did not perform satisfactorily on their previous year's STAAR testing</p> <p>-Intentional activities for students that did perform satisfactorily on the previous year's STAAR testing to help them continue to grow in their needed areas of development.</p> <p>-Focused intervention for students in need 4th-5th grade that did pass STAAR or did not take STAAR during the previous year's testing. This will be provided during "WIN" time or during small group time during the content workshop blocks. Kinder-3rd Grade will intervene with students in need during the content workshop blocks.</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for all students based on Observation Reports/Running Records, 2021 STAAR, BOY/MOY/EOY results, report card assessments.</p> <p>Staff Responsible for Monitoring: Admin, classroom teachers, interventionists/instructional coaching staff</p> <p>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
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Bell Elementary will increase effectiveness of campus behavioral/social-emotional learning systems as evidenced by multiple sources of campus data, including discipline referral data. Discipline data will show a 10% decrease in office referrals from 2019-2020 to 2021-2022 (we will consider 2020-2021 data as well, however our student population learning as face-to-face learners was different, and this data may not be an accurate picture for our campus). Social-emotional health of students directly impacts student academic achievement.

Evaluation Data Sources: 2019-2020 Panorama survey data compared to end of year 2021 and end of year 2022 Panorama survey data; student referral data (grouped by type of behavior, grade level, location, and ethnicity for monitoring)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Year 5 implementation of Bell's Positive Behavior Support/Character Building system:</p> <p>Continue the following with fidelity: -BOBCATS core values (Be a Leader; Overcome Obstacles; Bring a Positive Attitude; Cultivate Character; Accept Responsibility; Treat Others with Respect; Show Integrity) -Morning Meeting/Restorative Circles (relationship building, character development) -Gallup Strengths Study (4th & 5th Grade) -Bobcat Brags student recognition system -Co-created common areas expectations -Posting and teaching student expectations -Recognizing students for meeting common area expectations with Bobcat Bucks that can be spent in the Bobcat Buck Store -Continue to assess that behavioral strategies and actions are aligned to Bell's mission. -Continue to monitor behaviors that will be classroom-managed versus office-managed.</p> <p>Implement New: -Bell staff will develop and implement a pyramid of interventions/strategies for intervening with poor student behaviors -Teachers will have a cool down area in their classrooms and teach students how to use this area appropriately -Co-create and implement classroom expectations with staff and students -Recognize students for meeting classroom expectations with Bobcat Bucks that can be spent in the Bobcat Bucks store -Join in DISD Social/Emotional Learning Cohort 2 and implement work with the counseling department on campus to meet student social/emotional needs. -Empower PBIS Committee to use the Panorama 4th grade student data twice per year to assess student feeling of belonging and make campus system changes to address needs. Committee will review discipline data and present to staff. -PBIS committee and campus administration will work alongside guidance counselor and CIS social worker to help students and families in need (food packs, counseling, getting outside resources to families, etcetera).</p> <p>Strategy's Expected Result/Impact: Decreased office referrals; increase in family needs being met more effectively; increase in number of students able to receive counseling services; increase in positive behaviors exhibited by students; 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).</p> <p>Staff Responsible for Monitoring: Classroom teachers; Instructional interventionists; Support Staff; Office Staff; Paraprofessional Staff; Admin; Guidance Counselor; CIS Campus Coordinator (on campus daily)</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CIS Site Coordinator (Samantha Nava) - 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;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: Create a culture that will foster social and emotional well-being for staff so that they feel valued, appreciated, and recognized. Maintain or increase staff engagement as evidenced in annual Staff Engagement Survey and Campus Culture and Climate Survey.

Evaluation Data Sources: Maintain or increase staff engagement as evidenced in annual Staff Engagement Survey and Campus Culture and Climate Survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Celebrate and recognize staff in meaningful and ongoing ways throughout the school year.</p> <ul style="list-style-type: none"> -212 staff recognition -Annual campus theme -Team building opportunities throughout the year -12 Days of the Holidays staff appreciation -May Mania staff appreciation -Co-creation of campus CNA and CIP -Input into master schedule, annual calendar -Recognize staff and their work publicly on the campus Facebook page -Staff of the Month recognition -Increase staff feedback as it pertains to walk-throughs and observations (formal and informal feedback - including positive notes) -Implement "Please Notice" boards outside classrooms that highlight what teachers are working on so admin can leave feedback on this targeted area -Admin champion teaching common area expectations to students and awarding Bobcat Bucks alongside staff -Engagement check-ins with staff twice per year <p>Strategy's Expected Result/Impact: Increase in staff engagement as evidenced in annual surveys.</p> <p>Staff Responsible for Monitoring: Admin, counseling staff, staff members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - 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;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Bell Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Bell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sarah Roberts	3-5 Reading Interventionist	0.5
Tonnie Brown	3-5 Math Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Samantha Nava	CIS Traditional Site Coordinator	CIS (partially funded campus budget and	1
Sarah Roberts	Literacy Instructional Coach	Title 1	0.5
Tonnie Brown	Math Instructional Coach	Title 1	0.5

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Coaches (1/2 time) Sarah Roberts, Tonnie Brown		\$62,112.00
2	1	1	CIS Site Coordinator (Samantha Nava)		\$12,000.00
Sub-Total					\$74,112.00
Grand Total					\$74,112.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CATHERINE BELL EL**

Campus Number: **061901127**

2019 Accountability Rating: **C**

This page is intentionally blank.

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

	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 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	63%	60%	52%	78%	*	*	-	*	33%	*	67%	58%	55%	40%
	2018	77%	82%	73%	60%	73%	82%	-	88%	-	*	50%	*	76%	69%	63%	77%
At Meets Grade Level or Above	2019	45%	45%	26%	23%	18%	38%	*	*	-	*	8%	*	26%	25%	11%	10%
	2018	43%	45%	33%	23%	42%	40%	-	25%	-	*	20%	*	34%	33%	29%	38%
At Masters Grade Level	2019	27%	27%	15%	13%	9%	27%	*	*	-	*	8%	*	19%	11%	4%	0%
	2018	25%	24%	17%	12%	21%	22%	-	0%	-	*	10%	*	20%	13%	13%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	67%	77%	42%	76%	*	*	-	*	50%	*	74%	58%	65%	60%
	2018	78%	81%	78%	65%	82%	87%	-	88%	-	*	50%	*	82%	74%	67%	85%
At Meets Grade Level or Above	2019	49%	49%	30%	21%	18%	51%	*	*	-	*	17%	*	32%	27%	20%	20%
	2018	47%	48%	41%	33%	33%	53%	-	63%	-	*	20%	*	46%	34%	25%	62%
At Masters Grade Level	2019	25%	24%	10%	8%	6%	19%	*	*	-	*	8%	*	10%	11%	5%	10%
	2018	23%	22%	15%	14%	9%	22%	-	13%	-	*	0%	*	18%	11%	10%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	68%	56%	69%	78%	-	57%	-	*	22%	*	69%	67%	59%	67%
	2018	73%	78%	64%	45%	59%	88%	-	80%	-	-	23%	*	80%	52%	48%	80%
At Meets Grade Level or Above	2019	44%	47%	39%	39%	34%	50%	-	14%	-	*	11%	*	39%	39%	21%	20%
	2018	46%	52%	41%	22%	41%	60%	-	80%	-	-	0%	*	57%	30%	29%	80%
At Masters Grade Level	2019	22%	23%	17%	15%	19%	22%	-	0%	-	*	0%	*	20%	14%	7%	7%
	2018	24%	27%	22%	14%	18%	30%	-	60%	-	-	0%	*	28%	18%	19%	40%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	68%	54%	66%	85%	-	71%	-	*	44%	*	72%	64%	48%	60%
	2018	78%	82%	62%	37%	76%	85%	-	80%	-	-	15%	*	76%	52%	55%	80%
At Meets Grade Level or Above	2019	48%	54%	40%	34%	38%	48%	-	43%	-	*	22%	*	42%	38%	21%	47%
	2018	49%	51%	38%	24%	35%	53%	-	80%	-	-	0%	*	50%	30%	19%	60%
At Masters Grade Level	2019	28%	34%	23%	22%	22%	22%	-	43%	-	*	22%	*	22%	24%	14%	33%
	2018	27%	29%	21%	12%	12%	35%	-	40%	-	-	0%	*	26%	18%	10%	20%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	72%	72%	68%	81%	78%	-	43%	-	*	22%	*	73%	71%	63%	67%
	2018	63%	69%	66%	53%	65%	83%	-	80%	-	-	15%	*	74%	61%	55%	80%
At Meets Grade Level or Above	2019	35%	40%	36%	27%	38%	50%	-	14%	-	*	11%	*	34%	38%	25%	27%
	2018	39%	45%	48%	31%	47%	68%	-	60%	-	-	0%	*	52%	45%	32%	80%
At Masters Grade Level	2019	11%	13%	12%	10%	19%	11%	-	0%	-	*	0%	*	14%	9%	5%	13%
	2018	11%	12%	12%	10%	18%	10%	-	40%	-	-	0%	*	9%	15%	10%	20%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	82%	81%	68%	90%	-	83%	-	-	44%	*	92%	75%	69%	75%
	2018	84%	89%	89%	88%	93%	85%	-	*	-	100%	67%	100%	90%	88%	83%	100%
At Meets Grade Level or Above	2019	54%	63%	47%	35%	42%	62%	-	67%	-	-	0%	*	67%	31%	34%	63%
	2018	54%	59%	49%	45%	50%	51%	-	*	-	80%	17%	33%	63%	38%	36%	50%

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	53%	37%	53%	71%	-	67%	-	-	6%	*	75%	36%	34%	63%
	2018	80%	83%	63%	49%	66%	74%	-	*	-	67%	25%	67%	70%	59%	48%	100%
At Meets Grade Level or Above	2019	54%	58%	37%	19%	42%	55%	-	50%	-	0%	*	60%	19%	23%	50%	
	2018	51%	55%	25%	19%	21%	31%	-	*	-	50%	0%	33%	32%	20%	10%	50%
At Masters Grade Level	2019	25%	27%	15%	12%	16%	17%	-	33%	-	0%	*	27%	6%	6%	25%	
	2018	23%	26%	9%	12%	7%	7%	-	*	-	17%	0%	33%	9%	9%	5%	17%

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

Total Students: 816
Grade Span: KG - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	61	52	53	47	57	-	50	-	*	33	*	59	45	40	54
	2018	63	63	61	55	63	63	-	*	-	-	58	*	68	55	60	*
Grade 4 Mathematics	2019	65	73	53	51	53	53	-	57	-	*	44	*	52	54	45	60
	2018	65	67	61	56	63	65	-	*	-	-	38	*	62	61	52	*
Grade 5 ELA/Reading	2019	81	84	85	86	81	85	-	83	-	-	78	*	80	89	89	100
	2018	80	82	84	88	80	82	-	*	-	90	75	75	79	88	81	75
Grade 5 Mathematics	2019	83	89	92	92	94	90	-	100	-	-	94	*	90	93	96	100
	2018	81	83	87	92	85	88	-	*	-	67	100	100	90	85	89	100
All Grades Both Subjects	2019	69	70	69	72	64	70	-	71	-	44	70	75	69	70	62	71
	2018	69	70	74	72	75	74	-	86	-	77	63	89	75	73	72	88
All Grades ELA/Reading	2019	68	69	67	71	59	70	-	65	-	*	63	60	68	67	59	69
	2018	69	70	73	70	73	72	-	93	-	90	64	79	74	72	71	85
All Grades Mathematics	2019	70	72	71	73	68	71	-	77	-	*	78	90	69	73	64	73
	2018	70	70	75	73	76	76	-	79	-	67	63	100	77	73	73	90

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	45%	38%	44%	21%	41%	-	*	-	*	29%	31%	29%
	2018	38%	45%	39%	29%	38%	50%	-	*	-	-	*	28%	*
Mathematics	2019	45%	50%	51%	55%	42%	50%	-	*	-	*	43%	39%	*
	2018	47%	53%	51%	41%	75%	47%	-	*	-	-	*	48%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	71%	69%	58%	79%	-	83%	-	-	11%	57%	60%
Students Requiring Accelerated Instruction														
	2019	22%	16%	29%	31%	42%	21%	-	17%	-	-	89%	43%	40%
STAAR Cumulative Met Standard														
	2019	86%	91%	82%	81%	68%	90%	-	83%	-	-	44%	69%	60%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	69%	60%	68%	76%	-	100%	-	-	22%	60%	80%
Students Requiring Accelerated Instruction														
	2019	17%	12%	31%	40%	32%	24%	-	0%	-	-	78%	40%	20%
STAAR Cumulative Met Standard														
	2019	90%	94%	86%	81%	84%	90%	-	100%	-	-	56%	80%	80%

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 (Current EL Students)

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

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	88%	97%	98%	*	100%	-	100%	88%	88%	100%
Not Included in Accountability													
Mobile	4%	4%	6%	12%	3%	2%	*	0%	-	0%	12%	12%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	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%
Included in Accountability	94%	94%	97%	95%	96%	98%	-	98%	-	100%	96%	93%	98%
Not Included in Accountability													
Mobile	4%	5%	3%	5%	4%	2%	-	2%	-	0%	4%	7%	2%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.0%	96.3%	96.9%	96.2%	95.7%	*	97.2%	*	93.6%	95.3%	95.8%	97.0%
2016-17	95.7%	96.1%	96.5%	97.0%	96.6%	96.1%	*	97.2%	*	95.5%	95.9%	96.6%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

Total Students: 816

Grade Span: KG - 05

School Type: Elementary

District Name: DENTON ISD

Campus Name: CATHERINE BELL EL

Campus Number: 061901127

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	15.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	22.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	7.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	57.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	62.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	37.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	28.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	56.0%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 816
Grade Span: KG - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	816	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	3.4%	4.4%
Kindergarten	128	15.7%	6.9%	6.9%
Grade 1	142	17.4%	7.1%	7.1%
Grade 2	150	18.4%	7.3%	7.2%
Grade 3	136	16.7%	7.1%	7.3%
Grade 4	135	16.5%	7.6%	7.6%
Grade 5	125	15.3%	7.7%	7.7%
Grade 6	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	334	40.9%	16.5%	12.6%
Hispanic	165	20.2%	31.1%	52.6%
White	280	34.3%	46.7%	27.4%
American Indian	2	0.2%	0.6%	0.4%
Asian	31	3.8%	3.4%	4.5%
Pacific Islander	0	0.0%	0.2%	0.2%
Two or More Races	4	0.5%	1.4%	2.4%
Economically Disadvantaged	325	39.8%	45.5%	60.6%
Non-Educationally Disadvantaged	491	60.2%	54.5%	39.4%
Section 504 Students	69	8.5%	11.3%	6.5%
English Learners (EL)	56	6.9%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.1%	1.4%
Students w/ Dyslexia	18	2.2%	2.6%	3.6%
At-Risk	348	42.6%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	27.7%	34.3%	42.4%
Students with Physical Disabilities	28	43.1%	25.2%	21.9%
Students with Autism	*	*	10.7%	13.7%
Students with Behavioral Disabilities	**	**	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	99	13.9%	15.1%	15.4%

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	37	5.2%		
Hispanic	28	3.9%		
White	29	4.1%		
American Indian	1	0.1%		
Asian	4	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	1.8%	1.7%	0.0%	8.4%	6.2%
Grade 1	0.0%	0.8%	3.1%	0.0%	3.8%	5.5%
Grade 2	0.9%	0.4%	1.8%	0.0%	1.1%	2.3%
Grade 3	0.0%	0.2%	1.1%	8.3%	0.4%	0.9%
Grade 4	0.0%	0.3%	0.5%	0.0%	1.1%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	1.2%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.4%	0.7%
Grade 9	-	3.4%	7.2%	-	1.2%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.3	16.9	18.9
Grade 1	20.3	17.3	18.8
Grade 2	21.5	17.4	18.7
Grade 3	22.7	18.5	18.9
Grade 4	22.5	18.8	19.2
Grade 5	25.0	19.5	21.2
Grade 6	-	20.8	20.4
Secondary:			
English/Language Arts	-	19.5	16.6
Foreign Languages	-	18.3	18.9
Mathematics	-	19.4	17.8
Science	-	20.2	18.9
Social Studies	-	21.8	19.3

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

Total Students: 816
Grade Span: KG - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.5	100.0%	100.0%	100.0%
Professional Staff:	58.5	92.1%	74.8%	64.1%
Teachers	48.7	76.8%	57.9%	49.8%
Professional Support	6.2	9.8%	13.4%	10.1%
Campus Administration (School Leadership)	3.5	5.5%	2.8%	3.0%
Educational Aides:	5.0	7.9%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	1.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	18.0	28.3%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	9.0	18.5%	8.1%	10.6%
Hispanic	3.5	7.2%	14.0%	27.7%
White	36.2	74.4%	74.8%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.9%	1.1%
Males	4.1	8.3%	24.5%	23.8%
Females	44.7	91.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7.6%	1.4%
Bachelors	40.0	82.1%	64.4%	73.6%
Masters	8.0	16.4%	27.3%	24.3%
Doctorate	0.7	1.5%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.1%	4.3%	7.0%
1-5 Years Experience	23.5	48.2%	26.8%	28.9%
6-10 Years Experience	12.1	24.7%	21.7%	19.0%
11-20 Years Experience	9.2	18.9%	33.2%	29.3%
Over 20 Years Experience	2.0	4.1%	14.0%	15.7%
Number of Students per Teacher	16.7	n/a	13.4	15.1

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

Total Students: 816
 Grade Span: KG - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	6.1	5.4
Average Years Experience of Assistant Principals	9.0	5.7	5.3
Average Years Experience of Assistant Principals with District	6.7	5.1	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	7.4	11.1	11.1
Average Years Experience of Teachers with District:	3.6	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,000	\$49,389	\$47,218
1-5 Years Experience	\$53,657	\$54,043	\$50,408
6-10 Years Experience	\$55,330	\$55,902	\$52,786
11-20 Years Experience	\$58,426	\$58,273	\$56,041
Over 20 Years Experience	\$62,669	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,313	\$57,037	\$54,122
Professional Support	\$59,220	\$61,015	\$64,069
Campus Administration (School Leadership)	\$75,698	\$81,909	\$78,947
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 816
Grade Span: KG - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	53	6.5%	14.7%	19.7%
Career & Technical Education	0	0.0%	30.4%	26.3%
Gifted & Talented Education	67	8.2%	10.9%	8.1%
Special Education	65	8.0%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.1%	2.1%	6.4%
Career & Technical Education	0.0	0.0%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	1.0	2.1%	1.4%	2.0%
Regular Education	43.2	88.6%	79.5%	71.4%
Special Education	3.6	7.3%	7.1%	9.1%
Other	0.0	0.0%	4.2%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CATHERINE BELL EL**

Campus Number: **061901127**

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

This page is intentionally blank.

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

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 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	63%	60%	52%	78%	*	*	-	*	33%	*	67%	58%	55%	40%
	2018	77%	82%	73%	60%	73%	82%	-	88%	-	*	50%	*	76%	69%	63%	77%
At Meets Grade Level or Above	2019	45%	45%	26%	23%	18%	38%	*	*	-	*	8%	*	26%	25%	11%	10%
	2018	43%	45%	33%	23%	42%	40%	-	25%	-	*	20%	*	34%	33%	29%	38%
At Masters Grade Level	2019	27%	27%	15%	13%	9%	27%	*	*	-	*	8%	*	19%	11%	4%	0%
	2018	25%	24%	17%	12%	21%	22%	-	0%	-	*	10%	*	20%	13%	13%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	67%	77%	42%	76%	*	*	-	*	50%	*	74%	58%	65%	60%
	2018	78%	81%	78%	65%	82%	87%	-	88%	-	*	50%	*	82%	74%	67%	85%
At Meets Grade Level or Above	2019	49%	49%	30%	21%	18%	51%	*	*	-	*	17%	*	32%	27%	20%	20%
	2018	47%	48%	41%	33%	33%	53%	-	63%	-	*	20%	*	46%	34%	25%	62%
At Masters Grade Level	2019	25%	24%	10%	8%	6%	19%	*	*	-	*	8%	*	10%	11%	5%	10%
	2018	23%	22%	15%	14%	9%	22%	-	13%	-	*	0%	*	18%	11%	10%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	68%	56%	69%	78%	-	57%	-	*	22%	*	69%	67%	59%	67%
	2018	73%	78%	64%	45%	59%	88%	-	80%	-	-	23%	*	80%	52%	48%	80%
At Meets Grade Level or Above	2019	44%	47%	39%	39%	34%	50%	-	14%	-	*	11%	*	39%	39%	21%	20%
	2018	46%	52%	41%	22%	41%	60%	-	80%	-	-	0%	*	57%	30%	29%	80%
At Masters Grade Level	2019	22%	23%	17%	15%	19%	22%	-	0%	-	*	0%	*	20%	14%	7%	7%
	2018	24%	27%	22%	14%	18%	30%	-	60%	-	-	0%	*	28%	18%	19%	40%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	68%	54%	66%	85%	-	71%	-	*	44%	*	72%	64%	48%	60%
	2018	78%	82%	62%	37%	76%	85%	-	80%	-	-	15%	*	76%	52%	55%	80%
At Meets Grade Level or Above	2019	48%	54%	40%	34%	38%	48%	-	43%	-	*	22%	*	42%	38%	21%	47%
	2018	49%	51%	38%	24%	35%	53%	-	80%	-	-	0%	*	50%	30%	19%	60%
At Masters Grade Level	2019	28%	34%	23%	22%	22%	22%	-	43%	-	*	22%	*	22%	24%	14%	33%
	2018	27%	29%	21%	12%	12%	35%	-	40%	-	-	0%	*	26%	18%	10%	20%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	72%	72%	68%	81%	78%	-	43%	-	*	22%	*	73%	71%	63%	67%
	2018	63%	69%	66%	53%	65%	83%	-	80%	-	-	15%	*	74%	61%	55%	80%
At Meets Grade Level or Above	2019	35%	40%	36%	27%	38%	50%	-	14%	-	*	11%	*	34%	38%	25%	27%
	2018	39%	45%	48%	31%	47%	68%	-	60%	-	-	0%	*	52%	45%	32%	80%
At Masters Grade Level	2019	11%	13%	12%	10%	19%	11%	-	0%	-	*	0%	*	14%	9%	5%	13%
	2018	11%	12%	12%	10%	18%	10%	-	40%	-	-	0%	*	9%	15%	10%	20%

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

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

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

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	50%	53%	42%	33%	34%	56%	-	63%	-	33%	10%	40%	51%	35%	26%	58%
	2019	26%	29%	21%	16%	18%	26%	*	44%	-	17%	10%	11%	25%	17%	12%	27%
	2018	24%	25%	19%	15%	13%	26%	-	25%	-	22%	0%	30%	24%	15%	13%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	72%	68%	81%	78%	-	43%	-	*	22%	*	73%	71%	63%	67%
	2018	66%	72%	66%	53%	65%	83%	-	80%	-	-	15%	*	74%	61%	55%	80%
	2019	38%	44%	36%	27%	38%	50%	-	14%	-	*	11%	*	34%	38%	25%	27%
At Meets Grade Level or Above	2019	38%	44%	36%	27%	38%	50%	-	14%	-	*	11%	*	34%	38%	25%	27%
	2018	41%	48%	48%	31%	47%	68%	-	60%	-	-	0%	*	52%	45%	32%	80%
	2019	14%	17%	12%	10%	19%	11%	-	0%	-	*	0%	*	14%	9%	5%	13%
At Masters Grade Level	2019	14%	17%	12%	10%	19%	11%	-	0%	-	*	0%	*	14%	9%	5%	13%
	2018	13%	14%	12%	10%	18%	10%	-	40%	-	-	0%	*	9%	15%	10%	20%
	2018	13%	14%	12%	10%	18%	10%	-	40%	-	-	0%	*	9%	15%	10%	20%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	53%	37%	53%	71%	-	67%	-	-	6%	*	75%	36%	34%	63%
	2018	80%	83%	63%	49%	66%	74%	-	*	-	67%	25%	67%	70%	59%	48%	100%
	2019	54%	58%	37%	19%	42%	55%	-	50%	-	-	0%	*	60%	19%	23%	50%
At Meets Grade Level or Above	2019	54%	58%	37%	19%	42%	55%	-	50%	-	-	0%	*	60%	19%	23%	50%
	2018	51%	55%	25%	19%	21%	31%	-	*	-	50%	0%	33%	32%	20%	10%	50%
	2019	25%	27%	15%	12%	16%	17%	-	33%	-	-	0%	*	27%	6%	6%	25%
At Masters Grade Level	2019	25%	27%	15%	12%	16%	17%	-	33%	-	-	0%	*	27%	6%	6%	25%
	2018	23%	26%	9%	12%	7%	7%	-	*	-	17%	0%	33%	9%	9%	5%	17%

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 4 ELA/Reading	2019	61	61	52	53	47	57	-	50	-	*	33	*	59	45	40	54
	2018	63	63	61	55	63	63	-	*	-	-	58	*	68	55	60	*
Grade 4 Mathematics	2019	65	73	53	51	53	53	-	57	-	*	44	*	52	54	45	60
	2018	65	67	61	56	63	65	-	*	-	-	38	*	62	61	52	*
Grade 5 ELA/Reading	2019	81	84	85	86	81	85	-	83	-	-	78	*	80	89	89	100
	2018	80	82	84	88	80	82	-	*	-	90	75	75	79	88	81	75
Grade 5 Mathematics	2019	83	89	92	92	94	90	-	100	-	-	94	*	90	93	96	100
	2018	81	83	87	92	85	88	-	*	-	67	100	100	90	85	89	100
All Grades Both Subjects	2019	69	70	69	72	64	70	-	71	-	44	70	75	69	70	62	71
	2018	69	70	74	72	75	74	-	86	-	77	63	89	75	73	72	88
All Grades ELA/Reading	2019	68	69	67	71	59	70	-	65	-	*	63	60	68	67	59	69
	2018	69	70	73	70	73	72	-	93	-	90	64	79	74	72	71	85
All Grades Mathematics	2019	70	72	71	73	68	71	-	77	-	*	78	90	69	73	64	73
	2018	70	70	75	73	76	76	-	79	-	67	63	100	77	73	73	90

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

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%	38%	44%	21%	41%	-	*	-	*	29%	31%	29%
	2018	38%	45%	39%	29%	38%	50%	-	*	-	-	*	28%	*
Mathematics	2019	45%	50%	51%	55%	42%	50%	-	*	-	*	43%	39%	*
	2018	47%	53%	51%	41%	75%	47%	-	*	-	-	*	48%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	71%	69%	58%	79%	-	83%	-	-	11%	57%	60%
Students Requiring Accelerated Instruction														
	2019	22%	16%	29%	31%	42%	21%	-	17%	-	-	89%	43%	40%
STAAR Cumulative Met Standard														
	2019	86%	91%	82%	81%	68%	90%	-	83%	-	-	44%	69%	60%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	69%	60%	68%	76%	-	100%	-	-	22%	60%	80%
Students Requiring Accelerated Instruction														
	2019	17%	12%	31%	40%	32%	24%	-	0%	-	-	78%	40%	20%
STAAR Cumulative Met Standard														
	2019	90%	94%	86%	81%	84%	90%	-	100%	-	-	56%	80%	80%

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 (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%	70%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2018	77%	81%	74%	-	-	-	-	-	80%	80%	-	-	80%	80%
At Meets Grade Level or Above	2019	50%	54%	38%	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	48%	53%	40%	-	-	-	-	-	41%	41%	-	-	41%	41%
At Masters Grade Level	2019	24%	26%	19%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	22%	24%	18%	-	-	-	-	-	15%	15%	-	-	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	71%	-	-	-	-	-	57%	57%	-	-	57%	57%
	2018	74%	79%	75%	-	-	-	-	-	78%	78%	-	-	78%	78%
At Meets Grade Level or Above	2019	48%	52%	37%	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	46%	52%	41%	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	21%	24%	21%	-	-	-	-	-	7%	7%	-	-	7%	7%
	2018	19%	22%	22%	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	73%	-	-	-	-	-	63%	63%	-	-	63%	63%
	2018	81%	84%	78%	-	-	-	-	-	83%	83%	-	-	83%	83%
At Meets Grade Level or Above	2019	52%	55%	39%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	50%	53%	42%	-	-	-	-	-	50%	50%	-	-	50%	50%
At Masters Grade Level	2019	26%	29%	21%	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	24%	25%	19%	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	72%	-	-	-	-	-	67%	67%	-	-	67%	67%
	2018	66%	72%	66%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	44%	36%	-	-	-	-	-	27%	27%	-	-	27%	27%
	2018	41%	48%	48%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	17%	12%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	13%	14%	12%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	53%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	80%	83%	63%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	58%	37%	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	51%	55%	25%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	27%	15%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	26%	9%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	69%	-	-	-	-	-	66%	66%	-	-	66%	66%
	2018	69%	70%	74%	-	-	-	-	-	100%	100%	-	-	100%	100%
All Grades ELA/Reading	2019	68%	69%	67%	-	-	-	-	-	64%	64%	-	-	64%	64%
	2018	69%	70%	73%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	72%	71%	-	-	-	-	-	68%	68%	-	-	68%	68%
	2018	70%	70%	75%	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	45%	38%	-	-	-	-	-	29%	29%	-	-	29%	29%
	2018	38%	45%	39%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	50%	51%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	53%	51%	-	-	-	-	-	*	*	-	-	*	*

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%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	88%	97%	98%	*	100%	-	100%	88%	88%	100%
Not Included in Accountability													
Mobile	4%	4%	6%	12%	3%	2%	*	0%	-	0%	12%	12%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	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%
Included in Accountability	94%	94%	97%	95%	96%	98%	-	98%	-	100%	96%	93%	98%
Not Included in Accountability													
Mobile	4%	5%	3%	5%	4%	2%	-	2%	-	0%	4%	7%	2%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.2%	96.5%	96.8%	96.7%	96.1%	*	97.2%	-	*	96.1%	96.3%	97.1%
2017-18	95.4%	96.0%	96.3%	96.9%	96.2%	95.7%	*	97.2%	*	93.6%	95.3%	95.8%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
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: 679
 Grade Span: EE - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

	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: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

	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: 679
 Grade Span: EE - 05
 School Type: Elementary

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

	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: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

	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

Total Students: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

	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: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	679	100.0%	30,682	5,479,173	679	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	1	0.1%	0.2%	0.3%	1	0.1%	0.3%	0.5%
Pre-Kindergarten	48	7.1%	3.3%	4.5%	48	7.1%	3.5%	4.5%
Kindergarten	108	15.9%	6.7%	7.0%	108	15.9%	7.0%	7.0%
Grade 1	100	14.7%	7.4%	7.1%	100	14.7%	7.4%	7.1%
Grade 2	104	15.3%	7.0%	7.1%	104	15.3%	7.0%	7.1%
Grade 3	102	15.0%	7.2%	7.1%	102	15.0%	7.2%	7.1%
Grade 4	88	13.0%	7.1%	7.3%	88	13.0%	7.0%	7.3%
Grade 5	128	18.9%	7.6%	7.6%	128	18.9%	7.5%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	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	302	44.5%	17.6%	12.6%	302	44.5%	17.6%	12.6%
Hispanic	143	21.1%	32.1%	52.8%	143	21.1%	32.2%	52.8%
White	202	29.7%	44.6%	27.0%	202	29.7%	44.5%	27.0%
American Indian	2	0.3%	0.6%	0.4%	2	0.3%	0.6%	0.4%
Asian	27	4.0%	3.6%	4.6%	27	4.0%	3.6%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	3	0.4%	1.3%	2.5%	3	0.4%	1.3%	2.5%
Sex:								
Female	325	47.9%	48.6%	48.8%	325	47.9%	48.6%	48.8%
Male	354	52.1%	51.4%	51.2%	354	52.1%	51.4%	51.2%
Economically Disadvantaged	324	47.7%	45.7%	60.3%	324	47.7%	46.0%	60.2%
Non-Educationally Disadvantaged	355	52.3%	54.3%	39.7%	355	52.3%	54.0%	39.8%
Section 504 Students	58	8.5%	10.3%	6.9%	58	8.5%	10.3%	6.9%
English Learners (EL)	49	7.2%	15.3%	20.3%	49	7.2%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	4	0.4%	1.2%	1.5%				
Students w/ Dyslexia	48	7.1%	5.5%	4.1%	48	7.1%	5.5%	4.1%
Foster Care	3	0.4%	0.5%	0.3%	3	0.4%	0.5%	0.3%
Homeless	7	1.0%	1.7%	1.4%	7	1.0%	1.7%	1.4%
Immigrant	1	0.1%	1.5%	2.3%	1	0.1%	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	7	1.0%	1.0%	1.9%	7	1.0%	1.0%	1.9%
At-Risk	291	42.9%	32.0%	50.6%	291	42.9%	32.1%	50.5%

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	46	6.8%	16.2%	20.6%	46	6.8%	16.4%	20.6%
Career & Technical Education	0	0.0%	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	50	7.4%	10.9%	8.1%	50	7.4%	10.8%	8.1%
Special Education	70	10.3%	11.7%	10.5%	70	10.3%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	17.1%	34.9%	42.4%				
Students with Physical Disabilities	34	48.6%	24.0%	21.4%				
Students with Autism	**	**	11.1%	13.8%				
Students with Behavioral Disabilities	16	22.9%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	117	15.5%	14.7%	15.3%				
By Ethnicity:								
African American	63	8.3%						
Hispanic	20	2.6%						
White	32	4.2%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	276	39.9%						

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

District Name: DENTON ISD
 Campus Name: CATHERINE BELL EL
 Campus Number: 061901127

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

Total Students: 679
 Grade Span: EE - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	16.2	19.0
Grade 1	20.0	17.3	18.9
Grade 2	17.1	17.3	18.8
Grade 3	20.4	17.7	19.0
Grade 4	21.8	18.0	19.2
Grade 5	21.3	19.5	20.9
Grade 6	-	20.4	20.4
Secondary:			
English/Language Arts	-	19.1	16.4
Foreign Languages	-	18.0	18.7
Mathematics	-	20.8	17.8
Science	-	21.2	18.8
Social Studies	-	22.1	19.3

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

Total Students: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.9	100.0%	100.0%	100.0%
Professional Staff:	55.3	85.1%	69.1%	63.7%
Teachers	48.6	74.8%	54.8%	49.4%
Professional Support	4.7	7.2%	11.1%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.6%	3.0%
Educational Aides:	9.7	14.9%	9.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,373.0
Part-time	0.0	n/a	6.0	595.0
Counselors				
Full-time	1.0	n/a	86.0	12,901.0
Part-time	0.0	n/a	7.0	1,103.0
Total Minority Staff:	16.8	25.9%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	9.0	18.5%	8.4%	10.8%
Hispanic	3.0	6.2%	14.2%	28.1%
White	36.6	75.3%	74.3%	57.7%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.1%
Males	4.1	8.4%	24.8%	23.8%
Females	44.5	91.6%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	39.5	81.4%	68.8%	73.4%
Masters	9.1	18.6%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.2%	8.1%	7.4%
1-5 Years Experience	23.5	48.3%	28.2%	27.9%
6-10 Years Experience	10.1	20.7%	20.2%	19.4%
11-20 Years Experience	10.1	20.7%	31.1%	29.4%
Over 20 Years Experience	2.0	4.1%	12.4%	15.9%
Number of Students per Teacher	14.0	n/a	13.1	15.1

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

Total Students: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.2	6.2
Average Years Experience of Principals with District	4.0	6.4	5.3
Average Years Experience of Assistant Principals	9.0	5.8	5.3
Average Years Experience of Assistant Principals with District	2.0	5.2	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	7.1	10.3	11.1
Average Years Experience of Teachers with District:	3.7	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,908	\$54,825	\$49,868
1-5 Years Experience	\$55,346	\$55,823	\$52,823
6-10 Years Experience	\$58,093	\$58,865	\$55,756
11-20 Years Experience	\$61,245	\$61,161	\$59,308
Over 20 Years Experience	\$65,706	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,536	\$59,377	\$57,091
Professional Support	\$60,375	\$68,262	\$67,352
Campus Administration (School Leadership)	\$85,471	\$87,076	\$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Total Students: 679
Grade Span: EE - 05
School Type: Elementary

District Name: DENTON ISD
Campus Name: CATHERINE BELL EL
Campus Number: 061901127

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.1%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted & Talented Education	1.0	2.1%	1.0%	1.9%
Regular Education	42.3	87.0%	77.0%	70.9%
Special Education	4.3	8.9%	7.5%	9.3%
Other	0.0	0.0%	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 Education Agency
2021 Accountability Ratings Overall Summary
CATHERINE BELL EL (061901127) - DENTON ISD**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	29
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 50.1%)	29
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

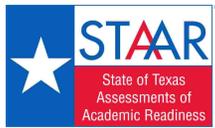
Distinction Designations

Distinction designations were not awarded in 2021.

2021 STAAR		Math 3			Math 4			Math 5			Reading 3			Reading 4			Reading 5			Writing 4			Science 5		
		App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
Denton ISD		62%	27%	12%	61%	34%	19%	71%	45%	25%	68%	38%	19%	62%	33%	16%	74%	45%	31%	54%	26%	7%	61%	29%	11%
Denton Zone	Alexander	59%	21%	9%	46%	14%	3%	54%	26%	15%	59%	26%	15%	33%	11%	4%	66%	34%	20%	32%	7%	2%	60%	21%	2%
	Borman	41%	12%	3%	34%	13%	2%	54%	24%	16%	52%	23%	21%	46%	17%	8%	55%	25%	19%	34%	17%	5%	37%	13%	7%
	Evers	54%	18%	5%	42%	15%	10%	58%	24%	15%	64%	38%	18%	58%	27%	9%	63%	33%	20%	42%	18%	2%	55%	25%	8%
	Houston	72%	31%	16%	73%	49%	28%	81%	60%	33%	76%	40%	15%	68%	36%	15%	82%	53%	42%	58%	27%	6%	65%	32%	12%
	NRayzor	48%	14%	4%	40%	17%	8%	63%	38%	23%	55%	32%	19%	52%	32%	13%	74%	47%	31%	52%	29%	10%	61%	26%	8%
	WSRyan	73%	41%	27%	78%	60%	43%	83%	66%	39%	76%	45%	21%	66%	47%	27%	75%	50%	40%	69%	41%	16%	75%	31%	10%
Ryan Zone	Ginnings	48%	18%	8%	64%	29%	14%	49%	31%	18%	55%	29%	17%	57%	25%	12%	67%	31%	20%	40%	12%	2%	38%	13%	5%
	Hodge	59%	22%	8%	49%	23%	16%	81%	40%	17%	65%	41%	16%	57%	22%	9%	74%	38%	24%	44%	24%	2%	72%	31%	10%
	Pecan Creek	75%	38%	19%	75%	53%	31%	77%	49%	24%	77%	44%	20%	66%	28%	12%	79%	43%	26%	58%	27%	77%	53%	15%	1%
	Rivera	47%	19%	6%	63%	30%	14%	62%	33%	13%	54%	28%	8%	65%	37%	13%	79%	40%	33%	58%	19%	3%	70%	27%	4%
	Stephens	68%	28%	14%	75%	44%	25%	79%	49%	25%	76%	37%	16%	69%	42%	23%	81%	42%	26%	60%	40%	10%	68%	37%	16%
	Wilson	76%	42%	23%	84%	50%	33%	82%	53%	36%	76%	52%	26%	82%	60%	36%	91%	62%	51%	76%	49%	15%	79%	51%	30%
Guyer Zone	Adkins	74%	29%	6%	79%	40%	26%	97%	77%	52%	80%	50%	30%	74%	40%	22%	94%	72%	51%	60%	27%	7%	92%	55%	27%
	Blanton	78%	49%	25%	82%	68%	40%	90%	69%	44%	80%	51%	34%	85%	69%	41%	87%	63%	50%	85%	54%	19%	80%	51%	26%
	EPRayzor	86%	64%	25%	85%	59%	26%	97%	84%	67%	91%	64%	32%	80%	63%	35%	94%	84%	67%	78%	56%	20%	81%	57%	30%
	Hawk	91%	45%	26%	94%	74%	45%	93%	69%	42%	88%	58%	32%	88%	58%	28%	89%	58%	43%	76%	43%	19%	75%	41%	14%
	McNair	71%	37%	20%	66%	39%	24%	83%	56%	40%	72%	45%	25%	63%	30%	20%	79%	49%	30%	62%	32%	5%	68%	38%	20%
	LA Nelson	62%	26%	11%	82%	39%	23%	74%	44%	26%	63%	32%	11%	80%	34%	20%	74%	48%	35%	73%	32%	9%	69%	31%	9%
Braswell Zone	Bell	60%	22%	5%	35%	15%	6%	55%	29%	12%	69%	43%	20%	46%	17%	10%	56%	30%	17%	45%	16%	3%	43%	26%	10%
	Cross Oaks	38%	13%	4%	48%	24%	11%	64%	36%	21%	61%	20%	10%	57%	22%	11%	63%	35%	21%	45%	13%	2%	55%	26%	7%
	Paloma Creek	32%	9%	4%	36%	11%	8%	51%	30%	10%	43%	18%	9%	48%	26%	12%	60%	31%	14%	44%	22%	6%	41%	9%	2%
	Providence	48%	24%	9%	32%	9%	2%	48%	24%	13%	57%	27%	15%	43%	16%	4%	61%	38%	27%	38%	10%	1%	52%	23%	9%
	Savannah	71%	34%	11%	60%	32%	23%	80%	45%	18%	78%	46%	16%	62%	33%	13%	73%	47%	30%	40%	15%	5%	43%	13%	6%
	Union Park	67%	17%	7%	58%	32%	13%	55%	27%	10%	65%	32%	12%	56%	29%	14%	62%	29%	16%	54%	19%	3%	58%	21%	7%

2021 STAAR, Spanish		Math 3 Spanish			Math 4 Spanish			Math 5 Spanish			Reading 3 Spanish			Reading 4 Spanish			Reading 5 Spanish			Writing 4 Spanish			Science 5 Spanish		
		App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
Denton ISD			11%			14%			22%			38%			33%		45%			26%			29%		
Denton Zone	Alexander										67%	33%	0%												
	Borman										36%	18%	9%	20%	0%	0%				20%	0%	0%			
	Evers										22%	22%	22%	18%	9%	9%	100%	60%	20%	10%	10%	10%			
	NRayzor	19%	6%	6%	0%	0%	0%	17%	17%	0%	40%	13%	7%	8%	0%	0%	33%	0%	0%	5%	0%	0%			
Ryan Zone	Ginnings							40%	20%	0%	75%	38%	25%	40%	0%	0%	80%	60%	30%	0%	0%	0%			
	Hodge	57%	29%	0%	38%	38%	13%				63%	26%	15%	48%	26%	10%	88%	63%	50%	30%	12%	9%	67%	0%	0%
	Pecan Creek										42%	8%	0%	29%	21%	7%	100%	40%	0%	33%	0%	0%			
	Rivera	20%	0%	0%				67%	0%	0%	30%	0%	0%	25%	0%	0%	92%	58%	25%	30%	10%	0%	29%	14%	0%
	Wilson										30%	20%	0%	60%	40%	10%				40%	10%	0%			
Guyer Zone	McNair	56%	56%	33%										58%	33%	17%				67%	22%	11%			

Spanish results for 5+ students



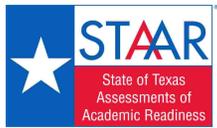
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 3 READING

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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																5		15		14	
--- = No Data Reported For Fewer Than Five Students																Avg. # of Items / % Correct					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Students Tested			95	92																	
Students Not Tested																					
Absent			0	0																	
Other			8	8																	
Total Documents Submitted			103	100																	
All Students			95	1417	29	31	66	69	41	43	19	20	3.9	77	9.1	60	8.3	59			
Male			48	1386	16	33	32	67	15	31	7	15	3.7	74	8.1	54	7.9	57			
Female			47	1449	13	28	34	72	26	55	12	26	4.0	80	10.0	67	8.7	62			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			20	1400	5	25	15	75	8	40	1	5	3.9	78	8.6	57	8.5	60			
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American			43	1377	18	42	25	58	15	35	6	14	3.5	70	8.5	57	7.2	52			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			29	1480	6	21	23	79	17	59	11	38	4.3	86	10.1	68	9.6	69			
Two or More Races			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			52	1387	19	37	33	63	18	35	5	10	3.7	73	8.3	56	7.7	55			
No Information Provided			43	1454	10	23	33	77	23	53	14	33	4.1	82	9.9	66	9.1	65			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			95	1417	29	31	66	69	41	43	19	20	3.9	77	9.1	60	8.3	59			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			95	1417	29	31	66	69	41	43	19	20	3.9	77	9.1	60	8.3	59			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			7	1412	2	29	5	71	3	43	0	0	4.1	83	9.0	60	8.4	60			
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			87	1414	27	31	60	69	37	43	18	21	3.8	76	9.0	60	8.2	59			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			95	1417	29	31	66	69	41	43	19	20	3.9	77	9.1	60	8.3	59			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			7	1412	2	29	5	71	3	43	0	0	4.1	83	9.0	60	8.4	60			
Participants			88	1418	27	31	61	69	38	43	19	22	3.8	77	9.1	60	8.3	59			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			7	1271	5	71	2	29	0	0	0	0	2.4	49	5.6	37	5.3	38			
Yes			88	1429	24	27	64	73	41	47	19	22	4.0	79	9.3	62	8.5	61			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			9	1577	0	0	9	100	8	89	6	67	4.7	93	12.4	83	11.8	84			
Participants			86	1400	29	34	57	66	33	38	13	15	3.8	75	8.7	58	7.9	57			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			11	1455	2	18	9	82	6	55	1	9	4.3	85	9.8	65	9.2	66			
Yes			84	1412	27	32	57	68	35	42	18	21	3.8	76	9.0	60	8.2	59			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

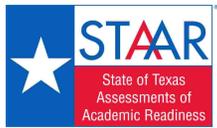
Summary Report

GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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								
Legend													8		13		7		4		
--- = No Data Reported For Fewer Than Five Students													Avg. # of Items / % Correct								
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students			95	1387	38	40	57	60	21	22	5	5	4.9	62	7.3	56	3.4	48	2.0	50	
Male			48	1392	19	40	29	60	9	19	3	6	5.0	63	7.4	57	3.3	48	2.1	52	
Female			47	1382	19	40	28	60	12	26	2	4	4.9	61	7.1	55	3.4	49	1.9	48	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			20	1401	5	25	15	75	3	15	1	5	5.2	65	8.1	62	3.3	46	2.0	50	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			43	1332	25	58	18	42	5	12	0	0	4.2	52	5.9	45	3.0	43	1.7	42	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			29	1447	7	24	22	76	12	41	3	10	5.8	72	8.7	67	3.9	56	2.4	59	
Two or More Races			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	52	1356	26	50	26	50	8	15	0	0	4.5	56	6.7	52	3.0	43	1.8	46
			No	43	1425	12	28	31	72	13	30	5	12	5.5	69	7.9	61	3.8	54	2.2	55
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	95	1387	38	40	57	60	21	22	5	5	4.9	62	7.3	56	3.4	48	2.0	50
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	95	1387	38	40	57	60	21	22	5	5	4.9	62	7.3	56	3.4	48	2.0	50
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			Current LEP	7	1366	3	43	4	57	0	0	0	0	5.4	68	6.1	47	3.1	45	2.0	50
			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	87	1384	35	40	52	60	20	23	4	5	4.9	61	7.3	56	3.4	48	2.0	49
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	95	1387	38	40	57	60	21	22	5	5	4.9	62	7.3	56	3.4	48	2.0	50
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	7	1366	3	43	4	57	0	0	0	0	5.4	68	6.1	47	3.1	45	2.0	50
			Nonparticipants	88	1389	35	40	53	60	21	24	5	6	4.9	61	7.4	57	3.4	49	2.0	50
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	7	1204	7	100	0	0	0	0	0	0	1.7	21	3.3	25	1.7	24	0.7	18
			No	88	1402	31	35	57	65	21	24	5	6	5.2	65	7.6	58	3.5	50	2.1	52
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	9	1564	0	0	9	100	7	78	2	22	6.8	85	10.4	80	5.2	75	3.2	81
			Nonparticipants	86	1369	38	44	48	56	14	16	3	3	4.7	59	6.9	53	3.2	46	1.9	47
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	11	1431	3	27	8	73	2	18	1	9	5.7	72	7.6	59	3.8	55	2.5	61
			No	84	1381	35	42	49	58	19	23	4	5	4.8	60	7.2	56	3.3	47	1.9	48
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



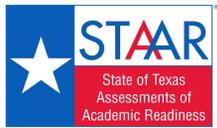
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 4 READING

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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		15		13	
--- = No Data Reported For Fewer Than Five Students																Avg. # of Items / % Correct					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Students Tested			102	97																	
Students Not Tested																					
Absent			1	1																	
Other			2	2																	
Total Documents Submitted			105	100																	
All Students			102	1431	55	54	47	46	17	17	10	10	4.3	54	7.8	52	6.9	53			
Male			49	1420	25	51	24	49	9	18	4	8	4.2	53	7.6	50	6.8	52			
Female			53	1440	30	57	23	43	8	15	6	11	4.5	56	8.0	54	7.0	54			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			18	1465	10	56	8	44	4	22	2	11	4.2	52	8.4	56	7.8	60			
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			5	1562	1	20	4	80	2	40	1	20	5.4	68	9.4	63	9.6	74			
Black or African American			54	1395	34	63	20	37	8	15	4	7	4.1	51	6.9	46	6.2	47			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			21	1435	9	43	12	57	1	5	1	5	4.6	58	8.4	56	7.0	53			
Two or More Races			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			50	1405	31	62	19	38	6	12	2	4	4.1	51	7.0	47	6.3	49			
No Information Provided			52	1456	24	46	28	54	11	21	8	15	4.6	57	8.5	57	7.4	57			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			85	1438	47	55	38	45	16	19	10	12	4.3	54	7.9	53	7.1	55			
Nonparticipants			17	1393	8	47	9	53	1	6	0	0	4.5	57	7.2	48	5.8	45			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			102	1431	55	54	47	46	17	17	10	10	4.3	54	7.8	52	6.9	53			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			5	1439	2	40	3	60	2	40	0	0	4.2	53	7.6	51	8.2	63			
Non-LEP (Monitored 1st Year)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 3rd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 4th Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Other Non-LEP			95	1429	53	56	42	44	15	16	10	11	4.3	54	7.8	52	6.8	52			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			102	1431	55	54	47	46	17	17	10	10	4.3	54	7.8	52	6.9	53			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			98	1432	53	54	45	46	16	16	10	10	4.4	54	7.9	52	6.9	53			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			14	1327	13	93	1	7	0	0	0	0	2.2	28	5.4	36	5.3	41			
No Information Provided			88	1447	42	48	46	52	17	19	10	11	4.7	59	8.2	55	7.1	55			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			9	1673	0	0	9	100	6	67	4	44	6.7	83	12.4	83	11.0	85			
Nonparticipants			93	1407	55	59	38	41	11	12	6	6	4.1	51	7.4	49	6.5	50			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			10	1429	4	40	6	60	2	20	0	0	4.5	56	7.3	49	7.7	59			
No Information Provided			92	1431	51	55	41	45	15	16	10	11	4.3	54	7.9	52	6.8	52			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

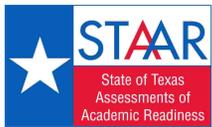
Summary Report

GRADE 4 MATHEMATICS

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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							
													9	11	10	4	#	%	#	%	#	%	#	%
Students Tested	102	97																						
Students Not Tested																								
Absent	1	1																						
Other	2	2																						
Total Documents Submitted	105	100																						
Legend																								
--- = No Data Reported For Fewer Than Five Students																								
All Students	102	1438	66	65	36	35	15	15	6	6			4.6	51	4.7	43	3.7	37			1.7	42		
Male	49	1465	29	59	20	41	10	20	4	8			5.0	55	5.3	48	4.3	43			1.7	43		
Female	53	1414	37	70	16	30	5	9	2	4			4.3	48	4.2	38	3.2	32			1.7	42		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Hispanic/Latino	18	1424	13	72	5	28	3	17	0	0			4.4	49	4.6	42	3.6	36			1.4	35		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Asian	5	1543	2	40	3	60	2	40	1	20			5.8	64	6.6	60	4.4	44			2.6	65		
Black or African American	54	1418	40	74	14	26	8	15	4	7			4.3	47	4.3	39	3.6	36			1.6	39		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
White	21	1450	11	52	10	48	1	5	0	0			5.0	55	5.2	48	3.7	37			2.0	49		
Two or More Races	4	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Economically Disadvantaged																								
Yes	50	1404	38	76	12	24	5	10	1	2			4.2	46	3.8	35	3.4	34			1.5	37		
No	52	1471	28	54	24	46	10	19	5	10			5.0	56	5.6	51	4.1	41			1.9	48		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Title I, Part A																								
Participants	85	1442	54	64	31	36	13	15	5	6			4.6	52	4.8	43	3.8	38			1.8	44		
Nonparticipants	17	1418	12	71	5	29	2	12	1	6			4.5	50	4.4	40	3.5	35			1.4	34		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Migrant																								
Yes	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
No	102	1438	66	65	36	35	15	15	6	6			4.6	51	4.7	43	3.7	37			1.7	42		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Limited English Proficient																								
Current LEP	5	1464	3	60	2	40	2	40	0	0			4.4	49	5.6	51	4.2	42			2.2	55		
Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Other Non-LEP	95	1435	63	66	32	34	12	13	6	6			4.6	51	4.6	42	3.7	37			1.7	41		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Bilingual																								
Participants	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Nonparticipants	102	1438	66	65	36	35	15	15	6	6			4.6	51	4.7	43	3.7	37			1.7	42		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
ESL																								
Participants	4	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Nonparticipants	98	1439	63	64	35	36	14	14	6	6			4.7	52	4.7	43	3.7	37			1.7	42		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Special Education																								
Yes	14	1351	13	93	1	7	0	0	0	0			3.4	37	2.8	25	2.9	29			0.8	20		
No	88	1452	53	60	35	40	15	17	6	7			4.8	54	5.0	45	3.9	39			1.8	46		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
Gifted/Talented																								
Participants	9	1628	0	0	9	100	6	67	3	33			7.7	85	8.7	79	6.0	60			3.0	75		
Nonparticipants	93	1420	66	71	27	29	9	10	3	3			4.3	48	4.3	39	3.5	35			1.6	39		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		
At-Risk																								
Yes	10	1437	6	60	4	40	3	30	0	0			4.3	48	4.6	42	3.8	38			2.1	53		
No	92	1439	60	65	32	35	12	13	6	7			4.7	52	4.7	43	3.7	37			1.7	41		
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---			---	---		



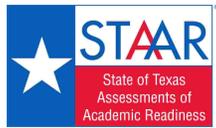
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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												Composition		Revision		Editing	
Students Tested	101	96											Number of Points Possible		Number of Items Tested			
Students Not Tested													8		8		16	
Absent	0	0											Avg. # of Points / % Scored		Avg. # of Items / % Correct			
Other	4	4											#	%	#	%	#	%
Total Documents Submitted	105	100											#	%	#	%	#	%
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			101	3463	56	55	45	45	16	16	3	3	3.5	43	4.3	53	8.9	55
Male			50	3439	27	54	23	46	6	12	1	2	3.2	41	4.6	57	8.6	54
Female			51	3486	29	57	22	43	10	20	2	4	3.7	46	4.0	50	9.1	57
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	3407	11	61	7	39	3	17	1	6	3.7	46	4.1	51	8.3	52
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			54	3341	34	63	20	37	4	7	0	0	3.2	40	4.0	50	8.2	52
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			21	3570	10	48	11	52	5	24	0	0	3.8	47	4.5	56	9.7	61
Two or More Races			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		50	3349	32	64	18	36	5	10	1	2	3.4	42	3.9	49	8.1	51
	No		51	3575	24	47	27	53	11	22	2	4	3.6	45	4.6	57	9.6	60
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		84	3479	48	57	36	43	14	17	3	4	3.4	43	4.2	52	9.1	57
	Nonparticipants		17	3383	8	47	9	53	2	12	0	0	3.7	46	4.6	58	7.5	47
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		101	3463	56	55	45	45	16	16	3	3	3.5	43	4.3	53	8.9	55
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 1st Year)		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 3rd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 4th Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP		95	3468	53	56	42	44	14	15	3	3	3.5	44	4.3	53	8.9	55
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		101	3463	56	55	45	45	16	16	3	3	3.5	43	4.3	53	8.9	55
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		98	3474	54	55	44	45	15	15	3	3	3.5	44	4.3	54	8.9	56
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		14	2881	14	100	0	0	0	0	0	0	2.4	29	2.9	37	4.6	29
	No		87	3556	42	48	45	52	16	18	3	3	3.7	46	4.5	56	9.6	60
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		9	4091	0	0	9	100	4	44	2	22	4.4	56	5.8	72	12.7	79
	Nonparticipants		92	3401	56	61	36	39	12	13	1	1	3.4	42	4.1	51	8.5	53
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		10	3199	7	70	3	30	2	20	0	0	2.6	33	3.8	48	7.3	46
	No		91	3492	49	54	42	46	14	15	3	3	3.6	45	4.3	54	9.0	57
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Constructed Responses Summary Report

GRADE 4 WRITING

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

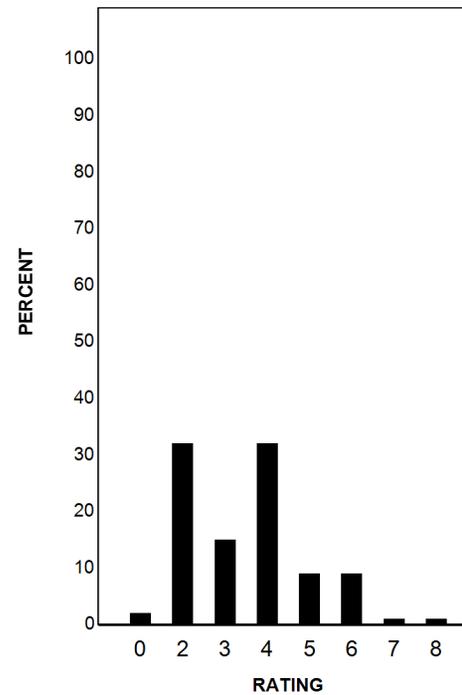
Report Date: JUNE 2021
Date of Testing: SPRING 2021

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

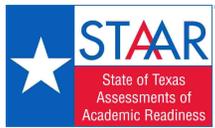
Written Composition Rating Summary

Composition

Rating	#	%
0	2	2
2	32	32
3	15	15
4	32	32
5	9	9
6	9	9
7	1	1
8	1	1
Total	101	100



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



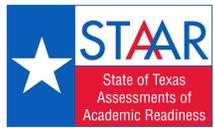
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 5 SCIENCE

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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	86	97																			
Students Not Tested																					
Absent	0	0																			
Other	3	3																			
Total Documents Submitted	89	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students	86	3548	49	57	37	43	22	26	9	10			3.5	59	4.3	53	5.9	59	6.5	54	
Male	47	3518	27	57	20	43	11	23	4	9			3.6	60	4.3	54	5.7	57	6.0	50	
Female	39	3584	22	56	17	44	11	28	5	13			3.5	58	4.2	53	6.1	61	7.0	58	
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Hispanic/Latino	18	3561	11	61	7	39	5	28	3	17			3.6	59	4.3	54	5.8	58	6.4	53	
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Asian	2	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Black or African American	45	3342	32	71	13	29	5	11	2	4			3.0	50	3.6	45	5.1	51	5.4	45	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
White	17	3979	4	24	13	76	9	53	4	24			4.6	77	5.5	68	7.7	77	8.7	73	
Two or More Races	3	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	44	3372	30	68	14	32	7	16	3	7			3.0	50	3.8	47	5.3	53	5.5	45
	No	42	3732	19	45	23	55	15	36	6	14			4.1	69	4.8	60	6.5	65	7.5	63
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Title I, Part A	Participants	77	3568	43	56	34	44	20	26	9	12			3.6	61	4.3	54	5.9	59	6.6	55
	Nonparticipants	9	3378	6	67	3	33	2	22	0	0			2.7	44	3.8	47	6.0	60	5.3	44
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
	No	86	3548	49	57	37	43	22	26	9	10			3.5	59	4.3	53	5.9	59	6.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Limited English Proficient	Current LEP	8	3479	5	63	3	38	1	13	0	0			2.9	48	4.6	58	6.3	63	5.6	47
	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	78	3555	44	56	34	44	21	27	9	12			3.6	60	4.2	53	5.9	59	6.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
	Nonparticipants	86	3548	49	57	37	43	22	26	9	10			3.5	59	4.3	53	5.9	59	6.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
ESL	Participants	8	3479	5	63	3	38	1	13	0	0			2.9	48	4.6	58	6.3	63	5.6	47
	Nonparticipants	78	3555	44	56	34	44	21	27	9	12			3.6	60	4.2	53	5.9	59	6.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Special Education	Yes	11	3123	11	100	0	0	0	0	0	0			2.1	35	3.6	45	4.0	40	4.0	33
	No	75	3610	38	51	37	49	22	29	9	12			3.7	62	4.4	55	6.2	62	6.8	57
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	13	4234	0	0	13	100	10	77	6	46			5.2	86	6.3	79	8.0	80	10.5	87
	Nonparticipants	73	3426	49	67	24	33	12	16	3	4			3.2	54	3.9	49	5.5	55	5.7	48
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
At-Risk	Yes	12	3532	7	58	5	42	2	17	1	8			3.3	54	4.4	55	6.3	63	6.2	51
	No	74	3551	42	57	32	43	20	27	8	11			3.6	60	4.3	53	5.8	58	6.5	54
	No Information Provided	0	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

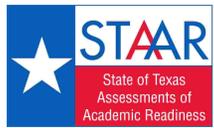
Combined Summary Report

GRADE 3 READING

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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		95	66	69	0	---	---	95	66	69
Male		48	32	67	0	---	---	48	32	67
Female		47	34	72	0	---	---	47	34	72
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		20	15	75	0	---	---	20	15	75
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		43	25	58	0	---	---	43	25	58
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		29	23	79	0	---	---	29	23	79
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	52	33	63	0	---	---	52	33	63
	No	43	33	77	0	---	---	43	33	77
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	95	66	69	0	---	---	95	66	69
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	95	66	69	0	---	---	95	66	69
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	7	5	71	0	---	---	7	5	71
	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	87	60	69	0	---	---	87	60	69
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	95	66	69	0	---	---	95	66	69
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	7	5	71	0	---	---	7	5	71
	Nonparticipants	88	61	69	0	---	---	88	61	69
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	7	2	29	0	---	---	7	2	29
	No	88	64	73	0	---	---	88	64	73
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	9	9	100	0	---	---	9	9	100
	Nonparticipants	86	57	66	0	---	---	86	57	66
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	11	9	82	0	---	---	11	9	82
	No	84	57	68	0	---	---	84	57	68
	No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

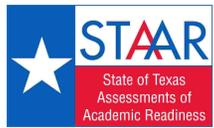
Combined Summary Report

GRADE 3 MATHEMATICS

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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		95	57	60	0	---	---	95	57	60
Male		48	29	60	0	---	---	48	29	60
Female		47	28	60	0	---	---	47	28	60
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		20	15	75	0	---	---	20	15	75
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		43	18	42	0	---	---	43	18	42
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		29	22	76	0	---	---	29	22	76
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	52	26	50	0	---	---	52	26	50
	No	43	31	72	0	---	---	43	31	72
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	95	57	60	0	---	---	95	57	60
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	95	57	60	0	---	---	95	57	60
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	7	4	57	0	---	---	7	4	57
	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	87	52	60	0	---	---	87	52	60
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	95	57	60	0	---	---	95	57	60
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	7	4	57	0	---	---	7	4	57
	Nonparticipants	88	53	60	0	---	---	88	53	60
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	7	0	0	0	---	---	7	0	0
	No	88	57	65	0	---	---	88	57	65
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	9	9	100	0	---	---	9	9	100
	Nonparticipants	86	48	56	0	---	---	86	48	56
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	11	8	73	0	---	---	11	8	73
	No	84	49	58	0	---	---	84	49	58
	No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

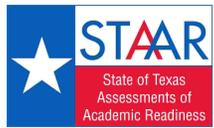
Combined Summary Report

GRADE 4 READING

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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		102	47	46	0	---	---	102	47	46
Male		49	24	49	0	---	---	49	24	49
Female		53	23	43	0	---	---	53	23	43
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	8	44	0	---	---	18	8	44
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		5	4	80	0	---	---	5	4	80
Black or African American		54	20	37	0	---	---	54	20	37
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		21	12	57	0	---	---	21	12	57
Two or More Races		4	---	---	0	---	---	4	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	50	19	38	0	---	---	50	19	38
	No	52	28	54	0	---	---	52	28	54
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	85	38	45	0	---	---	85	38	45
	Nonparticipants	17	9	53	0	---	---	17	9	53
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	102	47	46	0	---	---	102	47	46
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	5	3	60	0	---	---	5	3	60
	Non-LEP (Monitored 1st Year)	2	---	---	0	---	---	2	---	---
	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	95	42	44	0	---	---	95	42	44
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	102	47	46	0	---	---	102	47	46
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	4	---	---	0	---	---	4	---	---
	Nonparticipants	98	45	46	0	---	---	98	45	46
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	14	1	7	0	---	---	14	1	7
	No	88	46	52	0	---	---	88	46	52
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	9	9	100	0	---	---	9	9	100
	Nonparticipants	93	38	41	0	---	---	93	38	41
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	10	6	60	0	---	---	10	6	60
	No	92	41	45	0	---	---	92	41	45
	No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

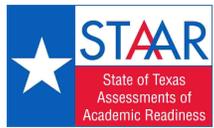
Combined Summary Report

GRADE 4 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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		102	36	35	0	---	---	102	36	35
Male		49	20	41	0	---	---	49	20	41
Female		53	16	30	0	---	---	53	16	30
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	5	28	0	---	---	18	5	28
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		5	3	60	0	---	---	5	3	60
Black or African American		54	14	26	0	---	---	54	14	26
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		21	10	48	0	---	---	21	10	48
Two or More Races		4	---	---	0	---	---	4	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	50	12	24	0	---	---	50	12	24
	No	52	24	46	0	---	---	52	24	46
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	85	31	36	0	---	---	85	31	36
	Nonparticipants	17	5	29	0	---	---	17	5	29
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	102	36	35	0	---	---	102	36	35
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	5	2	40	0	---	---	5	2	40
	Non-LEP (Monitored 1st Year)	2	---	---	0	---	---	2	---	---
	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	95	32	34	0	---	---	95	32	34
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	102	36	35	0	---	---	102	36	35
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	4	---	---	0	---	---	4	---	---
	Nonparticipants	98	35	36	0	---	---	98	35	36
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	14	1	7	0	---	---	14	1	7
	No	88	35	40	0	---	---	88	35	40
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	9	9	100	0	---	---	9	9	100
	Nonparticipants	93	27	29	0	---	---	93	27	29
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	10	4	40	0	---	---	10	4	40
	No	92	32	35	0	---	---	92	32	35
	No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

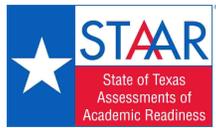
Combined Summary Report

GRADE 4 WRITING

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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		101	45	45	0	---	---	101	45	45
Male		50	23	46	0	---	---	50	23	46
Female		51	22	43	0	---	---	51	22	43
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	7	39	0	---	---	18	7	39
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		4	---	---	0	---	---	4	---	---
Black or African American		54	20	37	0	---	---	54	20	37
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		21	11	52	0	---	---	21	11	52
Two or More Races		4	---	---	0	---	---	4	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	50	18	36	0	---	---	50	18	36
	No	51	27	53	0	---	---	51	27	53
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	84	36	43	0	---	---	84	36	43
	Nonparticipants	17	9	53	0	---	---	17	9	53
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	101	45	45	0	---	---	101	45	45
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	4	---	---	0	---	---	4	---	---
	Non-LEP (Monitored 1st Year)	2	---	---	0	---	---	2	---	---
	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	95	42	44	0	---	---	95	42	44
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	101	45	45	0	---	---	101	45	45
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	3	---	---	0	---	---	3	---	---
	Nonparticipants	98	44	45	0	---	---	98	44	45
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	14	0	0	0	---	---	14	0	0
	No	87	45	52	0	---	---	87	45	52
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	9	9	100	0	---	---	9	9	100
	Nonparticipants	92	36	39	0	---	---	92	36	39
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	10	3	30	0	---	---	10	3	30
	No	91	42	46	0	---	---	91	42	46
	No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

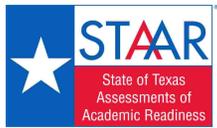
Combined Summary Report

GRADE 5 SCIENCE

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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		86	37	43	0	---	---	86	37	43
Male		47	20	43	0	---	---	47	20	43
Female		39	17	44	0	---	---	39	17	44
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	7	39	0	---	---	18	7	39
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		45	13	29	0	---	---	45	13	29
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		17	13	76	0	---	---	17	13	76
Two or More Races		3	---	---	0	---	---	3	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	44	14	32	0	---	---	44	14	32
	No	42	23	55	0	---	---	42	23	55
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	77	34	44	0	---	---	77	34	44
	Nonparticipants	9	3	33	0	---	---	9	3	33
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	86	37	43	0	---	---	86	37	43
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	8	3	38	0	---	---	8	3	38
	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	78	34	44	0	---	---	78	34	44
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	86	37	43	0	---	---	86	37	43
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	8	3	38	0	---	---	8	3	38
	Nonparticipants	78	34	44	0	---	---	78	34	44
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	11	0	0	0	---	---	11	0	0
	No	75	37	49	0	---	---	75	37	49
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	13	13	100	0	---	---	13	13	100
	Nonparticipants	73	24	33	0	---	---	73	24	33
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	12	5	42	0	---	---	12	5	42
	No	74	32	43	0	---	---	74	32	43
	No Information Provided	0	---	---	0	---	---	0	---	---



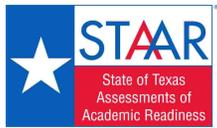
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 5 READING

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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			86	97																	
Students Not Tested																					
Absent			0	0																	
Other			3	3																	
Total Documents Submitted			89	100																	
All Students			86	1494	38	44	48	56	26	30	15	17	4.2	52	9.6	60	8.4	60			
Male			47	1478	20	43	27	57	13	28	5	11	3.8	47	9.5	59	8.1	58			
Female			39	1512	18	46	21	54	13	33	10	26	4.6	58	9.7	61	8.7	62			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			18	1471	8	44	10	56	5	28	3	17	4.2	52	8.7	54	7.9	56			
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American			45	1459	25	56	20	44	7	16	4	9	3.6	44	8.9	56	7.6	54			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			17	1586	3	18	14	82	10	59	6	35	5.5	68	11.6	72	10.5	75			
Two or More Races			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			44	1447	25	57	19	43	9	20	3	7	3.5	43	8.5	53	7.4	53			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			77	1498	32	42	45	58	23	30	14	18	4.2	53	9.7	60	8.4	60			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			8	1442	4	50	4	50	1	13	1	13	3.8	47	8.3	52	7.0	50			
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			78	1499	34	44	44	56	25	32	14	18	4.2	53	9.7	61	8.5	61			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			8	1442	4	50	4	50	1	13	1	13	3.8	47	8.3	52	7.0	50			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			11	1340	10	91	1	9	0	0	0	0	2.4	30	6.1	38	4.1	29			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			13	1687	0	0	13	100	13	100	10	77	6.5	82	13.8	86	12.5	90			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			12	1476	5	42	7	58	3	25	2	17	4.2	52	8.9	56	8.1	58			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

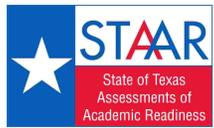
Summary Report

GRADE 5 MATHEMATICS

District: 061-901 DENTON ISD
Campus: 127 CATHERINE BELL

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	86	97											2.7	45	9.8	58	4.0	45	1.9	47
Students Not Tested																				
Absent	0	0																		
Other	3	3																		
Total Documents Submitted	89	100																		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students			86	1536	39	45	47	55	25	29	10	12	2.7	45	9.8	58	4.0	45	1.9	47
Male			47	1542	24	51	23	49	15	32	7	15	2.7	46	10.1	59	4.0	45	2.0	51
Female			39	1529	15	38	24	62	10	26	3	8	2.7	44	9.5	56	4.1	45	1.6	41
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	1537	9	50	9	50	4	22	1	6	2.6	44	9.8	58	3.9	43	1.7	42
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			45	1487	26	58	19	42	7	16	3	7	2.1	36	8.4	50	3.4	37	1.7	42
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			17	1637	3	18	14	82	10	59	5	29	3.8	63	12.6	74	5.6	62	2.3	57
Two or More Races			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		44	1488	27	61	17	39	7	16	4	9	2.0	33	8.5	50	3.4	38	1.6	39
	No		42	1587	12	29	30	71	18	43	6	14	3.5	58	11.1	65	4.7	52	2.2	54
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		77	1548	34	44	43	56	25	32	10	13	2.8	47	10.1	59	4.2	47	1.9	49
	Nonparticipants		9	1435	5	56	4	44	0	0	0	0	2.0	33	7.1	42	2.7	30	1.1	28
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		86	1536	39	45	47	55	25	29	10	12	2.7	45	9.8	58	4.0	45	1.9	47
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP		8	1488	5	63	3	38	1	13	0	0	2.1	35	8.9	52	3.4	38	1.4	34
	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		78	1541	34	44	44	56	24	31	10	13	2.8	46	9.9	58	4.1	46	1.9	48
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		86	1536	39	45	47	55	25	29	10	12	2.7	45	9.8	58	4.0	45	1.9	47
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		8	1488	5	63	3	38	1	13	0	0	2.1	35	8.9	52	3.4	38	1.4	34
	Nonparticipants		78	1541	34	44	44	56	24	31	10	13	2.8	46	9.9	58	4.1	46	1.9	48
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		11	1457	9	82	2	18	0	0	0	0	1.6	27	8.6	51	2.2	24	1.2	30
	No		75	1548	30	40	45	60	25	33	10	13	2.9	48	10.0	59	4.3	48	2.0	49
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		13	1747	0	0	13	100	12	92	6	46	4.8	81	14.8	87	6.7	74	3.5	87
	Nonparticipants		73	1499	39	53	34	47	13	18	4	5	2.3	39	8.9	52	3.6	40	1.6	39
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		12	1508	7	58	5	42	3	25	1	8	2.2	36	9.5	56	3.7	41	1.7	42
	No		74	1541	32	43	42	57	22	30	9	12	2.8	47	9.8	58	4.1	46	1.9	47
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

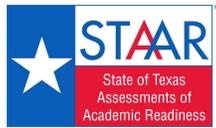
Combined Summary Report

GRADE 5 READING

District: 061-901 DENTON ISD
 Campus: 127 CATHERINE BELL

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		86	48	56	0	---	---	86	48	56
Male		47	27	57	0	---	---	47	27	57
Female		39	21	54	0	---	---	39	21	54
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	10	56	0	---	---	18	10	56
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		45	20	44	0	---	---	45	20	44
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		17	14	82	0	---	---	17	14	82
Two or More Races		3	---	---	0	---	---	3	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	44	19	43	0	---	---	44	19	43
	No	42	29	69	0	---	---	42	29	69
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	77	45	58	0	---	---	77	45	58
	Nonparticipants	9	3	33	0	---	---	9	3	33
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	86	48	56	0	---	---	86	48	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	8	4	50	0	---	---	8	4	50
	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	78	44	56	0	---	---	78	44	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	86	48	56	0	---	---	86	48	56
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	8	4	50	0	---	---	8	4	50
	Nonparticipants	78	44	56	0	---	---	78	44	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	11	1	9	0	---	---	11	1	9
	No	75	47	63	0	---	---	75	47	63
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	13	13	100	0	---	---	13	13	100
	Nonparticipants	73	35	48	0	---	---	73	35	48
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	12	7	58	0	---	---	12	7	58
	No	74	41	55	0	---	---	74	41	55
	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: 127 CATHERINE BELL

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		86	47	55	0	---	---	86	47	55
Male		47	23	49	0	---	---	47	23	49
Female		39	24	62	0	---	---	39	24	62
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	9	50	0	---	---	18	9	50
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		45	19	42	0	---	---	45	19	42
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		17	14	82	0	---	---	17	14	82
Two or More Races		3	---	---	0	---	---	3	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	44	17	39	0	---	---	44	17	39
	No	42	30	71	0	---	---	42	30	71
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	77	43	56	0	---	---	77	43	56
	Nonparticipants	9	4	44	0	---	---	9	4	44
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	86	47	55	0	---	---	86	47	55
	No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	8	3	38	0	---	---	8	3	38
	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	78	44	56	0	---	---	78	44	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	86	47	55	0	---	---	86	47	55
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	8	3	38	0	---	---	8	3	38
	Nonparticipants	78	44	56	0	---	---	78	44	56
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	11	2	18	0	---	---	11	2	18
	No	75	45	60	0	---	---	75	45	60
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	13	13	100	0	---	---	13	13	100
	Nonparticipants	73	34	47	0	---	---	73	34	47
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	Yes	12	5	42	0	---	---	12	5	42
	No	74	42	57	0	---	---	74	42	57
	No Information Provided	0	---	---	0	---	---	0	---	---

2021 STAAR		Math 3			Math 4			Math 5			Reading 3			Reading 4			Reading 5			Writing 4			Science 5		
		App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
Denton ISD		62%	27%	12%	61%	34%	19%	71%	45%	25%	68%	38%	19%	62%	33%	16%	74%	45%	31%	54%	26%	7%	61%	29%	11%
Denton Zone	Alexander	59%	21%	9%	46%	14%	3%	54%	26%	15%	59%	26%	15%	33%	11%	4%	66%	34%	20%	32%	7%	2%	60%	21%	2%
	Borman	41%	12%	3%	34%	13%	2%	54%	24%	16%	52%	23%	21%	46%	17%	8%	55%	25%	19%	34%	17%	5%	37%	13%	7%
	Evers	54%	18%	5%	42%	15%	10%	58%	24%	15%	64%	38%	18%	58%	27%	9%	63%	33%	20%	42%	18%	2%	55%	25%	8%
	Houston	72%	31%	16%	73%	49%	28%	81%	60%	33%	76%	40%	15%	68%	36%	15%	82%	53%	42%	58%	27%	6%	65%	32%	12%
	NRayzor	48%	14%	4%	40%	17%	8%	63%	38%	23%	55%	32%	19%	52%	32%	13%	74%	47%	31%	52%	29%	10%	61%	26%	8%
	WSRyan	73%	41%	27%	78%	60%	43%	83%	66%	39%	76%	45%	21%	66%	47%	27%	75%	50%	40%	69%	41%	16%	75%	31%	10%
Ryan Zone	Ginnings	48%	18%	8%	64%	29%	14%	49%	31%	18%	55%	29%	17%	57%	25%	12%	67%	31%	20%	40%	12%	2%	38%	13%	5%
	Hodge	59%	22%	8%	49%	23%	16%	81%	40%	17%	65%	41%	16%	57%	22%	9%	74%	38%	24%	44%	24%	2%	72%	31%	10%
	Pecan Creek	75%	38%	19%	75%	53%	31%	77%	49%	24%	77%	44%	20%	66%	28%	12%	79%	43%	26%	58%	27%	77%	53%	15%	1%
	Rivera	47%	19%	6%	63%	30%	14%	62%	33%	13%	54%	28%	8%	65%	37%	13%	79%	40%	33%	58%	19%	3%	70%	27%	4%
	Stephens	68%	28%	14%	75%	44%	25%	79%	49%	25%	76%	37%	16%	69%	42%	23%	81%	42%	26%	60%	40%	10%	68%	37%	16%
	Wilson	76%	42%	23%	84%	50%	33%	82%	53%	36%	76%	52%	26%	82%	60%	36%	91%	62%	51%	76%	49%	15%	79%	51%	30%
Guyer Zone	Adkins	74%	29%	6%	79%	40%	26%	97%	77%	52%	80%	50%	30%	74%	40%	22%	94%	72%	51%	60%	27%	7%	92%	55%	27%
	Blanton	78%	49%	25%	82%	68%	40%	90%	69%	44%	80%	51%	34%	85%	69%	41%	87%	63%	50%	85%	54%	19%	80%	51%	26%
	EPRayzor	86%	64%	25%	85%	59%	26%	97%	84%	67%	91%	64%	32%	80%	63%	35%	94%	84%	67%	78%	56%	20%	81%	57%	30%
	Hawk	91%	45%	26%	94%	74%	45%	93%	69%	42%	88%	58%	32%	88%	58%	28%	89%	58%	43%	76%	43%	19%	75%	41%	14%
	McNair	71%	37%	20%	66%	39%	24%	83%	56%	40%	72%	45%	25%	63%	30%	20%	79%	49%	30%	62%	32%	5%	68%	38%	20%
	LA Nelson	62%	26%	11%	82%	39%	23%	74%	44%	26%	63%	32%	11%	80%	34%	20%	74%	48%	35%	73%	32%	9%	69%	31%	9%
Braswell Zone	Bell	60%	22%	5%	35%	15%	6%	55%	29%	12%	69%	43%	20%	46%	17%	10%	56%	30%	17%	45%	16%	3%	43%	26%	10%
	Cross Oaks	38%	13%	4%	48%	24%	11%	64%	36%	21%	61%	20%	10%	57%	22%	11%	63%	35%	21%	45%	13%	2%	55%	26%	7%
	Paloma Creek	32%	9%	4%	36%	11%	8%	51%	30%	10%	43%	18%	9%	48%	26%	12%	60%	31%	14%	44%	22%	6%	41%	9%	2%
	Providence	48%	24%	9%	32%	9%	2%	48%	24%	13%	57%	27%	15%	43%	16%	4%	61%	38%	27%	38%	10%	1%	52%	23%	9%
	Savannah	71%	34%	11%	60%	32%	23%	80%	45%	18%	78%	46%	16%	62%	33%	13%	73%	47%	30%	40%	15%	5%	43%	13%	6%
	Union Park	67%	17%	7%	58%	32%	13%	55%	27%	10%	65%	32%	12%	56%	29%	14%	62%	29%	16%	54%	19%	3%	58%	21%	7%

2021 STAAR, Spanish		Math 3 Spanish			Math 4 Spanish			Math 5 Spanish			Reading 3 Spanish			Reading 4 Spanish			Reading 5 Spanish			Writing 4 Spanish			Science 5 Spanish		
		App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
Denton ISD			11%			14%			22%			38%			33%			45%			26%			29%	
Denton Zone	Alexander										67%	33%	0%												
	Borman										36%	18%	9%	20%	0%	0%				20%	0%	0%			
	Evers										22%	22%	22%	18%	9%	9%	100%	60%	20%	10%	10%	10%			
	NRayzor	19%	6%	6%	0%	0%	0%	17%	17%	0%	40%	13%	7%	8%	0%	0%	33%	0%	0%	5%	0%	0%			
Ryan Zone	Ginnings							40%	20%	0%	75%	38%	25%	40%	0%	0%	80%	60%	30%	0%	0%	0%			
	Hodge	57%	29%	0%	38%	38%	13%				63%	26%	15%	48%	26%	10%	88%	63%	50%	30%	12%	9%	67%	0%	0%
	Pecan Creek										42%	8%	0%	29%	21%	7%	100%	40%	0%	33%	0%	0%			
	Rivera	20%	0%	0%				67%	0%	0%	30%	0%	0%	25%	0%	0%	92%	58%	25%	30%	10%	0%	29%	14%	0%
	Wilson										30%	20%	0%	60%	40%	10%				40%	10%	0%			
Guyer Zone	McNair	56%	56%	33%										58%	33%	17%				67%	22%	11%			

Spanish results for 5+ students

Texas Education Agency
 2021 STAAR Performance
 CATHERINE BELL EL (061901127) - DENTON ISD
 * Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	264	264	95	79		702	
Approaches GL or Above	154	134	43	34		365	52%
Meets GL or Above	81	59	16	21		177	25%
Masters GL	42	21	3	9		75	11%
Total Percentage Points							88%
Component Score							29

Texas Education Agency
2021 STAAR Performance
CATHERINE BELL EL (061901127) - DENTON ISD

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests														
At Approaches GL Standard or Above	52%	41%	50%	70%	100%	79%	-	74%	42%	50%	9%	93%	57%	45%
At Meets GL Standard or Above	25%	16%	24%	39%	100%	46%	-	43%	17%	23%	0%	50%	31%	18%
At Masters GL Standard	11%	6%	8%	18%	0%	25%	-	26%	5%	2%	0%	21%	15%	5%
Number of Tests														
At Approaches GL Standard or Above	365	144	72	110	3	19	-	17	152	26	7	13	230	135
At Meets GL Standard or Above	177	57	34	62	3	11	-	10	63	12	0	7	124	53
At Masters GL Standard	75	22	12	29	0	6	-	6	18	1	0	3	60	15
Total Tests	702	351	143	158	3	24	-	23	363	52	78	14	405	297
Participation														
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	97%	99%	91%	100%	100%	-	88%	95%	100%	98%	93%	96%	95%
ELA/Reading														
Percent of Tests														
At Approaches GL Standard or Above	58%	48%	57%	74%	100%	78%	-	75%	50%	60%	14%	100%	61%	55%
At Meets GL Standard or Above	31%	22%	30%	44%	100%	44%	-	50%	23%	30%	0%	40%	37%	22%
At Masters GL Standard	16%	10%	11%	27%	0%	33%	-	38%	7%	5%	0%	40%	21%	8%
Number of Tests														
At Approaches GL Standard or Above	154	63	31	46	1	7	-	6	68	12	4	5	94	60
At Meets GL Standard or Above	81	29	16	27	1	4	-	4	31	6	0	2	57	24
At Masters GL Standard	42	13	6	17	0	3	-	3	9	1	0	2	33	9
Total Tests	264	130	54	62	1	9	-	8	137	20	28	5	155	109
Participation														
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	97%	98%	91%	100%	100%	-	89%	95%	100%	97%	100%	95%	95%
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	51%	38%	52%	69%	100%	78%	-	75%	39%	45%	11%	100%	57%	41%
At Meets GL Standard or Above	22%	15%	19%	35%	100%	44%	-	38%	15%	15%	0%	40%	28%	14%
At Masters GL Standard	8%	5%	4%	13%	0%	22%	-	25%	4%	0%	0%	0%	12%	3%
Number of Tests														
At Approaches GL Standard or Above	134	49	28	43	1	7	-	6	53	9	3	5	89	45
At Meets GL Standard or Above	59	19	10	22	1	4	-	3	20	3	0	2	44	15

Texas Education Agency
2021 STAAR Performance
CATHERINE BELL EL (061901127) - DENTON ISD

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	21	7	2	8	0	2	-	2	5	0	1	0	0	18	3
Total Tests	264	130	54	62	1	9	-	8	137	20	23	28	5	155	109
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	97%	98%	91%	100%	100%	-	89%	95%	100%	100%	97%	100%	95%	95%
Percent of Tests															
At Approaches GL Standard or Above	45%	39%	35%	53%	-	100%	-	75%	36%	50%	50%	0%	50%	49%	41%
At Meets GL Standard or Above	17%	8%	18%	26%	-	50%	-	50%	11%	50%	33%	0%	50%	20%	14%
At Masters GL Standard	3%	0%	6%	0%	-	25%	-	25%	2%	0%	0%	0%	0%	6%	0%
Number of Tests															
At Approaches GL Standard or Above	43	20	6	10	-	4	-	3	17	2	3	0	1	25	18
At Meets GL Standard or Above	16	4	3	5	-	2	-	2	5	2	2	0	1	10	6
At Masters GL Standard	3	0	1	0	-	1	-	1	1	0	0	0	0	3	0
Total Tests	95	51	17	19	-	4	-	4	47	4	6	13	2	51	44
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	96%	100%	95%	-	100%	-	80%	98%	100%	100%	100%	67%	98%	94%
Science															
Percent of Tests															
At Approaches GL Standard or Above	43%	30%	39%	73%	100%	50%	-	67%	33%	38%	38%	0%	100%	50%	34%
At Meets GL Standard or Above	27%	13%	28%	53%	100%	50%	-	33%	17%	13%	13%	0%	100%	30%	23%
At Masters GL Standard	11%	5%	17%	27%	0%	0%	-	0%	7%	0%	0%	0%	50%	14%	9%
Number of Tests															
At Approaches GL Standard or Above	34	12	7	11	1	1	-	2	14	3	3	0	2	22	12
At Meets GL Standard or Above	21	5	5	8	1	1	-	1	7	1	1	0	2	13	8
At Masters GL Standard	9	2	3	4	0	0	-	0	3	0	0	0	1	6	3
Total Tests	79	40	18	15	1	2	-	3	42	8	8	9	2	44	35
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	97%	98%	100%	89%	100%	100%	-	100%	96%	100%	100%	100%	100%	98%	95%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Texas Education Agency
2021 Relative Performance
CATHERINE BELL EL (061901127) - DENTON ISD**

*** Confidential ***

50.1	29
Economically Disadvantaged	STAAR Performance
%	

Texas Education Agency
 2021 Closing the Gaps
 CATHERINE BELL EL (061901127) - DENTON ISD
 * Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	No	No	No	No	No	No	No	No	No	No	No	No		
% at Meets GL Standard or Above	31%	22%	30%	44%	100%	44%	-	50%	23%	30%	0%	40%	37%	22%		
# at Meets GL Standard or Above	81	29	16	27	1	4	-	4	31	7	0	2	57	24		
Total Tests	264	130	54	62	1	9	-	8	137	23	28	5	155	109		
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	No	No	No	No	No		
% at Meets GL Standard or Above	22%	15%	19%	35%	100%	44%	-	38%	15%	22%	0%	40%	28%	14%		
# at Meets GL Standard or Above	59	19	10	22	1	4	-	3	20	5	0	2	44	15		
Total Tests	264	130	54	62	1	9	-	8	137	23	28	5	155	109		
Total Indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
Target	36%															
Target Met	Yes															
TELPAS Progress Rate	39%															
TELPAS Progress	11															
TELPAS Total	28															
Total Indicators	1															
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No	No	No	No	No	No	No	No	No	No	No		
STAAR Component Score	29	21	27	42	67	50	-	48	21	28	3	55	34	23		
% at Approaches GL Standard or Above	52%	41%	50%	70%	100%	79%	-	74%	42%	55%	9%	93%	57%	45%		

**Texas Education Agency
2021 Closing the Gaps
CATHERINE BELL EL (061901127) - DENTON ISD**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	25%	16%	24%	39%	100%	46%	-	43%	17%	25%	0%	50%	31%	18%		
% at Masters GL Standard	11%	6%	8%	18%	0%	25%	-	26%	5%	5%	0%	21%	15%	5%		
Total Tests	702	351	143	158	3	24	-	23	363	60	78	14	405	297		
Total Indicators															0	9
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	398	160	87	128	1	16	-	6	165	33	45	9	187	211	211	211
Total Tests	398	160	87	128	1	16	-	6	165	33	45	9	187	211	211	211
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	398	160	87	128	1	16	-	6	165	33	45	9	187	211	211	211
Total Tests	398	160	87	128	1	16	-	6	165	33	45	9	187	211	211	211
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading																
% Participation	95%	97%	98%	91%	100%	100%	-	89%	95%	100%	97%	100%	95%	95%	95%	95%
# Participants	283	142	56	67	1	9	-	8	146	23	32	5	158	125	125	125
Total Tests	297	147	57	74	1	9	-	9	154	23	33	5	166	131	131	131
Mathematics																
% Participation	95%	97%	98%	91%	100%	100%	-	89%	95%	100%	97%	100%	95%	95%	95%	95%
# Participants	283	142	56	67	1	9	-	8	146	23	32	5	158	125	125	125
Total Tests	297	147	57	74	1	9	-	9	154	23	33	5	166	131	131	131

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

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

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

Texas Education Agency
2021 Accountability Ratings Overall Summary
CATHERINE BELL EL (061901127) - DENTON ISD
*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	29
STARR Performance	N/A
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 50.1%)	29
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Denton Independent School District
Cross Oaks Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Learning for All

Vision

We accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels, both in their academic and social-emotional development.

Value Statement

1. Our school is a family. Building positive relationships based on mutual respect and consideration is the foundation of our success.
2. Parents, students, and staff are essential partners in our work. We welcome input and strive for open, transparent, and timely communication.
3. We embrace all our kids as all our kids. We all can play a part in the success of every student.
4. We maintain high expectations for teaching, learning, quality of work, and behavior.
5. We work to meet the needs of the whole child, including their academic, physical, social, and emotional development.
6. We empower students to take leadership in their own learning and grow in their responsibility and independence.
7. We value continuous learning for all students and staff members. We are forward-thinking in our use of best practices to meet student needs.

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

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	12
Perceptions	15
Priority Problem Statements	19
Comprehensive Needs Assessment Data Documentation	20
Goals	21
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	22
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	27
State Compensatory	29
Budget for Cross Oaks Elementary	30
Personnel for Cross Oaks Elementary	30
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

Comprehensive Needs Assessment

Needs Assessment Overview

Summary of Priority Needs

Demographics

- More emphasis needs to be placed on training for staff on intervention support for students struggling with behavior
- The total number of office referrals need to be reduced, especially among African American students

Student Achievement

- 39% of 3rd grade students did not meet proficiency on the STARR in ELAR, 62% did not meet proficiency in math
- 43% of 4th grade students did not meet proficiency on the STARR in ELAR, 52% did not meet proficiency in math
- Students did not meet their 2020-2021 primary numeracy goal
- Students did not meet their 2020-2021 goal to read on grade level

School Culture and Climate

- Staff continue to be stressed due to Covid 19
- Substitute shortages are negatively impacting the school culture
- Inappropriate student behaviors are causing a negative impact in all areas of campus

Staff Quality, Recruitment and Retention

- Cross Oaks hired 16 new employees this year, many of whom are new to Denton ISD. Training and support from mentors, colleagues and administration is needed to retain staff
- Only 66.7% of staff that completed the survey in Spring 2021 saw themselves working at Cross Oaks in the next 5 - 10 years down from 87% in Spring 2020

Curriculum, Instruction and Assessment

- PLC practices need to be revisited and teams must move beyond question 1 when collaborating

- 66.7% of staff would like additional support with small group guided reading intervention

Family and Community Involvement

- Parents noted a decrease in communication during the 2020-2021 school year
- Family and Community involvement needs to be increased as long as it is safe to do so

School Context and Organization

- When surveyed in the spring of 2021 less than half of the staff that responded (10 out of 22) said our master schedule supported intervention to students that need it

Technology

- 81% of our staff would like to learn more about utilizing the Promethean boards

Demographics

Demographics Summary

Federal Code Ethnicity/Race Count

Federal Race Name	Count
Hispanic/Latino	207
American Indian or Alaska Native	3
Asian	17
Black or African American	194
Native Hawaiian / Other Pacific Island	2
White	245
Multiple Races	48

Discipline Referral Data

2020-2021 115 Referrals

2019-2020 156 Referrals (by March 2020)

2018-2019 148 Referrals

2017-2018 156 Referrals

2016-2017 165 Referrals

2015-2016 172 Referrals

Our campus had decreases in overall discipline referrals for three consecutive years, but we had an increase in office referrals during the 2019-2020 school year, keeping in mind that no discipline referrals were given from March to May 2020 during the Covid-19 school closure.

During the 2020-2021 school year many safety protocols were put in place due to Covid 19. In addition, approximately 125 students were online learners. Common areas were limited to fewer students at one time than in years past. These factors could have contributed to the decrease in the overall number of referrals.

During the 2020-2021 school year, 83% of discipline referrals were for male students, while 18% were for female students. Referrals for African American students made up 55% of the office referrals, and referrals for students of Hispanic ethnicity made up 22% of the office referrals. Additionally, 7% of the referrals were for students with an IEP.

In the spring of 2021, a survey developed at the campus level was provided to all Cross Oaks Elementary teachers and staff. In this survey, respondents were asked to give feedback on areas they needed additional support and/or professional learning.

- Supporting students with significant attention needs (ADHD) – 7 responses
- Supporting the learning needs of dyslexic students in my class – 10 responses
- Supporting the behavioral learning needs of students with disabilities – 10 responses
- Identification of students in need of formal evaluation for special programs (special education, dyslexia, 504, etc.) – 9 responses
- Supporting the needs of gifted and talented students, or those performing above grade level – 5 responses
- Supporting students' social and emotional needs – 8 responses
- Supporting the learning needs of English Language Learners (ELL, ESL) students in my class – 4 responses
- Supporting the academic learning needs of students with disabilities – 7 responses

Demographics Strengths

Cross Oaks is a diverse campus where our diversity is recognized and celebrated. Students, staff and parents value the feeling of family that exists on our campus and stakeholders feel valued and cared for.

Staff members are representative of the students we serve.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American students make up approximately 27% of our student population, but 55% of our office referrals.

Student Learning

Student Learning Summary

Student Achievement

The first Cross Oaks Elementary Campus Improvement Plan (CIP) goal for the 2020-2021 school year was, "By May 2021, 70% of Cross Oaks students will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year."

From September 2020 to May 2021 the percentage of students reading on or above grade level increased from 47% to 53% in grades 1 - 5. Unfortunately, we did not meet our goal and further work is needed in the area of reading. The growth we did experience was due to systematic reading intervention systems in each grade level, an emphasis on guided reading and conferring through readers workshop, strong reading intervention provided by grade level teachers and campus interventionists, and routine progress monitoring of reading level throughout the school year.

		At Risk	Prog.	On Lev.	Ab. Lev.
CROSS OAKS (1-5)	Oct	184	91	90	155
		35%	18%	17%	30%
	Jan	177	109	93	143
		34%	21%	18%	27%
	Feb	162	90	93	184
		30%	17%	18%	35%
	Mar	156	106	97	163
		30%	20%	19%	31%
	Apr				
	May	161	92	134	152
		30%	17%	25%	28%

62% of Cross Oaks teachers agreed that this CIP goal helped improve student achievement in reading and in other content areas during the 2020-2021 school year. 68% of teachers agreed that our reading and literacy intervention systems were effective in meeting our students' learning needs. These systematic practices and interventions as well as others, should be utilized again during the 2021-2022 school year.

Teachers agreed it would be important to continue with a full time reading interventionist for grades 3 - 5 during the 2021-2022 school year.

The following data has been collected since school started in August 2021. Additional data will be available in October after assessments at all grade levels have been completed.

Student Scores - 3rd Grade BOY Benchmark 2021

	3rd Grade BOY Benchmark 2021						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	99	7	45.18%	29.29%	8.08%	2.02%	08/25/2
Economic Disadvantage	50	7	44.86%	30%	10%	4%	08/25/2
American Indian/Alaskan Native	1	6	38%	0%	0%	0%	08/25/2
Asian	5	11	66.40%	80%	40%	40%	08/25/2
Black/African American	32	7	44.56%	28.12%	12.5%	0%	08/25/2
Hispanic	24	7	45.17%	37.5%	0%	0%	08/25/2
Two or More Races	5	6	37.60%	0%	0%	0%	08/25/2
White	32	7	43.91%	21.88%	6.25%	0%	08/25/2
LEP	6	9	57.33%	66.67%	0%	0%	08/25/2
Special Ed Indicator	9	7	41%	22.22%	0%	0%	08/25/2

Student Scores - 4th Grade BOY Benchmark 21-22

	4th Grade BOY Benchmark 21-22						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	95	13	59.54%	68.42%	25.26%	7.37%	08/25/2
Economic Disadvantage	47	12	55.89%	63.83%	21.28%	2.13%	08/25/2
Black/African American	26	12	56.46%	61.54%	23.08%	7.69%	08/25/2
Hispanic	30	12	56.37%	66.67%	10%	0%	08/25/2
Native Hawaiian/Pacific Islander	1	13	59%	100%	0%	0%	08/26/2
Two or More Races	2	17	77%	100%	100%	0%	08/26/2
White	36	14	63.44%	72.22%	36.11%	13.89%	08/25/2
LEP	14	13	58.43%	64.29%	14.29%	0%	08/25/2
Special Ed Indicator	9	11	50.56%	55.56%	11.11%	0%	08/26/2

Student Scores - 5th Grade BOY Benchmark

	5th Grade BOY Benchmark						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	82	14	48.80%	32.93%	18.29%	4.88%	08/23/2
Economic Disadvantage	46	13	47.26%	32.61%	15.22%	4.35%	08/23/2
Asian	1	23	82%	100%	100%	0%	08/23/2

Black/African American	28	13	46.61%	28.57%	14.29%	3.57%	08/23/2
Hispanic	20	13	47.80%	30%	15%	5%	08/23/2
Two or More Races	9	13	45.33%	33.33%	11.11%	11.11%	08/23/2
White	24	15	52.13%	37.5%	25%	4.17%	08/23/2
LEP	6	16	57.17%	50%	33.33%	0%	08/23/2
Second Year of Monitoring	1	25	89%	100%	100%	100%	08/25/2
Special Ed Indicator	16	9	32.38%	12.5%	6.25%	0%	08/23/2

The second Cross Oaks Elementary Campus Improvement Plan (CIP) goal for the 2020-2021 school year was, "By May 2021, at least 60% of Cross Oaks students in grades K - 5 will be performing at grade level expectations for numeracy fluency and 80% of Cross Oaks students in grades K-5 will make at least one year's growth in their numeracy fluency skills this school year." This goal was not met during the 2020-2021 school year, and further work is needed in the area of numeracy fluency to make up significant learning gaps in mathematics.

OVERALL Numeracy Fluency Level					
Students		At Risk	Prog.	On Lev.	
Kindergarten	Sep	100	0	1	99
			0%	1%	99%
	Feb	101	4	13	84
			4%	13%	83%
	May	102	8	14	80
			8%	14%	78%
1st Grade	Sep	117	34	30	53
			29%	26%	45%
	Feb	116	39	45	32
			34%	39%	27%
	May	120	52	34	35
			43%	28%	29%
2nd Grade	Sep	108	85	14	9
			79%	13%	8%
	Feb	111	72	17	22
			65%	15%	21%
	May	109	46	24	39

			42%	22%	36%
--	--	--	-----	-----	-----

The following math scores have been collected this for the 2021-2022 school year thus far.

Student Scores - 3rd Grade: Addition

	3rd Grade: Addition						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	101	3	51.51%	48.51%	28.71%	11.88%	09/03/21
Economic Disadvantage	51	3	45.47%	45.1%	23.53%	3.92%	09/03/21
American Indian/Alaskan Native	1	3	50%	0%	0%	0%	09/03/21
Asian	4	3	46%	50%	25%	25%	09/03/21
Black/African American	34	3	48.09%	41.18%	20.59%	8.82%	09/03/21
Hispanic	25	3	56.60%	52%	40%	12%	09/03/21
Two or More Races	5	2	33.20%	20%	20%	0%	09/03/21
White	32	3	54.75%	59.38%	31.25%	15.62%	09/03/21
LEP	5	3	53.40%	60%	40%	20%	09/03/21
Special Ed Indicator	9	2	35.22%	33.33%	11.11%	0%	09/03/21

Student Scores - 4th Grade: Place Value

	4th Grade: Place Value						
	Total Students	Raw Score	Percent Score	Approaches	Meets	Masters	Date Taken
Cross Oaks	80	7	46.41%	40%	11.25%	7.5%	09/01/21
Economic Disadvantage	42	6	39.76%	26.19%	4.76%	4.76%	09/01/21
Black/African American	27	6	39.48%	29.63%	3.7%	0%	09/01/21
Hispanic	25	8	48.16%	44%	16%	12%	09/01/21
Two or More Races	2	8	47%	50%	0%	0%	09/01/21
White	26	8	51.88%	46.15%	15.38%	11.54%	09/01/21
LEP	11	7	41.64%	27.27%	0%	0%	09/01/21
Special Ed Indicator	11	6	40%	27.27%	9.09%	0%	09/01/21

75% of teachers agreed that the Primary Numeracy and Multiplicative assessments helped our school meet student math fluency needs during the 2020-2021 school year. Teachers agreed it would be important to continue with a full time math interventionist for grades 3 - 5 during the 2021-2022 school year.

Student Learning Strengths

The percentage of 1st - 5th grade students reading on or above grade level at Cross Oaks Elementary grew from 47% in October 2020 to 53% in May 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Intervention needs to be provided to all at risk students in grades K-5 in reading and math.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

- Schoolwide Master Schedule that allows teachers to collaborate and have PLCs during the school day to answer the 4 PLC questions
- Daily 30 minute Wise time to provide intervention to at risk students
- Classroom instruction and assessments are based on TEKS
- DMTSS team tracks data from multiple sources and collaborates to address the needs of the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Implementation of Reading and Writing Workshop in our ELAR classrooms

Technology

- 1:1 chromebook campus
- All staff use Seesaw as a way to communicate with parents and integrate technology into lessons
- Willingness of staff to improve technology skills and integrate technology in lessons
- Interest in additional technology training, especially more training in using the Promethean boards

School Context and Organization

- Arrival and dismissal systems in place to ensure safety and efficiency
- Teacher Leaders on campus participating in committees
- Collaboration among staff in PLC meetings, staff meetings and Team Lead meetings
- Shared leadership and site based decision making

Staff Quality, Recruitment and Retention

- Create a sense of family among the staff
- Ongoing efforts to support and appreciate all staff members

When surveyed in April 2021, 86% of teachers and 94% of parents agreed that Seesaw is a good tool for parent and teacher communication and engagement.

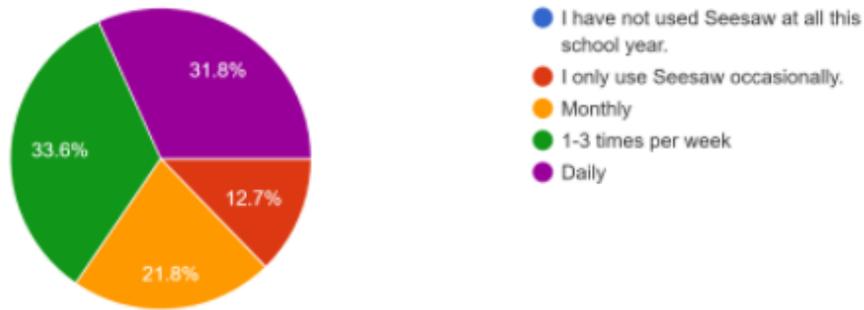
90% of parents and 59% of teachers agreed that Seesaw is an effective tool for motivating and engaging students in learning.

65% of parents reported that they used Seesaw to communicate with teachers and see what their children were learning in class at least once a week, and 31% of parents reported using Seesaw on a daily basis for this purpose.

On average, how often did you use Seesaw to communicate with teachers and see what your child

was learning in class this year?

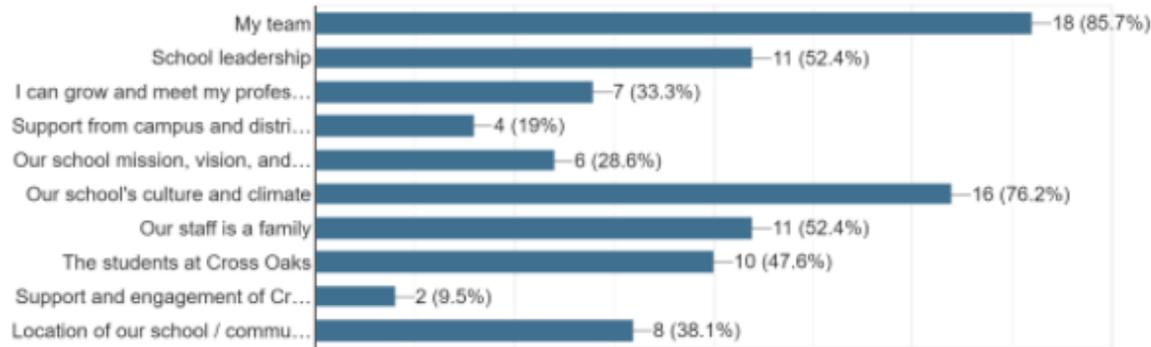
110 responses



Surveyed in April 2021, 81% of Cross Oaks teachers reported that they see themselves working at Cross Oaks Elementary in the next 5-10 years. Teachers were asked to report the most significant factors that influenced their decision to continue working at Cross Oaks.

What are the most significant factors that influence your decision to continue working at Cross Oaks?

21 responses



95% of staff and 97% of parents reported that Cross Oaks is a safe school. 92% of parents reported that they trusted the staff at Cross Oaks to keep their children physically safe and cared for socially and emotionally.

School Processes & Programs Strengths

Seesaw continues to be an effective tool for parent/teacher communication, as well as a motivating tool for students in the classroom. Seesaw allows families to be better informed as to their children's learning progress in school.

Nearly 100% of staff and families agree that Cross Oaks is a safe school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional PD and support is needed for PLCs to be more effective and training on effective intervention strategies is needed

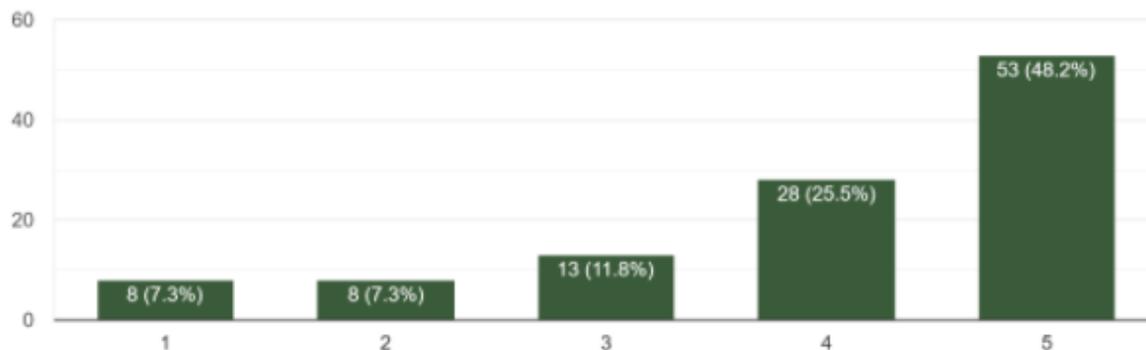
Perceptions

Perceptions Summary

In the spring of 2021, 73% of parents agreed that they receive timely and helpful feedback about student work.

I receive timely and helpful feedback from my children's teachers about their work and their learning.

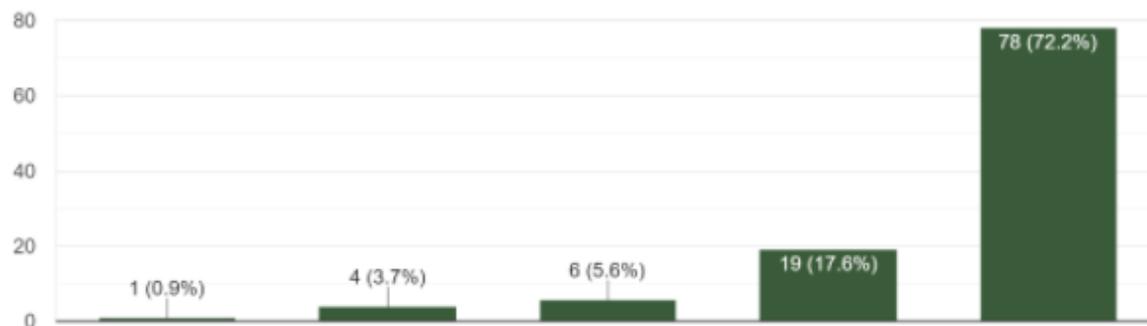
110 responses



Approximately 90% of parents believe the staff at Cross Oaks maintains high expectations for teaching, learning, quality of work and behavior.

The staff of Cross Oaks Elementary maintain high expectations for teaching, learning, quality of work, and behavior.

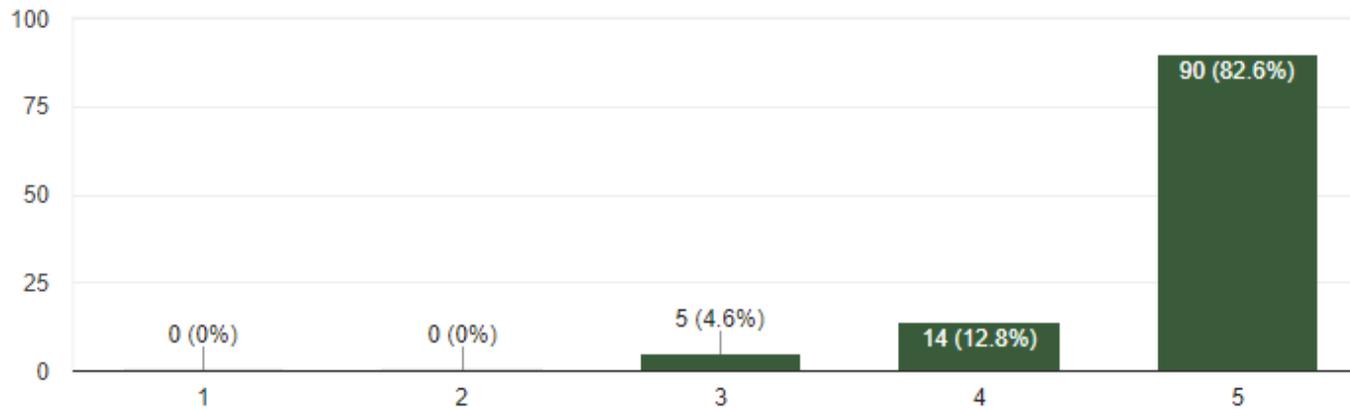
108 responses



The results below are parent responses to a campus survey in April 2021.

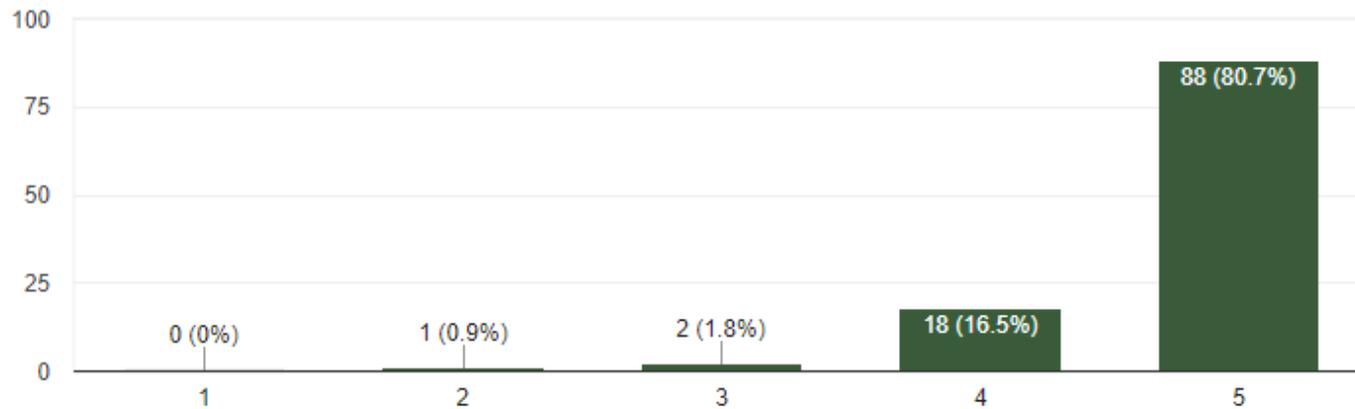
I am warmly greeted and feel welcomed by the staff of Cross Oaks when I call or visit the school.

109 responses



Cross Oaks is a safe school.

109 responses



These are some comments left by parents on the survey in April 2021.

“I have never had a negative interaction with any staff member. Anyone I have ever spoken to or emailed has been extremely positive and helpful. It blows me away how consistent that has been!

Thank you! You are an amazing group of people. My family is very appreciative.”

“Everyone is amazing”

“The teachers and staff at Cross Oaks are amazing. We are so grateful for your dedication and the difference you make in all our lives.

THANK YOU!!!”

“So thankful for the steadfastness, security and kindness that Cross Oaks offered last year and continued to offer this year through all the crazy! SO thankful for the entire staff, and the leadership of this school and PROUD that my children go here and will always have that OWL spirit in their hearts!”

“I’ve never been met by anything but kindness and a smile at Cross Oaks!”

“Our teachers are wonderful! They've made what must have been a challenging year feel seamless to us. They are always there to support us with our distance learning! So Grateful for them!”

“Thank you to All. Well done job”

Perceptions Strengths

Family and Community Involvement

72% of families feel Cross Oaks welcomes input from families. 82% strongly agree they are warmly greeted and feel welcome by the staff of Cross Oaks when they call or visit the school.

School Culture and Climate

There is much to celebrate regarding our parent responses to our campus survey in the spring of 2021. 82% of parents feel welcome at our school and 80% of parents strongly agree that Cross Oaks is a safe school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication needs to be ongoing and frequent so parents are informed about their students academic and social emotional performance. There was a decrease in the number of parents that felt the received timely feedback from their child's teacher and when their child is struggling in school, what additional support their child would receive.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- Local benchmark or common assessments data
- Running Records results

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: In May 2021, 53% of Cross Oaks Elementary students in grades 1-5 are reading at grade level expectations. By May 2022, at least 70% of Cross Oaks students in grades K-5 will be reading at grade level expectations, and 80% of Cross Oaks students will make at least one year's growth in their reading level this school year.

HB3 Goal

Evaluation Data Sources: Formal and informal reading level assessments from the 2020-2021 and school year, teacher responses to a campus survey in spring of 2021

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers</p> <p>Funding Sources: Title I funding - Title I, Part A - \$71,277</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Fountas and Pinnell Reading Assessment System to support rigorous reading level assessment in grades K-5th.</p> <p>Strategy's Expected Result/Impact: Create a universal reading assessment system at Cross Oaks Elementary to assess all reading levels and all grade levels.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Consistently implement Lucy Calkins reading and writing units of study curriculum in all classrooms grades K-5th, with full implementation of Lucy Calkins phonics curriculum in grades K-2.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, campus reading specialists, grade level language arts teachers</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize consistently implemented systems in all grade levels for guided reading, conferring, and reading intervention provided by grade level teachers, campus interventionists, and special education teachers.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize Istation assessment and intervention systems in all grade levels, systematically and strategically throughout 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use guided reading books purchased last year with title funds to support systematic tier 1, 2, and 3 reading intervention in grades K-5.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 100% of eligible students for HB4545 will be served by May 2022.</p> <p>Strategy's Expected Result/Impact: Support significant increase in intervention provided in reading in math for 4th and 5th grade students that did not meet expectancy on the STARR in reading and math.</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for staff, to include, but not limited to:</p> <ul style="list-style-type: none"> ~Lucy Calkin's Readers & Writers Workshop ~District lead PD ~Assessment for Learning (AFL) ~Professional Learning Communities (PLC) ~DMTSS ~Capturing Kids Hearts ~Reading Academy (2/3) ~Reading Cadre (K/1) <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grade</p> <p>Staff Responsible for Monitoring: Admin, teachers</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: In September 2020, 27% of Cross Oaks Elementary students in grades 1-2 are meeting grade level expectations for numeracy fluency. By May 2022, at least 60% of Cross Oaks students in grades K-2 will be performing at grade level expectations for numeracy fluency, and 80% of Cross Oaks students in grades K-5 will make at least one year's growth in their numeracy fluency skills this school year.

HB3 Goal

Evaluation Data Sources: Primary Numeracy formal numeracy fluency assessments for 2019-2020 and 2020-2021 school years, teacher responses to a campus survey in spring of 2021

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplement the salary of .5 campus math interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.</p> <p>Strategy's Expected Result/Impact: Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p>Staff Responsible for Monitoring: Administration, campus intervention team</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a math-rich school environment where students will experience mathematical thinking and stimulation in the classroom and in all campus common areas.</p> <p>Strategy's Expected Result/Impact: Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p>Staff Responsible for Monitoring: Administration, campus intervention team, grade level math teachers</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide ongoing and strategic numeracy fluency training to all grade level teachers, paraprofessionals, and special education teachers relating to providing targeted math fluency intervention to students based on deficits on the Primary Numeracy assessment and the incorporation of numeracy fluency intervention into spiral review activities.</p> <p>Strategy's Expected Result/Impact: Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p>Staff Responsible for Monitoring: Administration, campus intervention team, grade level math teachers, special education teachers</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will utilize Primary Numeracy binders for K-5 math teachers, campus math interventionists, and special education teachers, complete with resources and intervention activities to support targeted numeracy fluency assessment.</p> <p>Strategy's Expected Result/Impact: Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p>Staff Responsible for Monitoring: Administration, campus intervention team, grade level math teachers, special education teachers</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Number Talks will be utilized as an instructional tool in all K-5 math classrooms.</p> <p>Strategy's Expected Result/Impact: Measured improvement in math fluency, math problem, and math performance on grade level standards in our 3rd-5th grade students</p> <p>Staff Responsible for Monitoring: Grade level math teachers</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: In May 2021 83% of K students met expectations in the area of problem solving on the report card. 74% of 1st grade students met expectations in the area of problem solving on the report card. 75% of 2nd grade students met expectations in the area of problem solving on the report card. 66% of 3rd grade students met expectations in the area of problem solving on the report card. By May 2022, our goal is for current 1st graders to move from 83% to 88%, current 2nd graders from 74% to 82%, current 3rd graders from 75% to 83% and current 4th graders from 66% to 72%. Current scores for 5th grade will be available after the completion of the first reporting period. A goal will be written for 5th grade at that time.

Evaluation Data Sources: report card assessments and scores

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that Cross Oaks will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

Evaluation Data Sources: Parent perceptions reported on a campus survey in the spring of 2022, teacher responses to a campus survey in the spring of 2022, discipline referral data from the 2021-2022 school year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide as many new Cross Oaks staff members as possible with Capturing Kids' Hearts two day initial training. Strategy's Expected Result/Impact: Full campus implementation of Capturing Kids' Hearts practices Staff Responsible for Monitoring: All Cross Oaks staff members</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue formal use of Playworks program for all PK-5th grade students to address social and emotional learning through formal instruction of safe and healthy recess play activities. Strategy's Expected Result/Impact: Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school Staff Responsible for Monitoring: Admin, Counselor, Teachers, Playworks coach</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~CHAMPS rewards ~Leadership tickets ~Staff Shout outs monthly ~Teacher of the Year ~Appreciation items ~Appreciation cards ~Provide opportunities for staff to influence decisions ~Student incentives <p>Strategy's Expected Result/Impact: Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school Increases in staff feeling appreciated and valued members of the Cross Oaks family</p> <p>Staff Responsible for Monitoring: Admin, attendance clerk, teachers</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The teachers and staff of Cross Oaks Elementary School will engage in staff development and tools related to supporting students' social and emotional needs at school, particularly students who have experienced long-term or short-term trauma.</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Cross Oaks Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Cross Oaks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Marshall	Reading Recovery Teacher	1
Caroline Brown	Math Interventionist	0.5
Robert Strong	Reading Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caroline Brown	Math Interventionist	Mathematics, 3-5	.5
Robert Strong	Reading Interventionist	Reading, 3-5	.5

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I funding		\$71,277.00
Sub-Total					\$71,277.00
Grand Total					\$71,277.00

Addendums

Denton Independent School District
Paloma Creek Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Inspiring passionate learners

Vision

We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrates success.

Values

- Respect: We will show respect to others and ourselves.
- Advocate for others: We will advocate for the needs of our friends and ourselves.
- Creative Thinker: We will create solutions to problems by thinking creatively and working collaboratively with others.
- Growth: We will set personal goals to improve academically and behaviorally as we monitor our progress.
- Engaged Learner: We will engage in meaningful learning opportunities and encourage our peers to learn with us.

Falcon Pledge

Friends respect everyone

Advocate for others

Lift others with words

Create solutions to problems

Optimize our learning targets

Never give up

Soar like a **FALCON**

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

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	20
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition to the Denton ISD community	26
State Compensatory	29
Budget for Paloma Creek Elementary	30
Personnel for Paloma Creek Elementary	30
Title I Personnel	30
Campus Leadership Team	31
Campus Funding Summary	32
Addendums	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

Paloma Creek Elementary opened its doors in 2007. We strive to develop community-minded, lifelong learners who are committed to learning and growing in our core values of respect, advocating for the needs of ourselves and others, growing as learners, and creative thinkers who create solutions to problems. School families have come to expect a friendly environment where students are nurtured, parent involvement is welcome and business partnerships abound.

Paloma Creek is one of 6 elementary schools located in the Braswell zone. According to the Templeton growth reports for Denton ISD, our zone is one of the fastest growing areas in the district. The campus is predominantly a neighborhood school that has been rezoned four times over the last 9 years to accommodate the growth. The African American and Caucasian student groups are growing the fastest. The campus has multiple students groups with the two largest being 46% African American and 27% White.

The last published mobility rate of 21.3% for Paloma Creek Elementary is higher than comparison schools within and outside of the district by approximately 5.5%. This can be attributed to the new elementary school opening in our zone and changing the boundaries during the 2019-20 school year. The campus attendance rate is at 97.12%. The campus attributes this achievement to a strong partnership with parents and our focus on providing a highly engaging learning experience for our students. Paloma Creek Elementary student groups include

Additionally, 53.9% are economically disadvantaged, 48% are identified as at risk for the Early Reading Indicator.

Paloma Creek Elementary employs highly qualified staff members who are empowered to leverage their signature strengths individually and collectively. We prioritize hiring diverse staff to match the diversity of the student body. We added a full time reading interventionist, a full time math interventionist and a Community in Schools staff member to partner in supporting the needs of our at-risk students and families. With the rapid growth in our area, we continue to refine our mentoring program to support the needs of our staff members. We also continue to train staff in the identification of EXPO students so that EXPO demographics proportionally match those of the campus.

The overall campus demographics are:

Group	Count	Percent
All Students	681	100%
PK	35	5.5%
K	97	14.24%
1st	114	16.74%
2nd	107	15.71%
3rd	111	16.3%
4th	102	14.98%
5th	112	16.45%
African American	308	45.22%
Hispanic	129	18.94%
White	182	26.72%
Asian, American Indian, Other Pacific Island, Multiple Races	62	9.12%
504	37	5.43%
Special Education	111	16.30%
Gifted/Talented	32	4.69%
Economic Status	367	53.9%

The staff demographics are:

Group	Size
All Staff	100%
African American	11.68%
Hispanic	9.09%
White	76.62%
Asian, American Indian, Other Pacific Island, Multiple Races	2.60%

Demographics Strengths

1. School families have come to expect a friendly environment where students are nurtured, parent involvement is welcome and business

partnerships continue to grow.

2. Students are given opportunities to connect to the school through participating in extra-curricular activities.
3. Staff members discover their signature strengths and how to leverage them to work collaboratively with teams to meet the high demands of our at-risk learners.
4. The campus attendance rate and participation rate remained strong during COVID19 school closures.
5. While our numbers are growing, our economically disadvantaged are also growing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Caseload of students needing tier 3 instruction is too great for a single interventionist to cover. **Root Cause:** Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms

Problem Statement 2: A reading interventionist that would provide consistent intervention times. **Root Cause:** There are 88 3rd-5th graders at-risk in reading (35 of these were new to Paloma Creek.) and 150 3rd-5th graders at-risk in math (65 of these were new to Paloma Creek.)

Problem Statement 3: Matching staff demographics more closely to student demographics **Root Cause:** Recruit more diverse applicants to the teaching profession

Problem Statement 4 (Prioritized): Integration of technology without a specific purpose of supporting student growth. **Root Cause:** Streamlining our use of technology and embedding it into the lesson plans for intentional use.

Problem Statement 5: Student groups are disproportionate in relationship those who are referred to EXPO. **Root Cause:** Lack of understanding for characteristics students exhibit demonstrating they are gifted

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 points provide insights towards student mastery of learning.

Data points include, STAAR, district benchmarks, Common Assessments, and Report Card grades to address learning gaps from year to year.

See below for Specifics to the 20-21 STAAR results that we are using to address strengths, challenges, and gaps.

Student Learning Strengths

Texas school districts didn't receive an Accountability rating in 2020 due to Covid.

Designations were not provided in 2020 due to Covid.

STAAR Data 2020-21 3-5 Reading online

Percent of Tests	All Students	African Am.	Hispanic	White	Am. Ind.	Asian	Two +Races	Eco Dis	EL	SpEd	Continuously Enrolled	Non-Continuously Enrolled
Approaches or above	52%	41%	62%	60%	50%	67%	44%	49%	71%	17%	57%	45%
Meets or Above	27%	23%	20%	36%	50%	44%	22%	24%	29%	7%	31%	21%
Masters	12%	10%	8%	18%	0%	33%	0%	13%	12%	2%	14%	10%

STAAR Data 2020-21 3-5 Math online

Percent of Tests	All Students	African Am.	Hispanic	White	Am. Ind.	Asian	Two +Races	Eco Dis	EL	SpEd	Continuously Enrolled	Non-Continuously Enrolled
Approaches or above	41%	32%	43%	52%	100%	38%	33%	35%	41%	12%	45%	35%
Meets or Above	17%	13%	17%	26%	50%	13%	11%	13%	29%	7%	19%	16%
Masters	8%	5%	5%	16%	0%	0%	0%	5%	12%	0%	10%	5%

STAAR Data 2020-21 Science- online

Percent of Tests	All Students	African Am.	Hispanic	White	Am. Ind.	Asian	Two +Races	Eco Dis	EL	SpEd	Continuously Enrolled	Non-Continuously Enrolled
Approaches or above	40%	31%	39%	52%	50%	33%	50%	38%	50%	0%	46%	31%
Meets or Above	10%	6%	4%	26%	0%	0%	0%	7%	0%	0%	12%	8%
Masters	2%	0%	0%	9%	0%	0%	0%	2%	0%	0%	4%	0%

STAAR Data 2020-21 Writing- (Paper Test)

Percent of Tests	All Students	African Am.	Hispanic	White	Am. Ind.	Asian	Two +Races	Eco Dis	EL	SpEd	Continuously Enrolled	Non-Continuously Enrolled
Approaches or above	44%	34%	33%	65%	-	75%	50%	43%	60%	5%	40%	48%
Meets or Above	23%	20%	11%	39%	-	25%	17%	23%	20%	5%	17%	29%
Masters	6%	5%	0%	17%	-	0%	0%	9%	20%	0%	6%	6%

2020-STAAR Data Strengths

- Students performed better on the traditional STAAR Writing test as it was administered on paper.
- More than 60% of our students were connected learners at the beginning of the year and 40%-50% remained connected all year. 91% of our students participated in STAAR 2020.
- ELLs performed better or at the same level on all tests.
- Continuously enrolled students and non-continuously enrolled students performed at about the same level on all tests.

Prior to COVID 19 and school closures, our middle of the year data showed students made tremendous growth as measured through teacher facilitated running records, Imagine Math and STAAR data for 2019.

83% of students made 1 years growth in reading as measured through teacher Reading Benchmark Assessment data.

- 77% of students made 1 years growth in math as measured through Imagine Math and approaches standards on STARR 2019.
- Tier 2 Interventions were successful when done consistently and progress was monitored.

- Tier 3 Math interventions were successful and made progress.
- Dyslexia students made significant growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is growth needed in creating specific common formative assessments using the cognitive ladder. **Root Cause:** New team members need to experience unpacking the TEKS for every unit, every year in PLC.

Problem Statement 2: A reading interventionist that would provide consistent intervention times. **Root Cause:** There are 88 3rd-5th graders at-risk in reading (35 of these were new to Paloma Creek.) and 150 3rd-5th graders at-risk in math (65 of these were new to Paloma Creek.)

School Processes & Programs

School Processes & Programs Summary

The campus leadership team surveyed staff members to identify areas of focus to support the teaching and learning experiences at Paloma Creek. It was noted that teachers desired to have a focused planning time, separate from PLCs, that centers around writing and preparing differentiated lessons for all students (at-risk to EXPO). Additionally, teachers requested more opportunities for coaches and/or specialists to co-teach differentiated small groups with teachers. The campus also discovered a need to Increase our focus on creating common, reliable formative assessments and instruction that better prepares students to take district made summative assessments and state STAAR assessments.

Efforts to secure highly qualified staff members who match the demographics of the population we serve continues to improve. Supporting teachers in reaching their professional goals is a priority at Paloma Creek. As a result, we had 4 teachers step into district and specialists positions. We also have 3 aspiring administrators entering into their internship or master's programs. Additionally, we have 3 paraprofessionals beginning their college coursework to become teachers.

Providing more consistent opportunities for staff members to exercise their voices in the decisions made at our school continues to be an area of refinement. During COVID 19 school closures, our staff continued to meet weekly for virtual PLCs, staff meetings and end of year summative conferences. Through this process, staff members indicated they were able to contribute to the decisions being made to keep our students engaged in learning.

100% of staff members completed a campus based survey at the end of 2020-21, depicting that 87% of staff members report they are able to express their opinions and are validated for their ideas. 88% believe that our mission of 'inspiring passionate learners' makes them feel their job is important. 98% reported their team engages in quality work. 96% reported they have had an opportunity to grow at work.

Our staff continues to grow in the utilization of technology to support instruction. During COVID-19 closures, teachers discovered ways to utilize Seesaw activities to support student learning. Our interventionist launched a leader board contest for Imagine Math and Top Readers resulting in an increased participation rate throughout the closure and last school year. The campus will continue to leverage technology to engage students in quality learning opportunities. Having reliable internet connection continues to pose challenges for consistent usage on campus.

School Processes & Programs Strengths

Ccurriculum, Instruction, and Assessment

- About 90% of surveyed staff feels the curriculum maximizes student engagement and problem solving.
- Majority of the surveyed staff feels that students are engaged at least 75% of the time.
- 100% of surveyed staff feel their classroom is a positive learning environment.
- About 93% of staff believe campus made assessments are fair and equitable.
- Majority of teachers believe their students are more confident when taking campus made assessments and feel the data is valuable for driving instruction

Staff Recruitment and Retention

None inputted yet

School Organization

- Teachers and staff care about the decisions made on campus. 97%
- A majority of the staff feel their voice matters when it comes to decision making. 72%
- A majority of the staff feels they have been properly informed on how to have a voice in decision making. 80%

Technology

- The SSO Portal makes it easy for students to access the individual sites.
- The design provides for what I need to be effective with what I do.

- There are multiple platforms to be utilized
- I feel that the technology is well-integrated to accommodate staff academic, educational, and documentation purposes.
- It is very user friendly and easy to navigate with flexible use.
- The SSO makes it easy for the students to find what they need and to log on.
- We are using IM, ILL, IM Math Facts, Istation, and Seesaw to support students in their learning.
- Through technology you can access: Imagine Math, ILL, Google classroom and all the programs that go along with it, PowerPoint presentations, Seesaw, Epic, Big Universe, just to name a few. These program's support, enhance, and also have assessment tools to monitor and adjust student learning to meet their individual needs.
- Technology is used to support student engagement and enhance the learning environment.
- It helps differentiate the learning. Allows for students to move further along in their academic career being above or below grade level while making the student feel successful on any level.
- Students are allowed the opportunity to utilize technology during learning and actually research and find structure in their own independent learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is growth needed in creating specific common formative assessments using the cognitive ladder. **Root Cause:** New team members need to experience unpacking the TEKS for every unit, every year in PLC.

Problem Statement 2 (Prioritized): There is growth needed in Trust Based Relationship Interventions/ More staff to support students in crisis **Root Cause:** An increase of students in crisis

Problem Statement 3: Demographics of staff doesn't proportionately match that of the students. **Root Cause:** Limited diversity in position pools.

Problem Statement 4 (Prioritized): Integration of technology without a specific purpose of supporting student growth. **Root Cause:** Streamlining our use of technology and embedding it into the lesson plans for intentional use.

Problem Statement 5: Differentiated resources for all students **Root Cause:** We need growth in Tier 1 differentiated practices.

Problem Statement 6: Inability to consistently submit attendance on time or to utilizes features in TAC due to system errors. **Root Cause:** TAC was down often this year, features (such as attendance and group email) were unreliable.

Problem Statement 7: SSO portal is slow and not always working. **Root Cause:** Consistent internet speed and connectivity across the building.

Problem Statement 8: There are too many apps to go through on the SSO for parents, students, and teachers to navigate effectively. **Root Cause:** SSO is cluttered: too many

apps that aren't relevant to specific end users/apps need categories for easier searching.

Perceptions

Perceptions Summary

One of our core beliefs at Paloma Creek is that students learn best in a safe environment where they can engage in taking risks, learning from their mistakes, and demonstrating a sense of advocacy for one another. We maintain a culture of high expectations for student learning while also integrating new students and staff into our school family. We collaboratively plan, solve problems, and support one another across the campus because we truly believe we are better together.

Paloma Creek works to close the performance gaps of all students while also promoting the social emotional well-being of students and staff. Based on student behavior support data, a focused plan was developed for the 2021-22 school year to specifically target the needs of 5th grade boys and 5th grade girls. We are also offering [multiple extracurricular activities](#).

Additionally, students receive support through individualized positive behavior support plans to increase their capacity to employ self-regulating techniques. This also leads to more productive time to participate in learning in order to progress towards mastery of grade level content. Our SEL coach will focus on supporting teachers with appropriate SEL strategies to build and repair relationships with students in need of social and emotional supports.

Increasing parent involvement through providing more opportunities in giving parents a voice in decisions being made for our school is a focus point for the 2021-22 school year. We work closely with our PTA board. We are inviting parents to help make decisions regarding events, whether virtual or live.

To address our mobility rate, we are incorporating a 'New Falcon Parent Mentoring/Mentee' program to assist new families in learning about the procedures, expectations, and how to support their children as Falcon learners.

As our demographics continue to become more diverse, we are focused on creating a more culturally responsive community. A recent parent survey revealed 64% believes their child is exposed to other cultures while 36% provided a neutral response indicating they aren't sure what opportunities the school provides to teach children about other cultures. 64% of respondents indicated that Paloma Creek celebrates diversity while 27% aren't certain this occurs.

Perceptions Strengths

A recent parent engagement survey shows that 93% of parents feel they are encouraged to participate in school events such as curriculum night and other school sponsored events. 93% of parents indicated parent input is utilized to improve instruction and involvement. Additionally, 93% of parents agreed that students treat other students and staff members with respect and that teachers treat teachers, students, and parents with respect. Additionally 93% indicated that administrators make decisions that are in the best interest of the students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inadequate amount of staff to support students in crisis **Root Cause:** Increase in students in crisis

Problem Statement 2 (Prioritized): The demographics of our office referrals do not match the demographics of our student body. **Root Cause:** Lack of understanding of the behavioral needs of our various sub-populations.

Problem Statement 3 (Prioritized): PTA perceives they are not involved in school decision making. **Root Cause:** Low attendance at PTA general meetings.

Problem Statement 4: 60% of staff report witnessing bullying behavior **Root Cause:** Lack of understanding between understanding of peer conflict and bullying/students in crisis

Problem Statement 5: High number of office referrals for next years 3rd grade boys and 4th grade girls. **Root Cause:** Increase in students in crisis

Priority Problem Statements

Problem Statement 1: There is growth needed in Trust Based Relationship Interventions/ More staff to support students in crisis

Root Cause 1: An increase of students in crisis

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is growth needed in creating specific common formative assessments using the cognitive ladder.

Root Cause 2: New team members need to experience unpacking the TEKS for every unit, every year in PLC.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Caseload of students needing tier 3 instruction is too great for a single interventionist to cover.

Root Cause 3: Increase in mobility rate from 16.6% to 21.3% as compared to the consistent 15.1% of the district rate resulting in 35 % of new 3rd-5th grade students at-risk in reading and math/ Need growth in Tier 1 instruction in some classrooms

Problem Statement 3 Areas: Demographics

Problem Statement 4: Integration of technology without a specific purpose of supporting student growth.

Root Cause 4: Streamlining our use of technology and embedding it into the lesson plans for intentional use.

Problem Statement 4 Areas: Demographics - School Processes & Programs

Problem Statement 5: The demographics of our office referrals do not match the demographics of our student body.

Root Cause 5: Lack of understanding of the behavioral needs of our various sub-populations.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: PTA perceives they are not involved in school decision making.

Root Cause 6: Low attendance at PTA general meetings.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Paloma Creek Elementary students will achieve a minimum of one year's growth in reading as measured through beginning, middle, and end of the year district assessments ; common formative assessments, and guided reading text levels. The percent of 3rd grade students levels of mastery will increase as follows:

Approaches 63%-75% or higher,

Meets 51% or higher,

Read on grade level 76% or higher and

I-Station/reading comprehension will be at 78% or higher.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2022, iStation benchmarks, guided reading running records including text level and comprehension skills

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue campus wide PLC (Professional Learning Community) weekly during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionists during weekly PLCs and bi-weekly DMTSS PLCs.</p> <p>Strategy's Expected Result/Impact: Students will receive instruction matching the rigor of the TEKS, participate in Tier 2 interventions to close achievement gaps, or participate in extension opportunities to ensure one year's growth.</p> <p>Staff Responsible for Monitoring: Administration team, teachers, specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Braswell zone literacy cadre will support kindergarten and first grade teachers in providing best practice literacy and phonics tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Units of Study Reading and Phonics will be implemented with fidelity through supporting teachers and providing opportunities for professional growth. Students will achieve a minimum of one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Grade level PLC teams, administrators, support staff</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: Paloma Creek Elementary at-risk students will achieve a minimum of 1.5 year's growth in reading as measured through beginning, middle, and end of the year district assessments, common formative assessments, and guided reading text levels. T

The percent of 3rd grade students levels of mastery will increase as follows:

- Approaches grade level will increase from 54%- 64%,
- Meets grade level or above on STAAR will be at 45% or higher;
- Read on grade level will be at 76% or higher and,
- I-Station/reading comprehension will be at 78% or higher.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2022, iStation benchmarks, guided reading running records including text level and comprehension skills, LLI Tier 2 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The master schedule is created around the Tier 2 and Tier 3 needs of at-risk students so that all interventions occur routinely and are targeted and specific to the needs of the learners.</p> <p>Strategy's Expected Result/Impact: Students will attain the minimum of 1.5 year's of growth in reading.</p> <p>Staff Responsible for Monitoring: Administration team, teachers, specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a full time reading interventionist to support at-risk students.</p> <p>Strategy's Expected Result/Impact: All Tier 3 students will receive small group reading and math intervention in grades 2nd-5th.</p> <p>Staff Responsible for Monitoring: Administration team, interventionists, DMTSS committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of eligible HB4545 students will be served by May 2022.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate mastery of grade level content.</p> <p>Staff Responsible for Monitoring: PLC teams, interventionist, administrators</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: Paloma Creek Elementary students will achieve a minimum of one year's growth in math as measured through beginning, middle, and end of the year assessments such as Imagine Math, common formative assessments, and end of unit test.

The percent of 3rd grade students levels of mastery will increase as follows:

Approaches will increase from 68%- 78% ,

Meets grade level or above on STAAR will be at 47% or higher.

Evaluation Data Sources: STAAR Math, common formative assessments, end of unit tests.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collaboratively plan with our instructional coach to provide targeted math instruction and intervention. Students will engage in the Imagine Math Learning Leader competition and pass a minimum of 2 lessons per week.</p> <p>Strategy's Expected Result/Impact: All students will attain a minimum of one year's growth.</p> <p>Staff Responsible for Monitoring: Administration team, teachers, specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 4: Paloma Creek Elementary at-risk students will achieve a minimum of 1.5 year's growth in math as measured through beginning, middle, and end of the year assessments such as Imagine Math, Primary Numeracy Assessments, common formative assessments, and end of unit test.

The percent of 3rd grade students levels of mastery will increase as follows:

Approaches 57%-67% and,

Meets grade level or above on STAAR will be at 47% or higher.

Evaluation Data Sources: STAAR Math, Primary Numeracy Assessments, end of unit tests

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a full time math interventionist to support at-risk students.</p> <p>Strategy's Expected Result/Impact: All Tier 3 students will receive small group reading and math intervention in grades 2nd-5th.</p> <p>Staff Responsible for Monitoring: Administration team, interventionists, DMTSS committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of eligible HB4545 students will be served by May 2022.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate mastery of grade level content.</p> <p>Staff Responsible for Monitoring: PLC team, interventionists, administrators</p> <p>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
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 5: Paloma Creek Elementary students will achieve a minimum of one year's growth in science as measured through beginning, middle, and end of the year assessments such as STEMscopes, common formative assessments, and end of unit test.

The percent of 5th grade students levels of mastery will increase as follows:

Approaches will increase from 53%-63% and,

Meets grade level or above on STAAR will be at 41% or higher.

Targeted or ESF High Priority

Evaluation Data Sources: common formative assessments, STEMscopes data, Tier 2 data, STAAR Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate and plan with the district elementary science coordinator.</p> <p>Strategy's Expected Result/Impact: Providing teachers with support in planning highly engaging science learning opportunities will increase student mastery.</p> <p>Staff Responsible for Monitoring: Administration team, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Promote health, wellness, emotional well being, and community partnerships for all stakeholders through establishing high expectations for success to increase student engagement in the following areas:

- Emotional Regulation from 46% to 56 %.,
- Grit from 46% to 56%,
- Growth Mindset from 58%-68%,
- Positive Feelings from 73% to 83%,
- Self-Management from 67% to 77%,
- Sense of Belonging from 75% to 85%,
- and Social Awareness from 70% to 80%.

Evaluation Data Sources: Demographics of students in need of Tier 3 behavior interventions will be equitable to those of the campus
 Attendance
 Parent survey beginning, middle, and end of year
 3rd Grade SEL Panoramic student survey data from November and March
 PTA Membership data
 Parent Involvement data
 Participation in Extracurricular data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff will complete Social Emotional Learning Interventions training and Positive Behavior Support Intervention training. Strategy's Expected Result/Impact: Students will build their capacity to employ self-regulation strategies and remain engaged in the learning environment. Staff Responsible for Monitoring: Administration team, counselor, CIS, SEL Coach, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Community in Schools will serve 100 students and support 75% of our student body, specifically through partnering with families to meet social and emotional needs. She will provide a boys' friendship group and a girls' self-esteem group for 6 weeks.</p> <p>Strategy's Expected Result/Impact: Build a stronger connection between the school and parents while also supporting the social, emotional, and learning needs of the community.</p> <p>Staff Responsible for Monitoring: Administration team, counselor, CIS</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title I, Part A - \$12,000, - At-Risk (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to promote students' capacity to grow in demonstrating respect, advocacy for others, growth as learners, problem solving, and creative thinking through our campus wide brag tags, student of the week, and high flying Falcon awards each grading period.</p> <p>Strategy's Expected Result/Impact: Equipping students with core values that will impact their futures as contributing members of the community</p> <p>Staff Responsible for Monitoring: Administration team, counselor, CIS, teachers</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Partner with CIS and UNT counseling and education interns to provide social, emotional, and academic(math) virtual mentor support through CIS.</p> <p>Strategy's Expected Result/Impact: provide capacity for students to self-regulate behaviors while also closing achievement gaps specifically in math</p> <p>Staff Responsible for Monitoring: administrators, teachers, CIS staff member</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Level 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Host 2 social and academic events, per semester, in partnership with the PTA and community.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for community stakeholders to plan events with the school while also enriching the partnerships between school and home.</p> <p>Staff Responsible for Monitoring: Administration team, PTA</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Partner with SEL coach to increase student engagement in special areas and in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and decrease tier 3 behavior support needs.</p> <p>Staff Responsible for Monitoring: SEL Coach, administrators, and teachers</p> <p>ESF Levers: Level 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will participate in extracurricular activities to increase student engagement and motivation to perform well socially, emotionally, and academically.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and motivation</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Partner with the Phoenix Provision to provide after school care and highly engaging STEAM activities to promote collaboration, problem solving, and increase self-esteem of students.</p> <p>Strategy's Expected Result/Impact: Increase partnership in the learning process between home and school.</p> <p>Staff Responsible for Monitoring: Non-profit chair- Cassie Thomas</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide support for new parents joining Paloma Creek through establishing a 'Falcon Parent Mentoring' club.</p> <p>Strategy's Expected Result/Impact: Increase a sense of belonging for all new Falcon Families</p> <p>Staff Responsible for Monitoring: Counselor, CIS, SEL Coach, Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Paloma Creek Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Paloma Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cassandra Thomas	Math Interventionist	0.5
Genelle Anderson	Reading Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Thomas	Math Interventionist	2nd-5th Grade Math Intervention	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5
Valeria Corrales	Community in Schools	CIS	.25

Campus Leadership Team

Committee Role	Name	Position
Administrator	Natalie Mead	Principal
Administrator	Andi Hawkins	Assistant Principal
Classroom Teacher	Kristal Basham	PK Teacher
Classroom Teacher	Gracie Schoolcraft	Kindergarten Teacher
Classroom Teacher	Amanda Shivers	First Grade Teacher
Classroom Teacher	Jana Tutor	Second Grade Teacher
Classroom Teacher	Loretta Christian	Third Grade Teacher
Classroom Teacher	Abriana Taylor	Fourth Grade Teacher
Classroom Teacher	Latoya Dawson	Fifth Grade Teacher
Classroom Teacher	Cheryl Daughtery	PE Teacher
Classroom Teacher	Ashley Clay	Special Programs Teacher
Paraprofessional	Alison Gravley-Strickland	Paraprofessional
Parent	Tenesha Yates	PTA President
Parent	Cherly Furdge	PTA VP of Membership
District-level Professional	Tosha Hoefert	Elementary Curriculum Coordinator
Classroom Teacher	Amy Chiabotta	Classroom Teacher

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	4	1			\$0.00
2	1	2			\$12,000.00
Sub-Total					\$12,000.00
Grand Total					\$12,000.00

Addendums

Denton Independent School District
Providence Elementary
2021-2022 Campus Improvement Plan



Mission Statement

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

School Mission: Providence Elementary will develop and cultivate a community of Learners with Pride, Perseverance and Purpose.

Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused, engaged learning environment while educating students to their highest potential.

Value Statement

The core values of Providence Elementary are:

- Respect
- Responsibility
- Perseverance
- Empathy

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

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Learning	8
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	17
Goals	18
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	19
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	23
Title I Personnel	25
Campus Based Leadership Team	26
Campus Funding Summary	27
Addendums	28

Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- BOY, MOY, EOY Student Inventory assessments
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data
- Parent/Community Data
- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices

Demographics

Demographics Summary

The Providence Campus Leadership Team reviewed data to complete a Comprehensive Campus Needs Assessment. At the conclusion of the 2020-2021 school year, demographic graphic data was noted and shared with staff. This data can be reviewed at: https://docs.google.com/presentation/d/169iv9kqvdWOg_tBzInz_IQe0IXIJWcnrFJuQynoMNpY/edit?usp=sharing. Current Demographic Data for Providence Elementary is as follows:

Student Demographics

<u>Group</u>	<u>Count</u>	<u>Percent</u>
All	667	100%
Pre-Kindergarten	68	10.2%
Kindergarten	106	15.9%
1st Grade	90	13.5%
2nd Grade	102	15.3%
3rd Grade	93	13.9%
4th Grade	97	14.5%
5th Grade	111	16.6%
African American	248	37.5%
Hispanic	149	22.5%
White	221	33.4%
Other (Asian, American Indian, 2+ Races)	43	6.5%
504	44	6.7%
Special Education	85	12.7%
ESL	36	5.4%
Gifted & Talented	19	2.9%

<u>Group</u>	<u>Count</u>	<u>Percent</u>
Economically Disadvantaged	356	53.5%

Staff Demographics

<u>Group</u>	<u>Count</u>	<u>Percent</u>
African American	17	24.3%
Hispanic	7	10%
White	48	68.6%
Other (Asian, American Indian, 2+ Races)	8	11.4%

Demographics Strengths

- Enrollment increase of more than 100 students from last school year to current school year
- Braswell attendance zone and school numbers demonstrate rapid student growth
- Economically disadvantaged numbers have grown resulting in the increase of Title I funds
- Campus diversity of the student body and staff has steadily grown over the last 3-4 years
- Geographical zone has expanded to included new neighborhoods and apartment complexes
- Many new housing subdivisions are currently under construction which will result in continued increases in student enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1: While student enrollment is quickly increasing, student mobility rates have also increased.

Student Learning

Student Learning Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring new knowledge and skills expected for each grade level and course of study.

Data points included the following:

- TELPAS
- STAAR
- Common Assessments
- ELI/SELI Data 2020-2021
- Primary Numeracy Data 2020-2021

STAAR Data

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	49%	30%	39%	66%	100%	60%	-	38%	36%	34%	34%	28%	60%	54%	42%
At Meets GL Standard or Above	24%	12%	18%	34%	75%	20%	-	15%	15%	11%	11%	21%	27%	28%	18%
At Masters GL Standard	10%	3%	9%	16%	25%	0%	-	4%	6%	5%	5%	7%	0%	13%	6%
Number of Tests															
At Approaches GL Standard or Above	318	56	62	183	4	3	-	10	112	13	13	30	9	190	128
At Meets GL Standard or Above	154	22	29	95	3	1	-	4	48	4	4	22	4	98	56
At Masters GL Standard	66	5	14	45	1	0	-	1	18	2	2	7	0	47	19
Total Tests	654	186	157	276	4	5	-	26	314	38	38	106	15	350	304
Participation															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	98%	96%	100%	98%	100%	100%	-	100%	98%	100%	100%	100%	100%	97%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	55%	41%	44%	71%	100%	50%	-	44%	46%	29%	29%	26%	60%	58%	52%
At Meets GL Standard or Above	30%	14%	28%	40%	100%	0%	-	22%	19%	14%	14%	23%	20%	34%	25%
At Masters GL Standard	16%	4%	14%	24%	50%	0%	-	11%	8%	14%	14%	8%	0%	18%	12%
Number of Tests															
At Approaches GL Standard or Above	135	29	25	74	2	1	-	4	54	4	4	10	3	76	59
At Meets GL Standard or Above	72	10	16	42	2	0	-	2	22	2	2	9	1	44	28
At Masters GL Standard	38	3	8	25	1	0	-	1	10	2	2	3	0	24	14
Total Tests	244	70	57	104	2	2	-	9	118	14	14	39	5	130	114
Participation															

% participation 2018-19	100%	98%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	98%	100%	99%	100%
% participation 2020-21	98%	96%	100%	98%	100%	100%	-	100%	98%	100%	100%	100%	100%	100%	97%	99%
Mathematics																
Percent of Tests																
At Approaches GL Standard or Above	45%	23%	32%	64%	100%	100%	-	44%	27%	50%	50%	31%	60%	52%	37%	
At Meets GL Standard or Above	20%	10%	14%	31%	50%	50%	-	11%	13%	14%	14%	21%	20%	23%	18%	
At Masters GL Standard	8%	1%	7%	13%	0%	0%	-	0%	4%	0%	0%	5%	0%	12%	4%	
Number of Tests																
At Approaches GL Standard or Above	109	16	18	67	2	2	-	4	32	7	7	12	3	67	42	
At Meets GL Standard or Above	50	7	8	32	1	1	-	1	15	2	2	8	1	30	20	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
At Masters GL Standard	19	1	4	14	0	0	-	0	5	0	0	2	0	15	4	
Total Tests	244	70	57	104	2	2	-	9	118	14	14	39	5	130	114	
Participation																
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	98%	96%	100%	98%	100%	100%	-	100%	98%	100%	100%	100%	100%	97%	99%	
Writing																
Percent of Tests																
At Approaches GL Standard or Above	38%	19%	37%	55%	-	-	-	17%	30%	0%	0%	24%	75%	41%	35%	
At Meets GL Standard or Above	11%	8%	0%	21%	-	-	-	0%	11%	0%	0%	12%	50%	18%	3%	
At Masters GL Standard	1%	0%	0%	3%	-	-	-	0%	0%	0%	0%	6%	0%	2%	0%	
Number of Tests																
At Approaches GL Standard or Above	34	5	7	21	-	-	-	1	13	0	0	4	3	20	14	
At Meets GL Standard or Above	10	2	0	8	-	-	-	0	5	0	0	2	2	9	1	
At Masters GL Standard	1	0	0	1	-	-	-	0	0	0	0	1	0	1	0	
Total Tests	89	26	19	38	-	-	-	6	44	3	3	17	4	49	40	
Participation																
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	97%	93%	100%	98%	-	-	-	100%	96%	100%	100%	100%	100%	96%	98%	
Science																
Percent of Tests																
At Approaches GL Standard or Above	52%	30%	50%	70%	-	0%	-	50%	38%	29%	29%	36%	0%	66%	36%	
At Meets GL Standard or Above	29%	15%	21%	43%	-	0%	-	50%	18%	0%	0%	27%	0%	37%	19%	
At Masters GL Standard	10%	5%	8%	17%	-	0%	-	0%	9%	0%	0%	9%	0%	17%	3%	
Number of Tests																
At Approaches GL Standard or Above	40	6	12	21	-	0	-	1	13	2	2	4	0	27	13	
At Meets GL Standard or Above	22	3	5	13	-	0	-	1	6	0	0	3	0	15	7	
At Masters GL Standard	8	1	2	5	-	0	-	0	3	0	0	1	0	7	1	
Total Tests	77	20	24	30	-	1	-	2	34	7	7	11	1	41	36	
Participation																
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-	100%	100%	
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	
Social Studies																

Percent of Tests																	
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	244	244	89	77		654	
Approaches GL or Above	135	109	34	40		318	49%
Meets GL or Above	72	50	10	22		154	24%
Masters GL	38	19	1	8		66	10%
Total Percentage Points							83%
Component Score							28

Students scored lower in most academic areas as compared to previous years. Based on the findings above, we want to be intentional with our PLC work during the school year to ensure our Tier 1 instruction as well as our Tier 2 and Tier 3 supports are effective. Our campus will focus on how to work together as teams to incorporate strong interventions for students to close gaps. Teachers will benefit from meeting with other teachers to discuss ideas, data, and behavior techniques. Covid-19 definitely made the school year look a little different from previous years. Teachers are working very hard to close the gaps and to meet students where they are at.

Student Learning Strengths

- Students routinely receive Common Formative Assessments
- Multiple students progressed in TELPAS domains

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student assessment data yielded a decline in many assessment areas. **Root Cause:** Loss of instructional time as a result of COVID-19 cases/quarantines led to decreases in student achievement.

School Processes & Programs

School Processes & Programs Summary

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 levels 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.

- Campus information is shared using: The Patriot Press Newsletters, DentonISD website, Providence Elementary website, Providence Patriot Parent Toolkit, Providence Facebook page, and Seesaw

For the 2021-2022 school year, Providence will begin with 15 new-to-the-campus teachers (to include 4 first-year teachers) and 4 new paraprofessionals. Following navigating COVID-19 parameters and protocols, 2 staff members made the choice to stay home with infants, 2 teachers made the decision to move to a school district closer to home, and 2 paraprofessionals left the field of education altogether.

Deliberate and intentional training and supports will be planned, considered, and implemented to onboard and support new staff members. A comprehensive Mentor Program will be developed and rolled out to support new teachers.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Creation of a Master Schedule that allows all grade level teachers to collaborate and have PLCs during the school day
- Creation of a Master Schedule that allows for targeted intervention and accelerated learning time
- Common assessment data is analyzed during PLCs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Increased use of technology in all classrooms

- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)
- All staff trained in the SeeSaw Learning Management system
- Willingness of staff to improve technology skills and integrate technology in the classroom

Technology

- All staff completed multiple professional development hours for SeeSaw learning management system
- Rollout of 1:1 Chromebook devices began
- Teacher use of Promethean Smart Board panels increased
- Student use of Promethean Smart Board panels increased
- Effective use of technology within the classrooms

School Context and Organization

- Providence has a Leadership Team with staff representation from all grade levels, special education, special areas, and support programs
- Staff utilize SeeSaw and email to communicate with parents
- Organized duty schedule
- Master schedule allows for implementation of WIN Time (What I Need Time) to allow for intervention, acceleration, and remediation as needed
- Safety protocols are followed
- Teachers routinely input student progress monitoring data into electronic campus progress monitoring document
- Follow through of safety protocols

Staff Quality, Recruitment, and Retention

- Professional development hours
- Student teacher program
- Staff recruitment
- Staff reported appreciation for receiving more planning time during scheduled PD days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 2021-2022 school year, Providence will begin with 15 new-to-the-campus teachers (to include 4 first-year teachers) and 4 new paraprofessionals.

Root Cause: Navigating COVID-19 parameters and protocols provided difficult. Staff members who left the district or profession cited high classroom ratios/enrollment, difficulty of simultaneously providing face-to-face and virtual instruction, and uncertainty related to COVID-19 as reasons for leaving.

Perceptions

Perceptions Summary

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.

Staff at Providence Elementary completed an anonymous survey to share input and feelings related to the organization, discipline, processes, and systems. Survey results indicated the following:

Student behavior was a concern and significant challenge for the campus. With safety protocols and practices related to mitigating the spread of COVID-19 and the non-traditional start of the 2020-2021 school year may have had an impact on student behavior. A school wide behavior program could benefit students and teachers next school year such as CHAMPS or something similar. Professional development time throughout the school year is necessary to discuss, plan, and implement ways to encourage positive behavior. The use of CHAMPS or similar programs focused on unifying behavioral expectations must be implemented with fidelity by all staff members.

School Culture and Climate Perceptions from shared survey:

Staff to Student

-61.5% agree/strongly agree that all students are treated fairly at our school.

Two comments: why do we feel that not all students are treated fairly by staff? A conversation is necessary.

One comment: We could use extra support for Non-SpEd behavioral issues.

Safety

Physical Environment

-66.9% feel our school is well maintained.

One comment: Custodial staff had a lot of extra demands made on them b/c of COVID & did not have extra resources available.

Student to Student

-35.9% agree/greatly agree students treat each other with respect.

-41% disagree that students show behavior that allows teachers to teach and students to learn.

Seven comments: This is an area of particular need-student behavior is a problem. (recommendation-team-building activities by grade level); A schoolwide conversation and plan of action is needed to address this area.

Parent Involvement

-30.8% agree/greatly agree that parents attend PTA and conferences. 59% neutral. Only 7.7% disagree.

Perceptions Strengths

School Culture and Climate Perceptions from shared survey:

Staff to Staff

- 94.9% agree/strongly agree of staff feels supported and gets along with others
- 71.8% agree/strongly agree of staff feels like they are an important part of our school
- 84.6% agree/strongly agree of staff enjoys working in teams
- 87.2% agree/strongly agree of staff feels connected to the teachers

Four comments: Kudos to our admin team for turning the culture/climate around. Most feel supported & enjoy working with their team.

Staff to Student

- 76.9% agree/strongly agree and only 3 people disagree/strongly disagree that teachers recognize students for good behavior
- 82.1% agree/strongly agree that our school promotes academic success for all students.

One comment: Recognizing positive student behavior is a glow for our school.

Safety

- 82% of staff feel safe at school
- 5.1% have been concerned about their physical safety at our school.
- 71.8% agree/strongly agree that if they report unsafe/dangerous behavior it will be taken care of. 17% disagree.
- 97.9% feel safe entering and leaving the building.

One comment: This is an area of strength-we feel safe at Providence.

Physical Environment

- 69.2% agree that instructional materials are up to date
- 66.6% agree/greatly agree that teachers keep their classrooms clean and organized

Student to Student

- 61.5% agree/greatly agree that students will help another student being bullied
- 51.3% agree/greatly agree that students get along with each other
- 20.5% disagree that students get along with each other
- 33.3% disagree that students treat each other with respect
- 59% agree/greatly agree that students treat each other with respect regardless of race, ethnicity or culture
- 17.8% disagree that students treat each other with respect regardless of race, ethnicity or culture
- 61.5% agree/greatly agree that students show respect to other students regardless of their academic success
- 12.8% disagree that students show respect to other students regardless of their academic success
- 33.4% agree/greatly agree that students show behavior that allows teachers to teach and students to learn
- 20.5% disagree that students show respect to other students regardless of their academic success (25% neutral)

Parent Involvement

- 30.8% agree/greatly agree that parents attend PTA and conferences. 59% neutral. Only 7.7% disagree.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a common PBIS focus, social-emotional learning component, and a consistent campus-wide expectation/model for behavior. **Root Cause:** With an increase in student mobility as well as safety protocols, not all students (and/or staff) have become familiar with behavior expectations.

Priority Problem Statements

Problem Statement 1: Student assessment data yielded a decline in many assessment areas.

Root Cause 1: Loss of instructional time as a result of COVID-19 cases/quarantines led to decreases in student achievement.

Problem Statement 1 Areas: Student Learning

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Working as a Professional Learning Community (PLC), staff at Providence Elementary will design and implement a systemic intervention plan to include a Multi-Tiered System of Supports coupled with a defined intervention (What I Need or WIN) block that will yield a minimum of 1.5 year's growth for students reading below grade level as evidenced by independent reading levels, iStation assessments, student reading inventory assessments, grade level common formative assessments, and STAAR scores.

- Evaluation Data Sources:**
- Monthly Reading Patriot Progress Monitoring Tool
 - Monthly iStation Assessments
 - Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)
 - STAAR Benchmarks
 - STAAR Scores
 - Student Data Binders
 - Grade Level/Teacher Intervention and WIN Time Plans/Documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize campus interventionists to provide Tier II push-in services within the general education classroom.</p> <p>Strategy's Expected Result/Impact: Students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY reading inventories, STAAR growth measure, and common formative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist Teacher - Title I, Part A - 211 - \$36,116, Reading Recovery Teacher - State Compensatory Education (SCE) - 195 - \$70,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a campus-wide Tier II What I Need (WIN) time block to provide differentiated small group instruction and supports in reading to include: focus on phonics, reading comprehension, fluency building, writing comprehension, and vocabulary development.</p> <p>Strategy's Expected Result/Impact: Students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY reading inventories, STAAR growth measure, and common formative assessments.</p> <p>Staff Responsible for Monitoring: -Principal -Campus Instructional Coach -Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist Teacher - State Compensatory Education (SCE) - 195 - \$36,116</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a campus-wide Tier II What I Need (WIN) time block to provide differentiated small group instruction and supports in math to include: Primary Numeracy targeted lessons, math fact fluency, and problem solving.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth from BOY - MOY - EOY inventory assessments, pre- and post- assessments, and common formative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist Teacher - State Compensatory Education (SCE) - 195 - \$36,558.50, Math Interventionist Teacher - Title I, Part A - 211 - \$36,558.50</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify Essential Learning Standards, create Learning Targets, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.</p> <p>Strategy's Expected Result/Impact: -Student reading levels will increase monthly. -85% of students will meet or exceed standards on benchmarks and/or common formative assessments as evidenced by Campus Progress Monitoring Document. -iStation assessment scores will demonstrate student growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches/Interventionists</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of eligible HB4545 students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, Accelerated Learning Committees, and Progress Monitoring (as appropriate) by May 2022.</p> <p>Strategy's Expected Result/Impact: Students identified as approaches and/or meets grade level standards on STAAR reading assessments will increase by a minimum of 20%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: Working as a Professional Learning Community (PLC), staff at Providence Elementary will design and implement a systemic intervention plan to include a Multi-Tiered System of Supports coupled with a defined intervention (What I Need or WIN) block that will yield a minimum of 1.5 year's growth for students performing below grade level math expectations as evidenced by Primary Numeracy assessments, Imagine Math assessments, grade level common formative assessments, benchmark assessments and STAAR scores.

Evaluation Data Sources: -Primary Numeracy Assessment Scores (BOY, MOY, EOY)

- Math Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)
- Monthly Imagine Math Assessments
- Student Data Binders
- Grade Level/Teacher Intervention and WIN Time Plans/Documentation
- STAAR Benchmarks
- STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize campus K-2 Interventionist to provide Tier II differentiated instruction in both intervention block as well as push-in services within the general education classroom.</p> <p>Strategy's Expected Result/Impact: All students will yield gains from BOY - MOY - EOY math assessments (Primary Numeracy, Imagine Math, Common Formative Assessments)</p> <p>Staff Responsible for Monitoring: Classroom Teachers Interventionists Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of eligible HB4545 students who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, Accelerated Learning Committees, and Progress Monitoring (as appropriate) by May 2022.</p> <p>Strategy's Expected Result/Impact: Students identified as approaches and/or meets grade level standards on STAAR math assessments will increase by a minimum of 20%.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Interventionists</p> <p>Title I Schoolwide Elements: 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</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Student assessment data yielded a decline in many assessment areas. Root Cause: Loss of instructional time as a result of COVID-19 cases/quarantines led to decreases in student achievement.</p>

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: The staff of Providence Elementary will foster a welcoming, supportive learning environment where high expectations for success are upheld by implementing a campus-wide Positive Behavior Intervention System in which students, staff, and all stakeholders celebrate, respect, and promote the value of diversity within our community as evidenced by a minimum of 95% of students meeting behavior expectations (as evidenced by discipline referral data), a minimum of 90% of staff indicating a positive culture and climate (as evidenced by staff survey data), and a minimum of 90% of family/community members indicating a positive culture and climate (as evidenced by family and community survey data).

Evaluation Data Sources: -Campus Behavior Referral and Discipline Data

- Attendance Data
- Staff Surveys
- Family and Community Surveys
- Awards Presentations
- Positive Patriot Office Referrals
- Staff Positive Patriot Difference Maker Awards
- Student Engagement (based on classroom learning walks)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of classrooms at Providence Elementary will utilize the Restorative Practices Framework to encourage the development of positive relationships through the use of circle times, classroom Spark Plans, co-created Classroom Treatment agreements, and conflict resolution.</p> <p>Strategy's Expected Result/Impact: A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2022.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom teaches and campus staff will refer students to the office by means of submitting Positive Patriot Office Referrals to recognize students who display campus core values.</p> <p>Strategy's Expected Result/Impact: -A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2022.</p> <p>-End of year culture and climate survey will yield a minimum increase of 15% points in the area of staff perceptions of students demonstrating respect to peers and other staff members.</p> <p>Staff Responsible for Monitoring: -Assistant Principal -Principal -Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In collaboration with the Providence Elementary PTA, a campus-wide PBIS token incentive (or Patriot Bucks) system will be established as a means of allowing students to trade tokens (earned from displaying positive behaviors and campus-wide expectations) for prizes/rewards.</p> <p>Strategy's Expected Result/Impact: -The need for Tier 2 and Tier 3 Behavior Plans will decrease by a minimum of 20%.</p> <p>Staff Responsible for Monitoring: -Assistant Principal -Principal -Counselor</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Giselle Moura	K-2 Interventionist	Reading	1 - FTE
Mary "Lindsey" Faucett	Campus Instructional Coach	Reading/Math	.5

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Jairia Diggs	Principal
Administrator	Christina Weiper	Assistant Principal
Non-classroom Professional	Rhonda Banks	Counselor
Classroom Teacher	Beth Dunning	Kindergarten Teacher
Classroom Teacher	Kacie Pasioka	Classroom Teacher
Classroom Teacher	Desiree McClung	Classroom Teacher
Classroom Teacher	Ronisa Lee	Classroom Teacher
Classroom Teacher	Haley Kim	Classroom Teacher
Classroom Teacher	Maggie Lemmons	Classroom Teacher
Non-classroom Professional	Ami Ware	Library Media Specialist
Classroom Teacher	Jasmine Booth	Special Education Classroom Teacher
Classroom Teacher	Jordan Burns	Classroom Teacher
Paraprofessional	Jasmine Homer	Classroom Paraprofessional
District-level Professional	Beth Avery	Curriculum Coordinator
Community Representative	Brian Roberson	Providence Village City Manager
Community Representative	Charles Kreidler	Aubrey Chief of Police
Business Representative	Linda Janssen	Lifetouch Business Community Partner
Parent	Feliz Terry	PTA President - Parent
Parent	Trista Rawlins	Parent
Classroom Teacher	Janie Stitts	EXPO Teacher

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Recovery Teacher	195	\$70,000.00
1	1	2	Reading Interventionist Teacher	195	\$36,116.00
1	1	3	Math Interventionist Teacher	195	\$36,558.50
Sub-Total					\$142,674.50
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Interventionist Teacher	211	\$36,116.00
1	1	3	Math Interventionist Teacher	211	\$36,558.50
Sub-Total					\$72,674.50
Grand Total					\$215,349.00

Addendums

Denton Independent School District
Rodriguez Middle School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 12, 2021
Public Presentation Date: October 12, 2021

Mission Statement

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

Vision

The RMS vision is that we want RMS to be a place where teachers and students want to be every day to learn and grow.

Core Beliefs

Innovation | Leadership | Collaboration | Responsibility | Integrity

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

Empowering lifelong learners to be engaged citizens who positively impact their local and global community.	2
The RMS vision is that we want RMS to be a place where teachers and students want to be every day to learn and grow.	2
Innovation Leadership Collaboration Responsibility Integrity	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	12
School Processes & Programs	24
Perceptions	31
Priority Problem Statements	41
Comprehensive Needs Assessment Data Documentation	42
Goals	44
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	45
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	50
Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	52
Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	53
State Compensatory	54
Personnel for Rodriguez Middle School	55
Campus Funding Summary	55
Addendums	56

Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

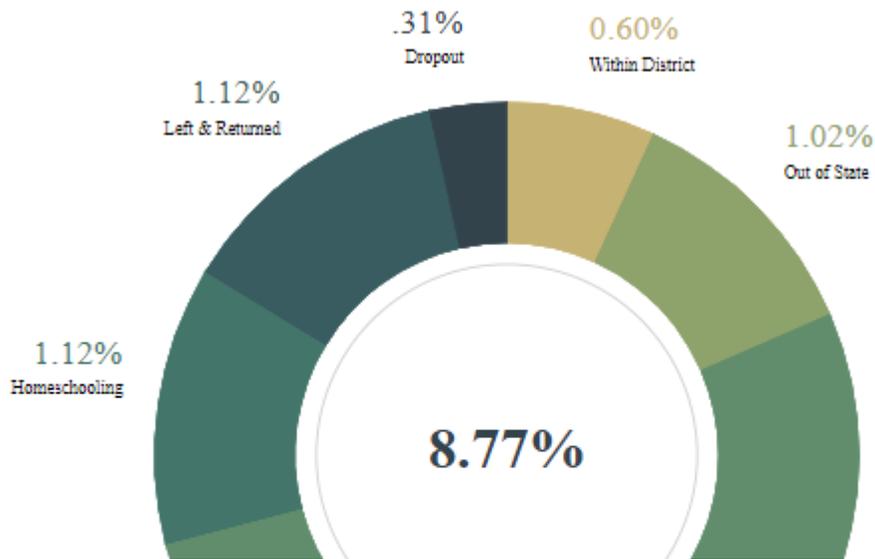
Demographics Summary

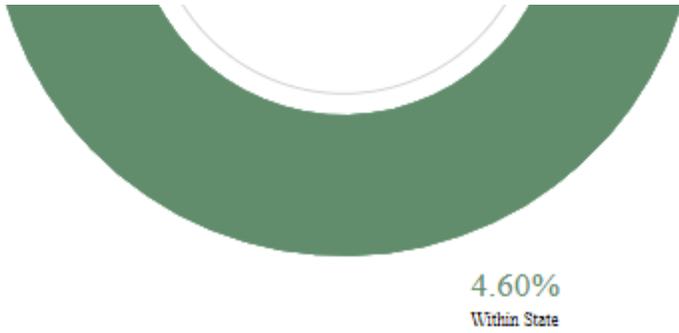
Rudy and Rosemary Rodriguez Middle school is celebrating its 5th year in Denton Independent School District. The eighth middle school for the district is located in the Braswell Zone within the 380 Corridor. Alongside Navo Middle, Rodriguez serves 6th through 8th grade students for the Braswell Zone. Named for Dr. Rudy and Rosemary Rodriguez, prominent figures in the Denton community, we acquired our colors, mascot and core values in cooperation with our founding staff and future 6th grade students from our local elementarys.

Founding enrollment was 600 students in the fall of 2017. Over the last three years RMS has seen steady growth of 100 - 200 additional students respectively. For the 2021 - 2022 school year projected enrollment for the first day of school is 939 students making it the first year with a projected decrease. The COVID-19 pandemic has impacted enrollment for both the 20-21 and 21-22 school year.

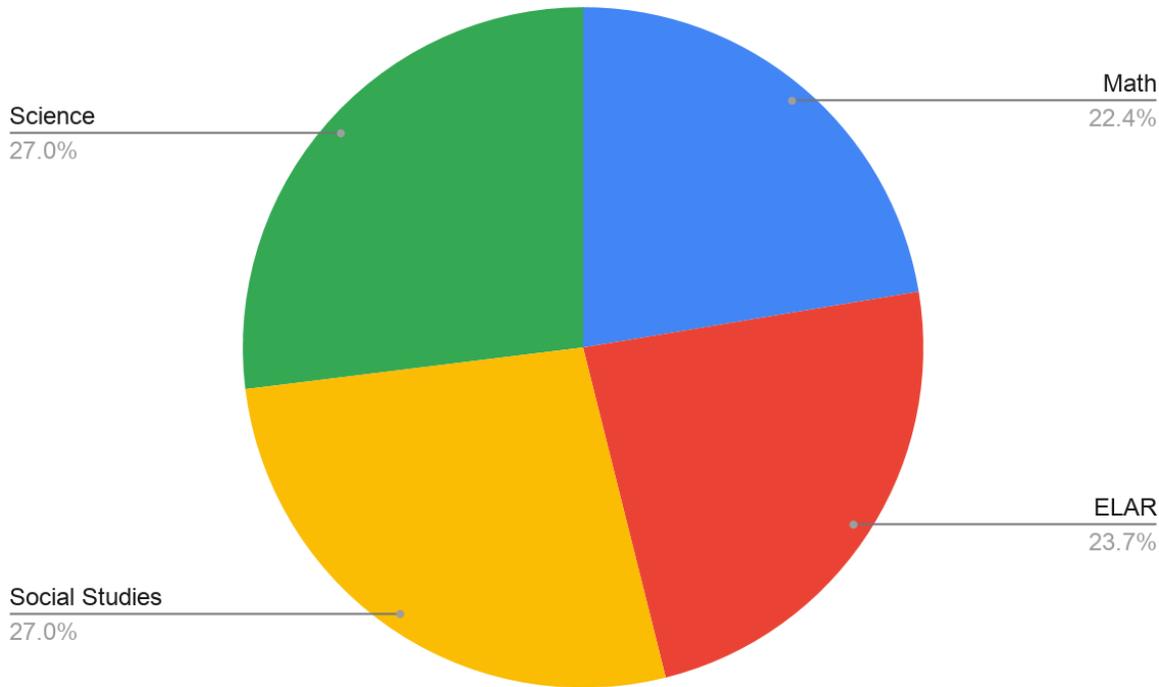
Rodriguez serves a very diverse population of students with specific supports in place for English as a Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students. Rodriguez's average daily attendance rate for students is 98% up from 96.49% in 2017. Over the last four years, demographics of the community have change and the population of economically disadvantaged students has increased from 268 in 2017 to 432 in 2021.

The Mobility Rate for Rodriguez Middle for the 2020-2021 school year is 8.77%.



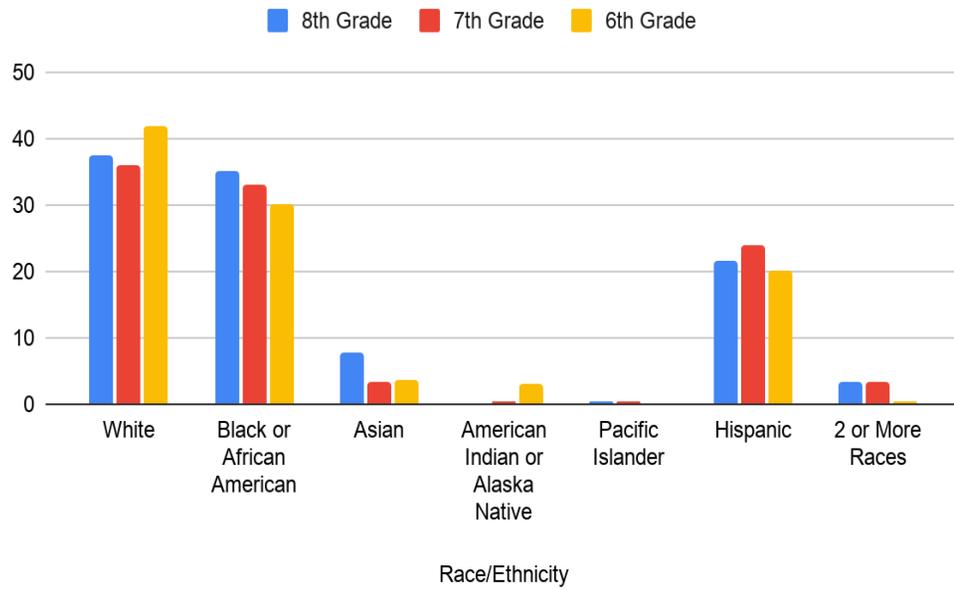


Average class size in core content area ranges from 24 students to 32 students per class.

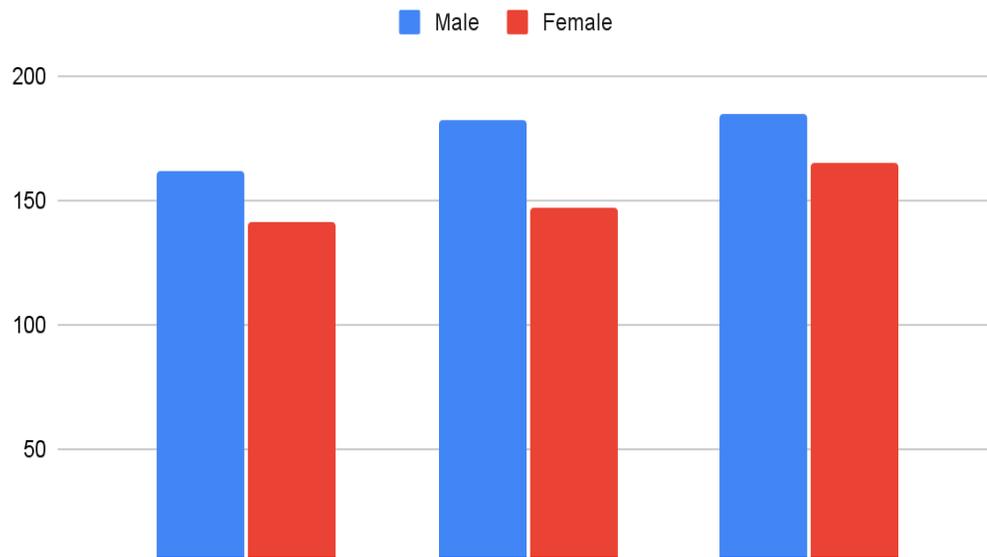


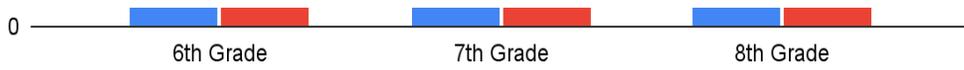
- Of the 303 6th graders, the average attendance is 98.78% with 291.5 students attending each day.
- Of the 329 7th graders, the average attendance is 98.65% with 313.7 students attending each day.
- Of the 350 8th graders, the average attendance 98.85% with 340 students attending each day.

RMS Percentage of Students by Race/Ethnicity

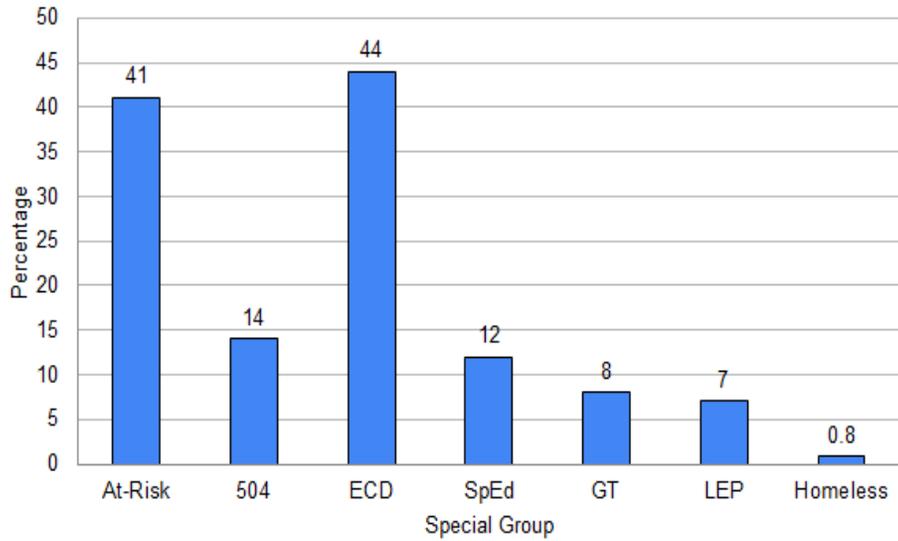


Male and Female Number by Grade

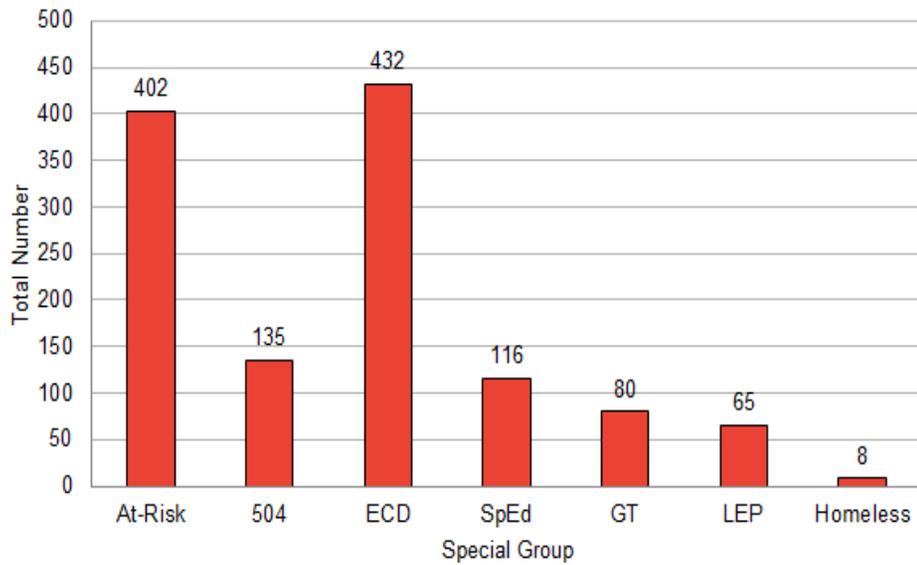




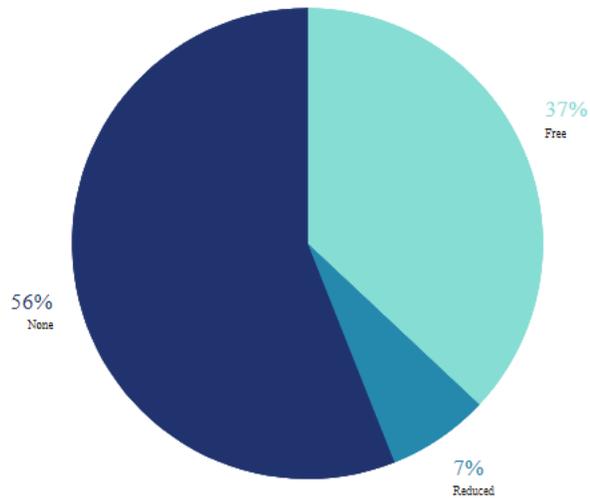
Special Groups Data by Percentage



Special Group Data by Total Numbers



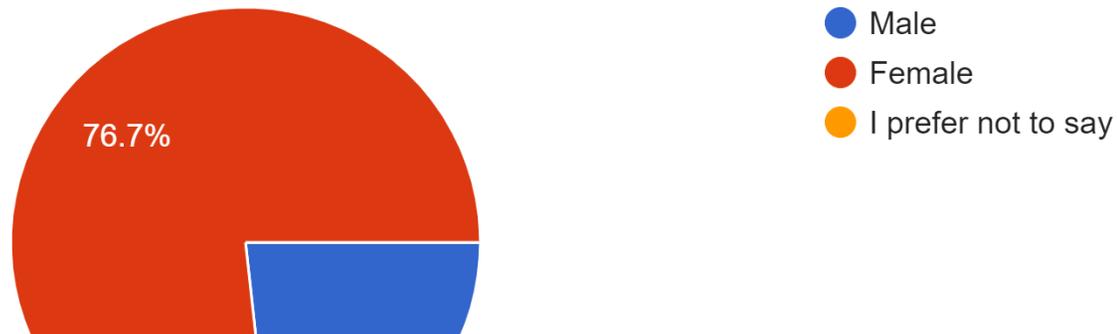
44% of RMS students are defined as Economically Disadvantaged.

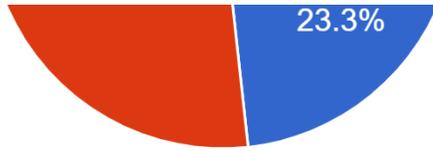


As with most campuses, RMS is predominantly female. Over 75% of our staff are females, meaning we don't have a lot of male presence on campus. Our age range of staff is more evenly distributed with 18% begin 31-35, 17% begin 41-45, and 16% begin 26-30. We do have staff members in all age categories, from 20 to 60.

Gender

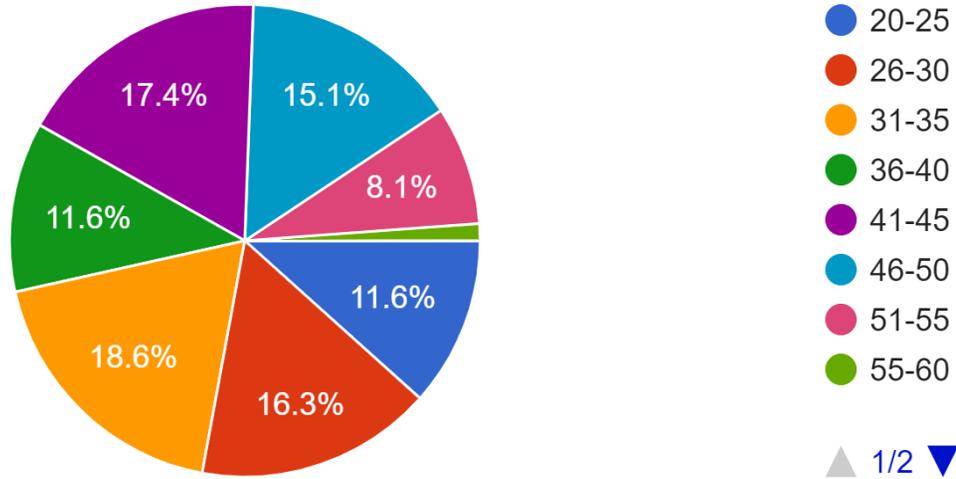
86 responses





What is your age?

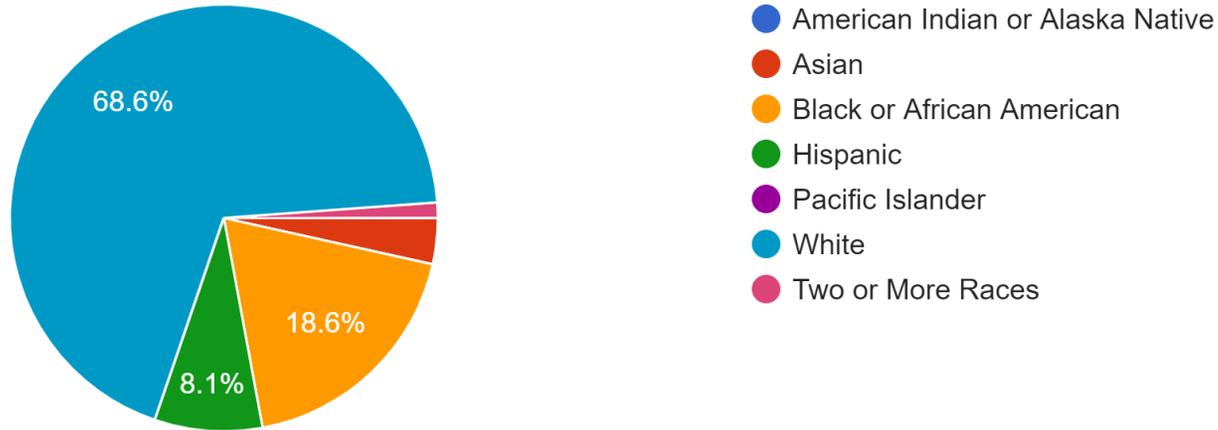
86 responses



RMS's staff is almost 70% white. We have almost 19% Black or African American and a little over 8% Hispanic staff. We have small representations of Asian ethnicity and staff members who identify as two or more races.

What is your ethnicity?

86 responses

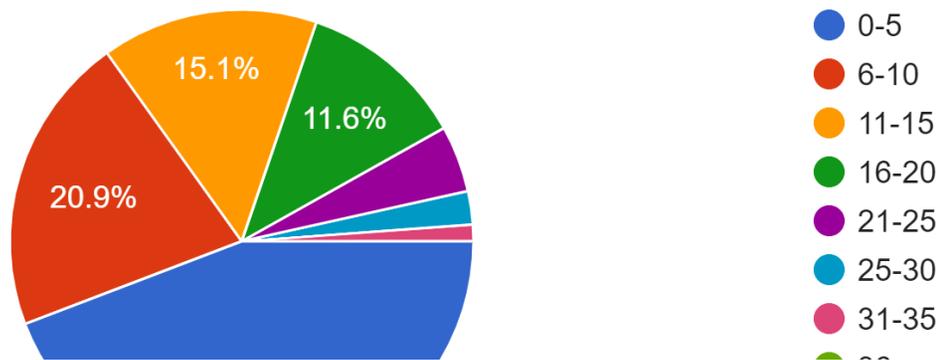


RMS is a relatively young campus, with regard to the fact that 44% of our staff has between 0-5 years of experience. 21% of our staff have between 6 and 10 years, and the remaining 35% of our staff has 11 years experience or more.

Building off that information, our campus is almost evenly split between those who are traditionally certified (53%) and those who are alternatively certified (46%).

How many years of experience do you have?

86 responses

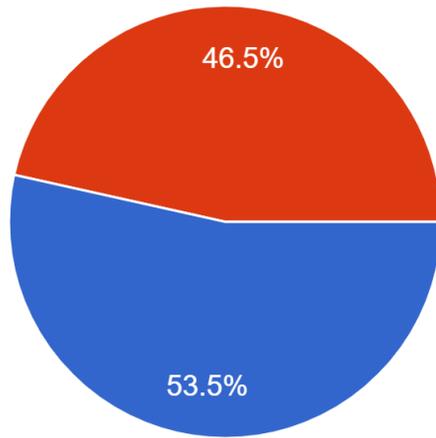




36+

How did you obtain your certification?

86 responses



- Traditionally Certified
- Alternatively Certified

Demographics Strengths

RMS continues to welcome students and families into the campus. We provide a large variety of ways for our families to connect with RMS. We have worked to continue to diversify the staff so our faculty represents the student population of RMS. Our strength as a campus is creating and fostering an environment where staff and students want to be daily.

Problem Statements Identifying Demographics Needs

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

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

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

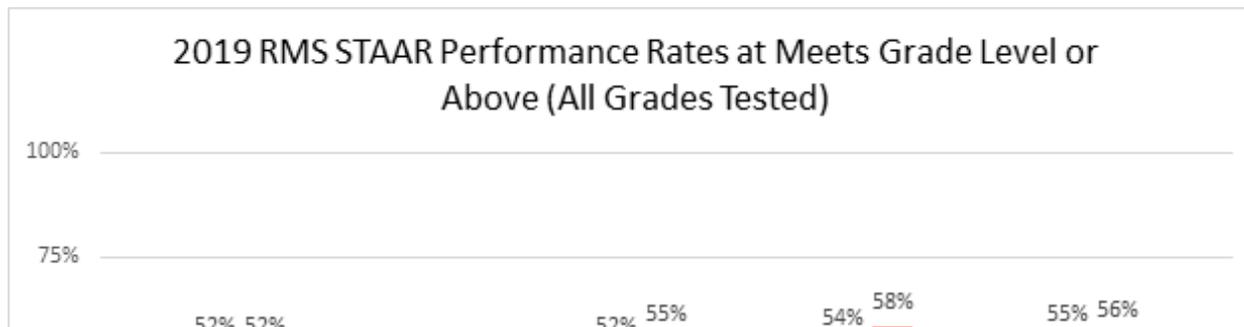
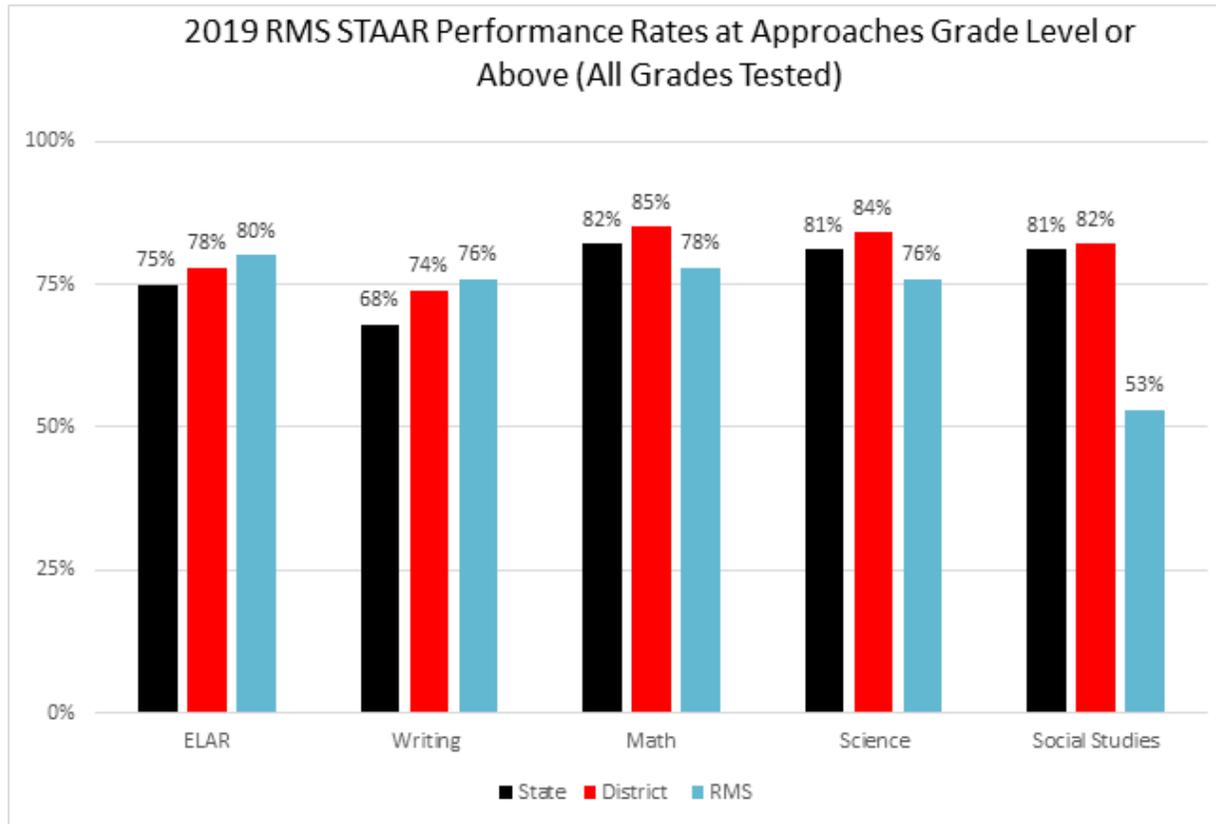
Problem Statement 4: Address the discrepancy between teacher ethnicities and student ethnicities and how it affects students and parents.

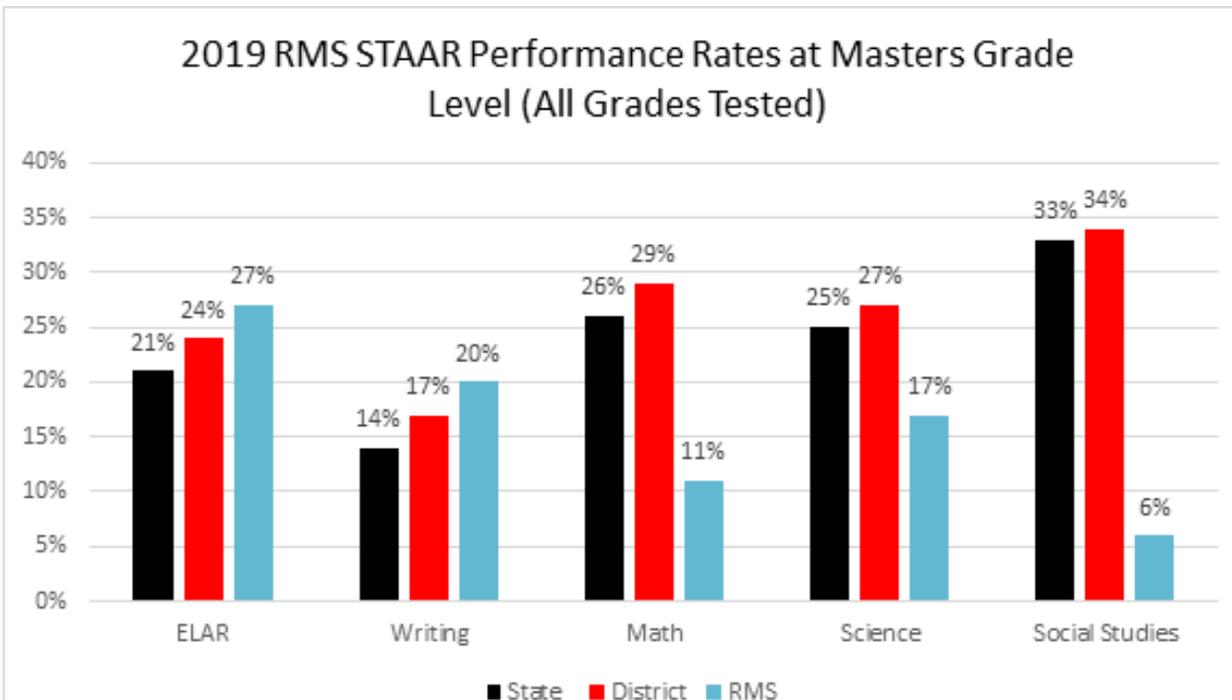
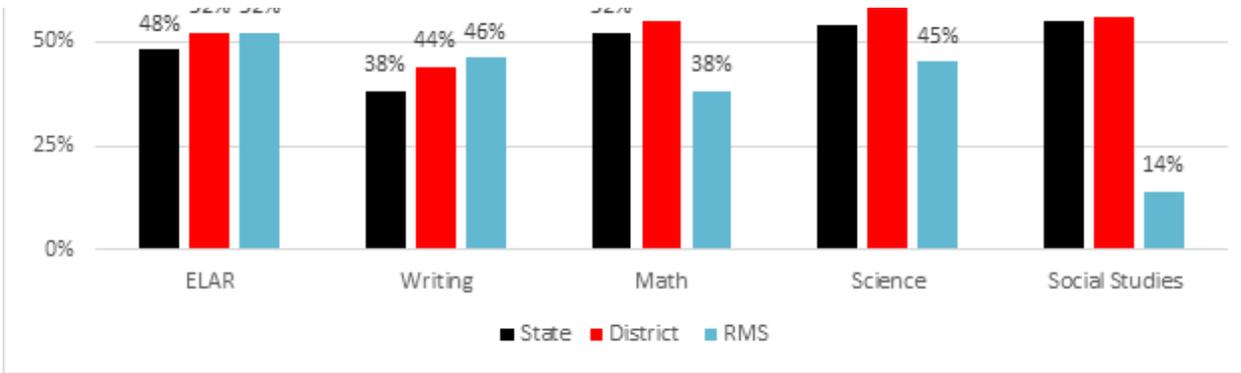
Problem Statement 5: Increase an emphasis on ESL certification and bilingual supports.

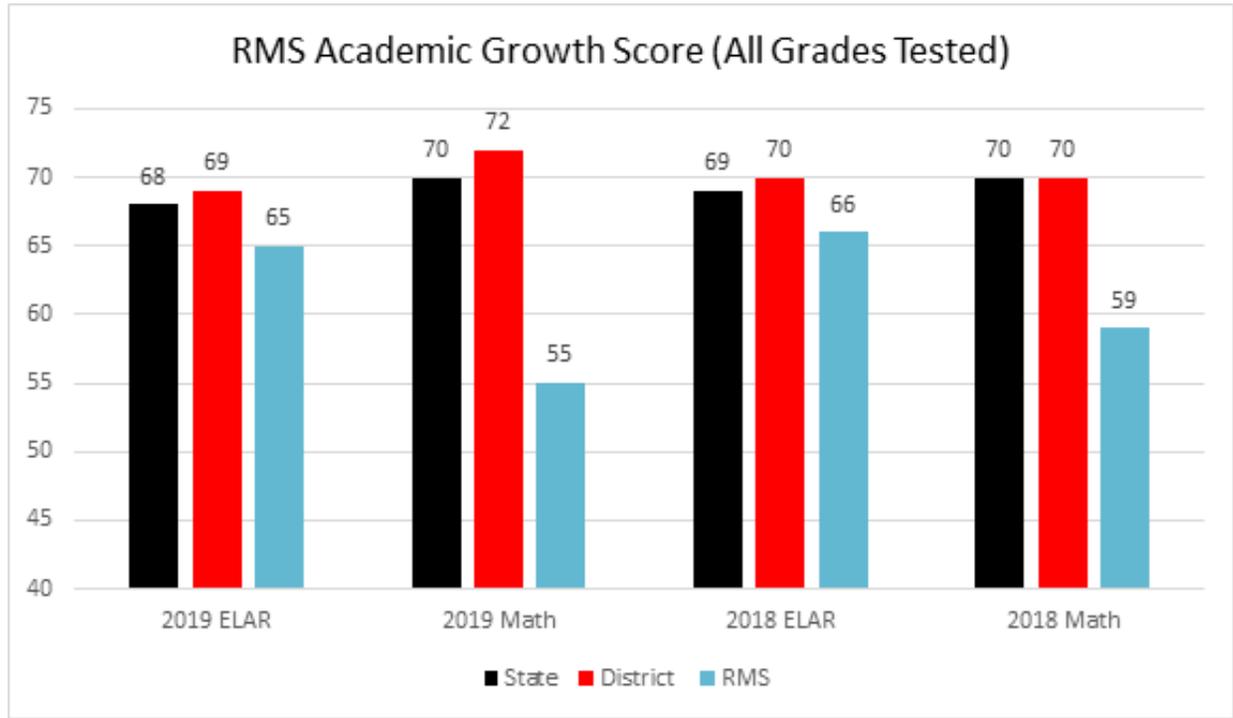
Student Learning

Student Learning Summary

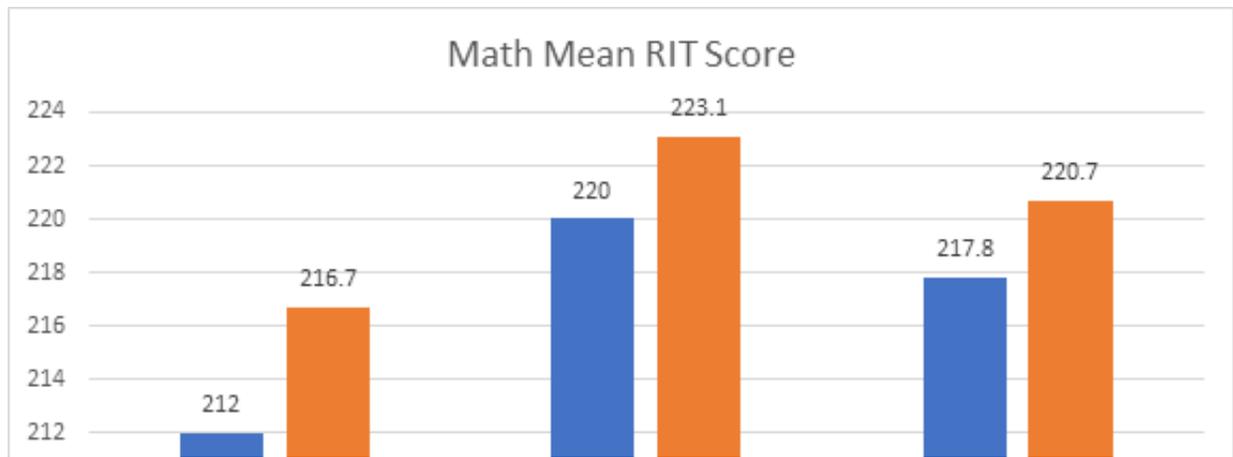
What progress has been made by students? Describe the domain ratings: Student Achievement (C), School Progress(D), and Closing the Gaps(C).

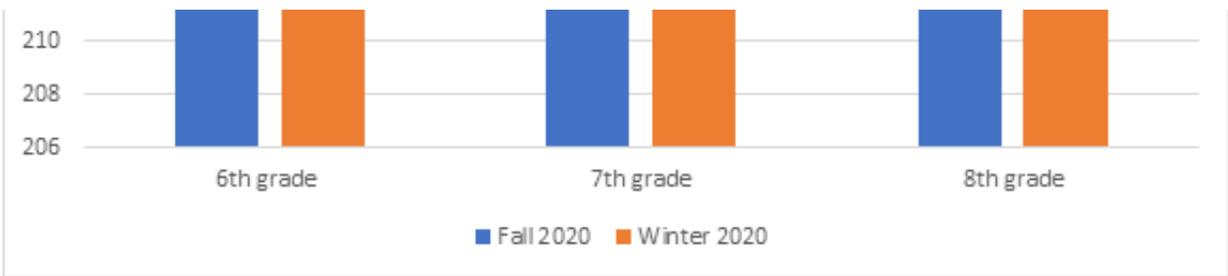




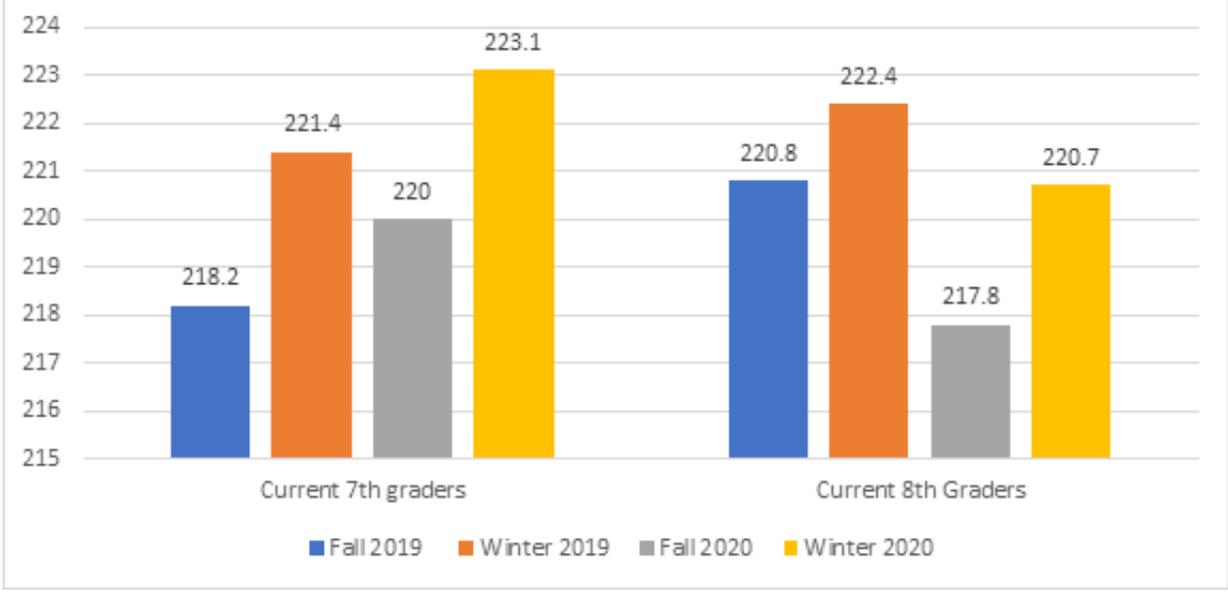


How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

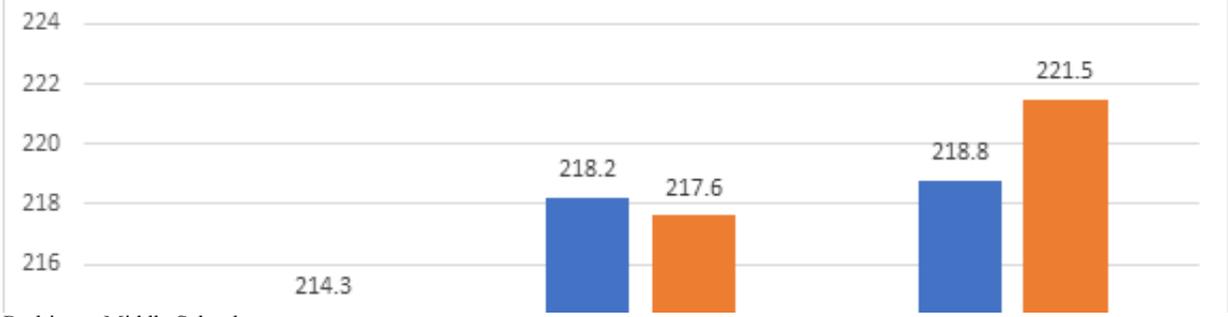


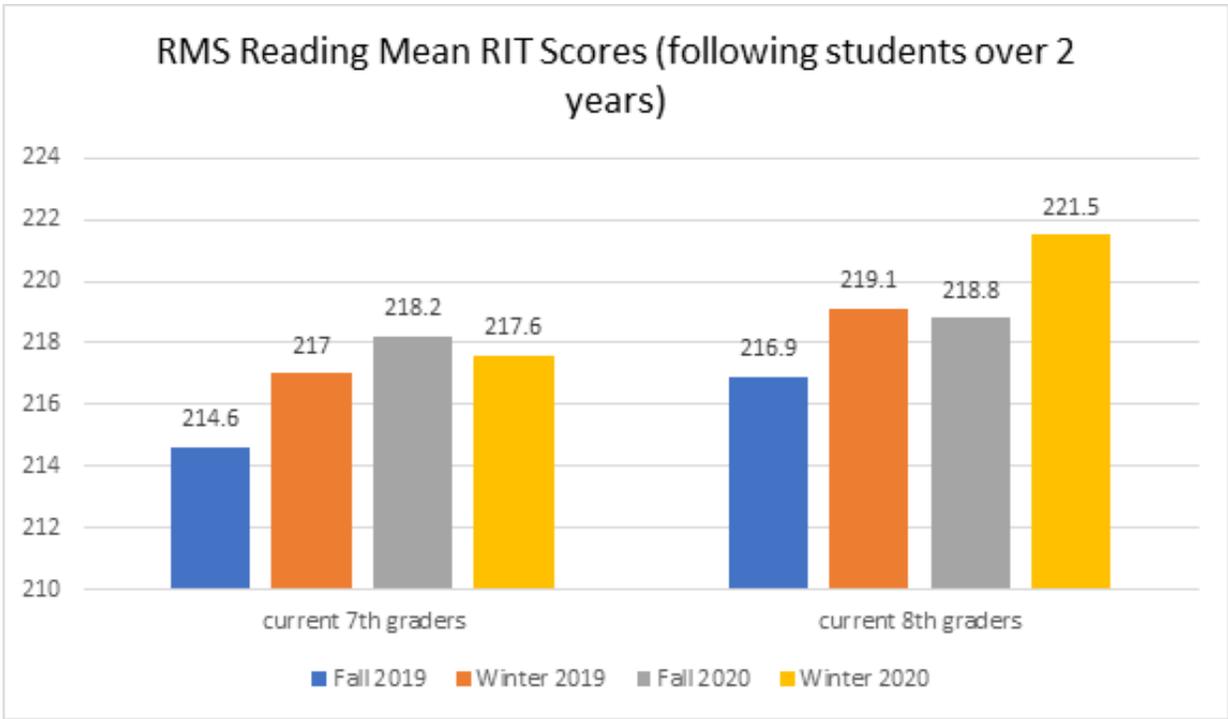
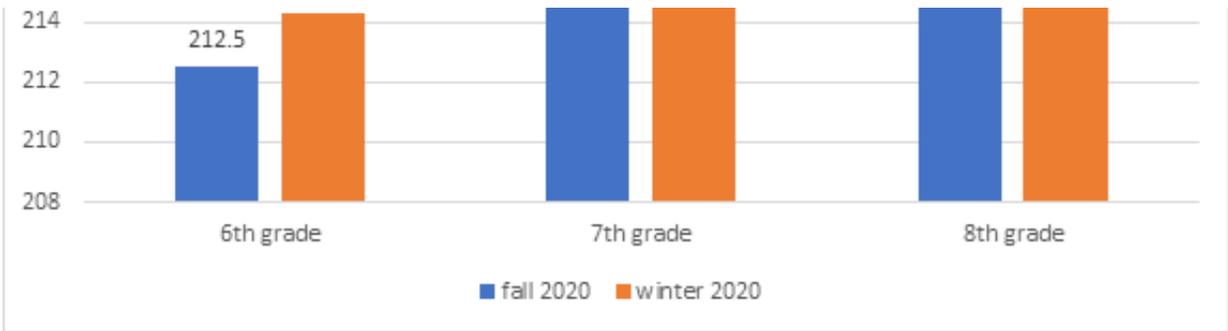


RMS Math Mean RIT Scores (following students over 2 years)



RMS Reading Mean RIT Score



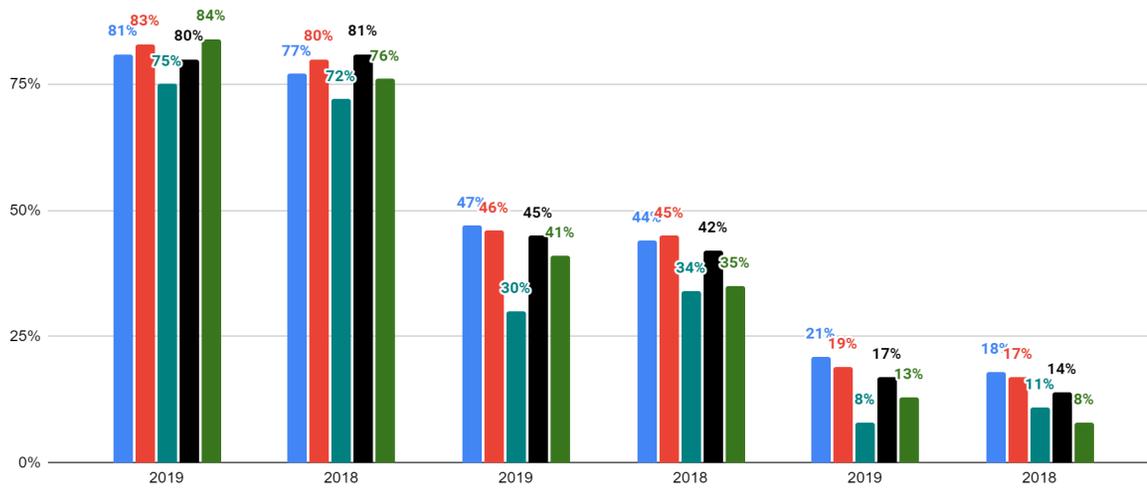


How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics?

6th Grade Math STAAR Performance

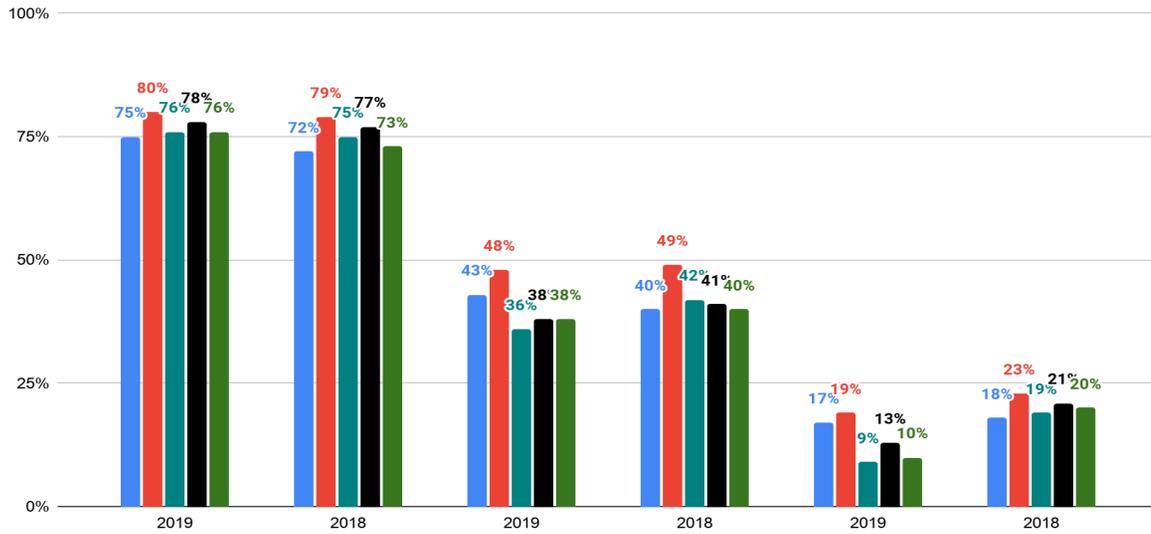
State District RMS NMS SMS

100%



7th Grade Math STAAR Performance

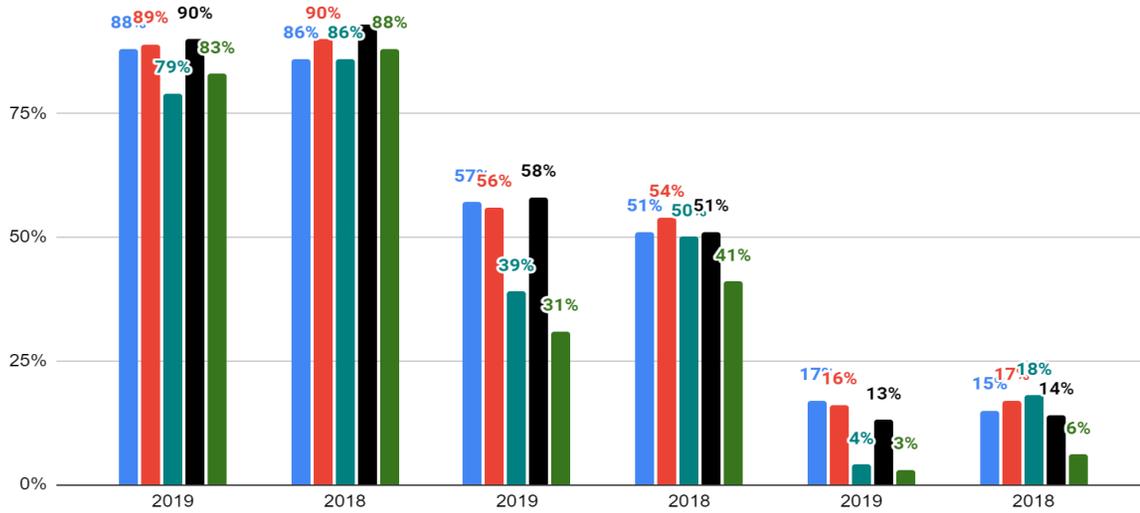
State District RMS NMS SMS



8th Grade Math STAAR Performance

State District RMS NMS SMS



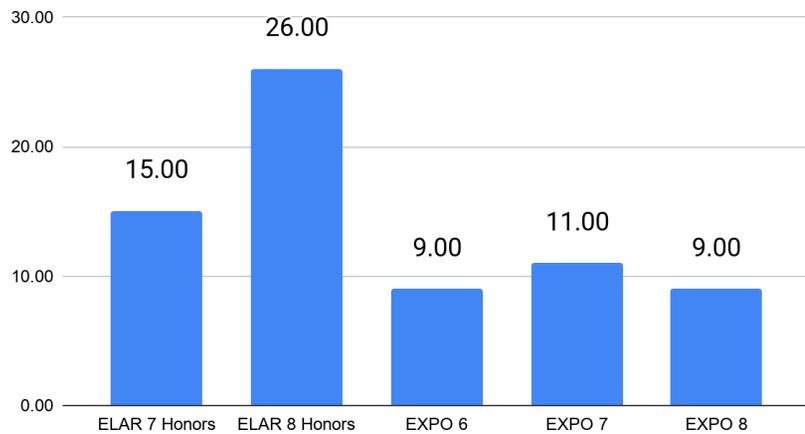


Are our students on track to graduate? What is our longitudinal graduation and dropout rate?

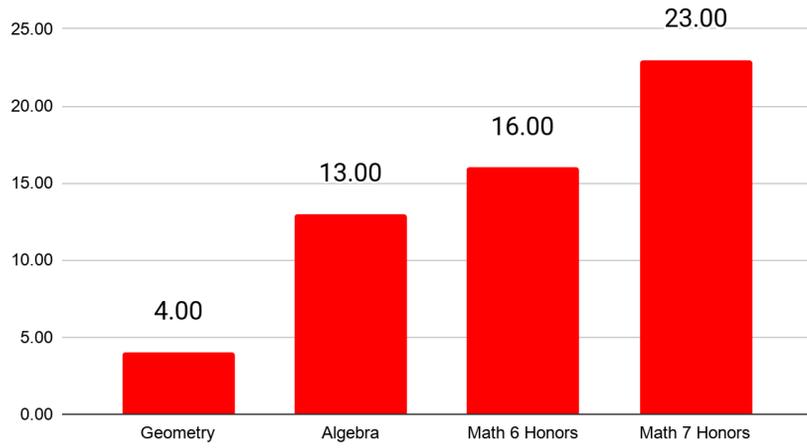
- 2018 - 2019 school accountability rating: C
- 43.1% of students were considered at risk of dropping out
- 2018 - 2019 Braswell dropout rate .3% out of 2,319 students (That's roughly 7 students)

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

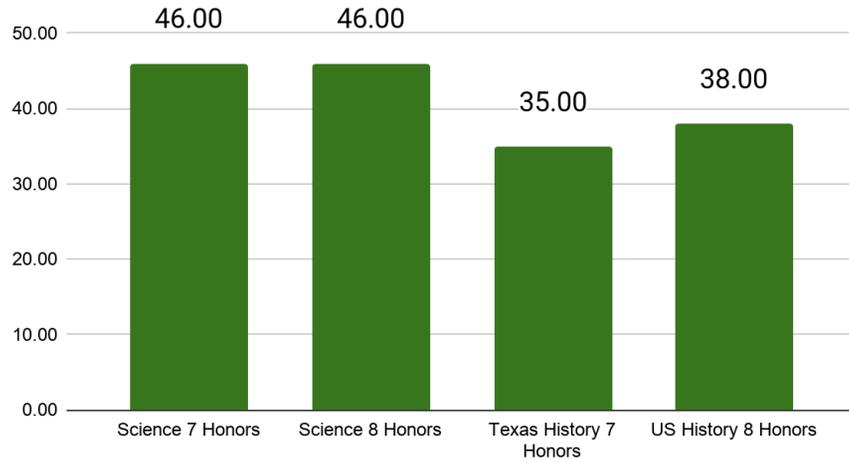
ELAR Honors and EXPO



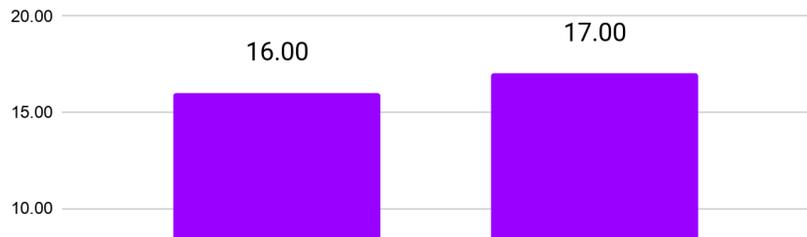
Honors and Advanced Math

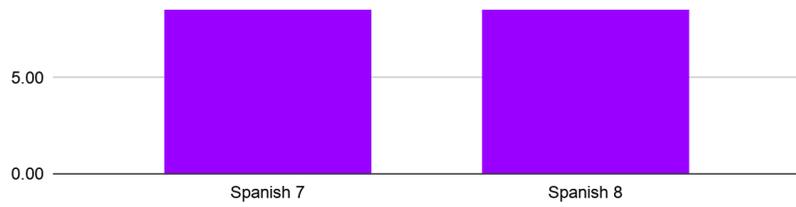


Honors Science and Social Studies

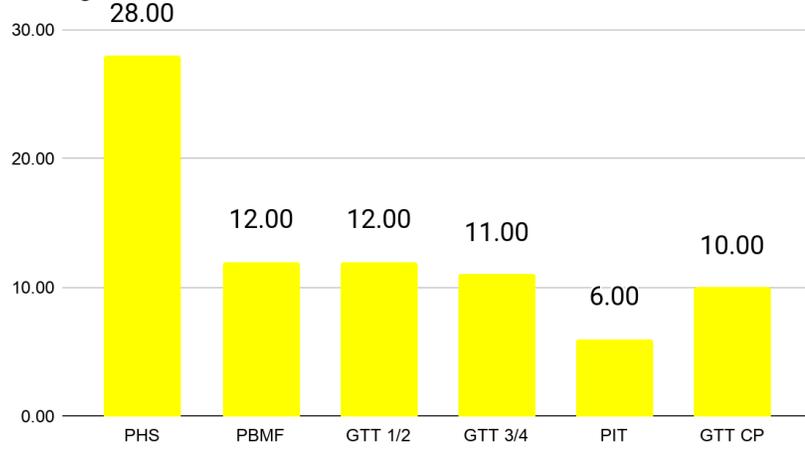


Spanish

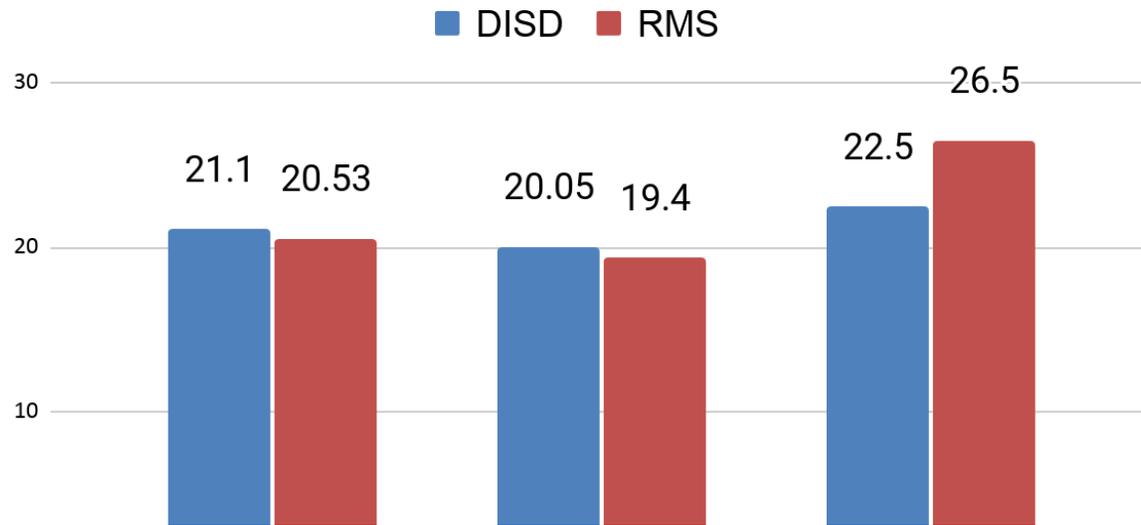




College and Career Readiness Courses

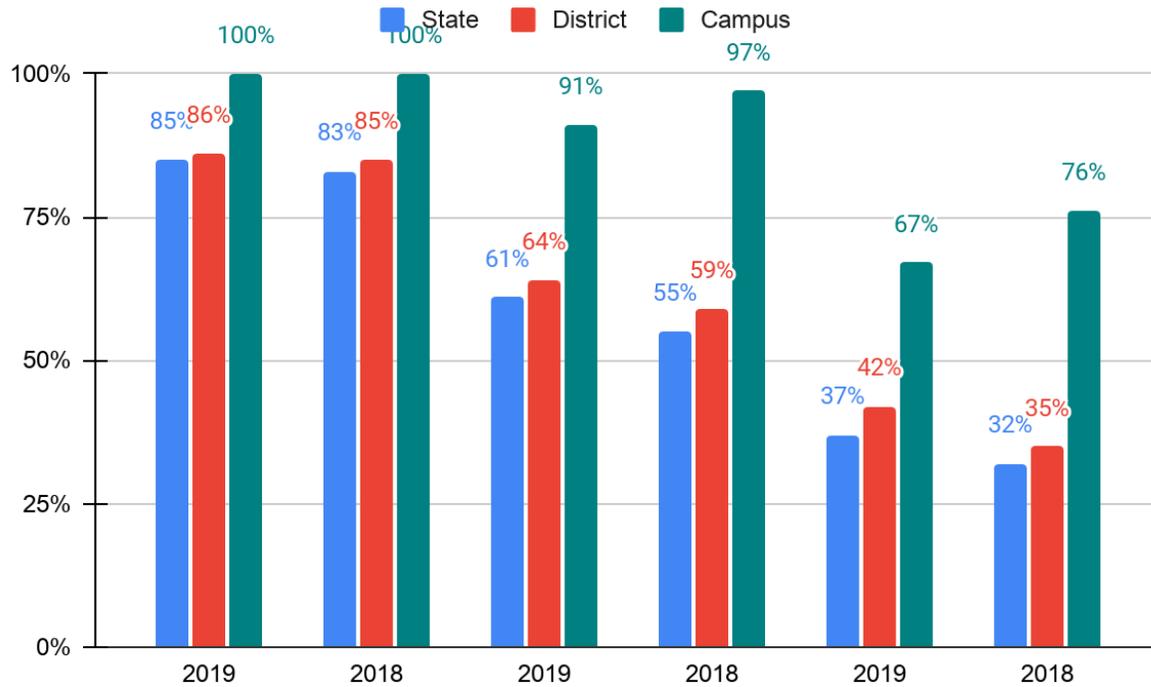


2021 PSAT RAW SCORES





What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

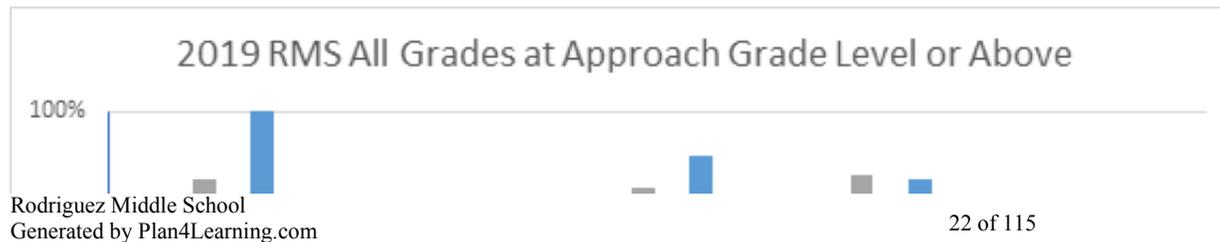


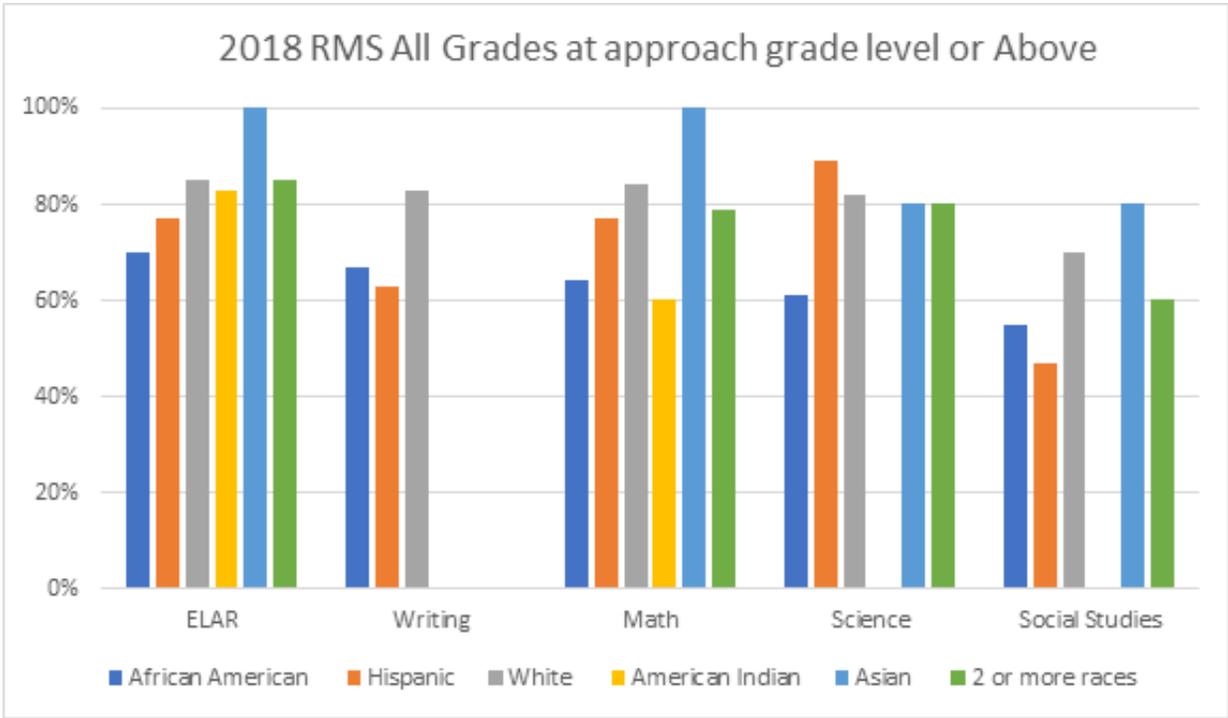
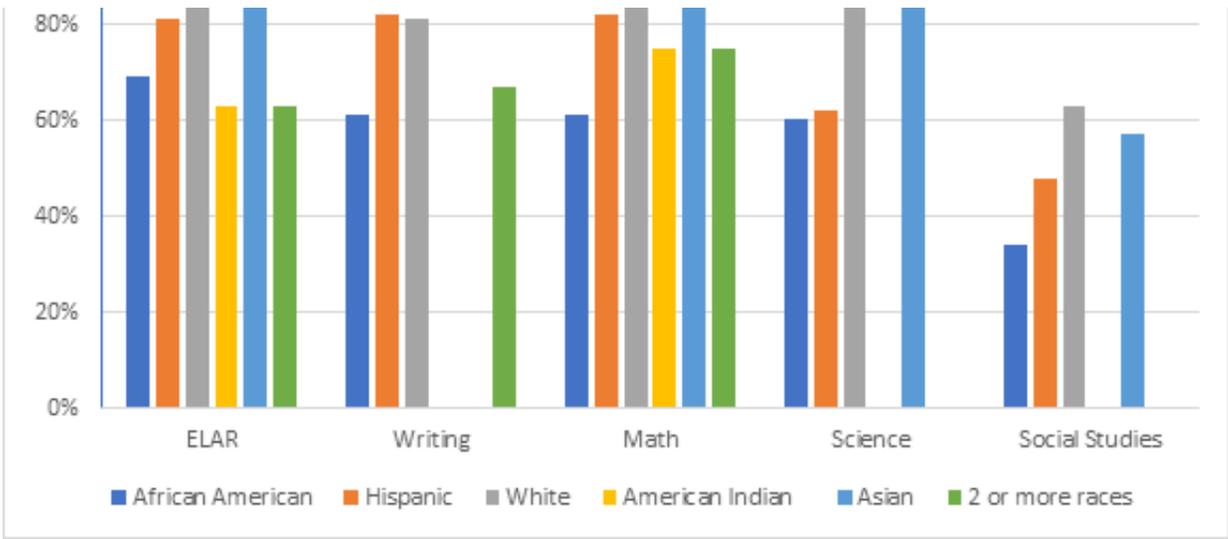
Approaches Grade Level

Meets Grade Level

Masters Grade Level

What is the academic performance for each student group?





Student Learning Strengths

A majority of our students are showing the growth needed throughout the school year. Weekly the staff utilize their PLC time to look at the data from a variety of assessments both formative and summative to help drive their planning and teaching. We continue to help students see the connection between the daily assignments and larger assessments both local and state. Also during PLC time the teachers plan for targeted intervention and extension for students.

Our counseling team works closely to help students with planning for the middle school to high school transition. All of our students are actively engaged throughout the year in Naviance. Our campus encourages students to develop all areas of opportunities provided to them including college and career planning. The counseling team and teachers encourage students to be in advanced coursework throughout middle school.

To further encourage our students and to close the opportunity gap, we have become an AVID campus. This program in its first year is working with students to help them develop positive study skills, note taking skills and increase the students ownership in their tutoring session. These students are encouraged to learn and work collaboratively with each other. We have also implemented Cornell Notes as the common note taking guide for 8th grade.

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: Need more instructional support for teachers.

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

Personnel

		71.6% Teachers
		9.1% Professional support
		5.1% Administration
		14.2% Educational aides
Who are our current staff?	108 teachers and staff- 65 certified teachers, 6 paraprofessional office support staff, 11 support staff, 11 instruction aides, 15 other	22.4% Minority staff
		14.3% (8.1%) African American
		4.5% (14%) Hispanic
		26.9% (24.5%) Males
		73.1% (75.5%) Female
		52.7%(64.4%) Bachelor
		28.4%(27.3%) Masters
		.1% *Doctorate (Current)
What qualifications do our current staff have?	Certified through TEA/SBEC or other licensing agencies or are currently in a special program for certification	9.8% (4.3%) New Teacher
		42.6% (26.8%) 1-5 Years
		19.3% (21.7%) 6-10 Years
		21.3% (33.2%) 11-20 Years

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

What induction/retaining processes are currently in place?

District new hire orientation and New Teacher Academy, Viper U, mentor teachers, team leads and department heads, instructional coach, LEAD Denton, I Teach Denton
Administration Team assigned based on certification, master schedule needs, space needed/space available

How do we assign teachers to classrooms/ subjects?

Teachers submit “dream job” form

Professional and Paraprofessional Evaluations

Teachers

Goal Setting/Tracking

Walk-throughs

TTESS

Performance Appraisals

Paraprofessionals

Performance Appraisals

Instructional leaders

- Development in progress
 - Team and Department Meetings
 - Teacher led PD/Training
 - PLCs
 - Opportunities for trainings at district level and for campus programs/initiatives
 - Campus Instructional Coach
 - Open opportunities for teacher leaders to serve the campus

- Are roles and responsibilities commonly developed and clearly communicated?
 - There has not been specified district/campus guidelines or campus leadership roles. We are growing leaders now.

Planning for Improvement

- We complete a needs assessment/survey (Engagement Climate and Culture Survey)
- analyze the data
- determine the needs
- then set campus wide goals

STAKEHOLDERS

Are our stakeholders involved in this process?

- Room to grow teacher and staff
- Room to grow students
- Room to grow parents
- Room to grow community/business

Community is involved in our school - CIS, honor roll, kindness revolution, AAS, Viper Victory awards, etc, PTSA, sponsored field trips, staff appreciation days/weeks

OUTCOMES and PERFORMANCE Objectives

- Pre, mid, and post surveys
- STAAR data
- DMTSS
- Benchmarks
- Common Assessments
- Grade reports
- counseling goals/surveys/ reports/meetings

- MAP testing
- EOY Testing
- Objective Mastery
- PLCs
- Team Meetings
- Department Meetings
- Administration Meetings
- CLT
- Teacher Appraisals
- Engagement Survey

Professional Development

Administration team (Campus and District) develops training/staff development schedule to meet the needs.

Teacher training should be aligned to data
and to campus goals and district goals.

Include Instructional Coach...

Programs for Students

- EXPO
- Honors classes
- Specialized Instruction through SpEd (inclusion, PABS, FLS, AVLS), LEP, 504
- Intervention- Reading, Dyslexia, will have math intervention
- AVID
- CTE courses

- Viper Career Connect
- Honor Roll
- Social Emotional Learning
- DAEP Transition Program
- CIS
- Clubs
- Spanish
- Athletics
- Partner PE
- Fine Arts
- Student Council/StuCo Pals
- HeROS
- FANGS
- National Junior Honor Society
- PTSA
- Education on State Mandated Counseling Topics

What Programs We Have

- Braswell Bash
- HS Transition Night
- MS Transition Night
- Arts Showcase
- UIL and Fine Arts

- Elementary School Watch lists

Opportunities for Students

Academics: Reading Intervention, Dyslexia, 504, SpEd, bilingual ESL, student success plans, College/Career exploration, tutoring, UIL academics, AVID, Have done Whats up Wednesday, clubs, extra-curricular sports/fine arts , StuCo, NJHS, Parent conferences and communication.

SEL: Counselor support, HeROS, CIS, small groups, SEL, clubs, extra-curricular sports/fine arts , PALS, No Place For Hate, one on one with students, Parent conferences and communication.

STEAM/STEM

CTE courses, UIL academics, Honors Sciences, Honors Maths, 3 levels of Fine Arts.

STEAM opportunities in the Makerspace through our teacher librarian.

Robotics club.

College Career Military Readiness CCMR

Avid enrollment 25 8th grade (2020-2021)

25 in 8th grade (2021-22); 25 in 7th grade (2021-22)

CTE enrollment 502 7-8 grade (2020-2021)

Gateway to Technology (GTT) 1 & 2, GTT 3 & 4, GTT (Computer Programming), Principles of Human Services, Principles of Information Technology, and Principles of Business, Marketing, & Finance

Inv. Careers 91 6th Grade (2020-2021); 60 6th grade (2021-2022)

Naviance, Viper Career Connect, CTE courses, Endorsement selection, Campus College/Career Fair, District College/Career Fair, monthly college days, AVID, Strength Assessments, EXPO, Honors classes, CBE.

Personal Technology Plan

- Each student receives 12 hours of digital citizenship classes through ELAR
- 1 to 1 chromebook, Canvas, Google drive, jet packs, SSO for district resources
- Canvas platform chosen for CCMR (Canvas is used in most colleges)

- Each MS and HS is provided a digital learning specialist to assist students and teachers with their learning needs

School Processes & Programs Strengths

Our staff is committed to and very actively engaged in the PLC process. We, administration and the academic leadership team, meet periodically to discuss the needs of our students and to create specific timely plans to address those needs.

We expanded our Building Emergency Response Team to include more faculty to widen the view of safety protocols on campus. Our teachers are very comfortable with the safety protocols established for the campus. They work closely with the administrative team to discuss concerns and findings after drills, events and other school activities. They monitor our students and provide positive support to keep everyone safe on campus.

Our counseling team works yearly to support our students not only academically but also through social emotional learning. They provide a variety of programs and activities which encourage our students to take responsibility for themselves and their behaviors to create a more tolerant learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Use data to determine student needs.

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

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

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

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

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

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

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

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

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

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

Perceptions

Perceptions Summary

Our student groups are fairly similar with regards to campus based discipline and attendance. One area we did find needing to be addressed is how our students treat and interact with one another. Only 53% of our students were seen as positively supporting their peers.

Staff engagement from fall of 2019 showed that for a third year in a row 88% our staff was considered actively engaged with RMS.

We also did a survey of our staff to better see how they feel with regards to the 2020-2021 school year and the challenges we are facing.

Responses Frequently /Almost Always	Size
Engaged	87%
Safe	80%
Positive Working Environment	79%
Respected	95%
Supported	92%
Feel trusted in their classrooms	88%
School leadership care about them	90%
School leadership effectively communicates	89%
School leadership is trusted	88%

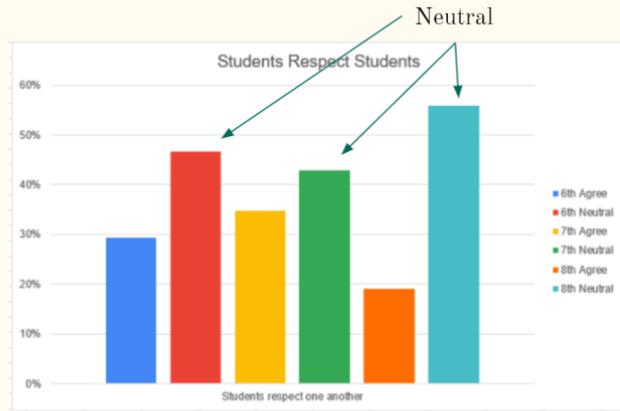
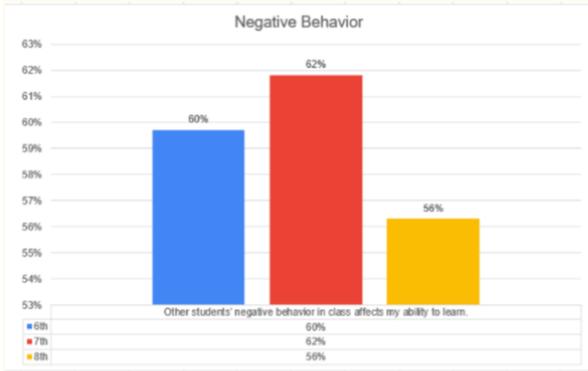
While we have not done a formal parent survey in 2020, our community feedback has been positive overall. Our PTSA is very active in supporting our staff and students

<https://bit.ly/3j6wcio> is data from our fall survey with our students.

Counselors provide the following services:

- Individual counseling
- Small groups
- Conflict resolution
- Stay away agreements
- SEL through PE
- House Bills for bullying, etc

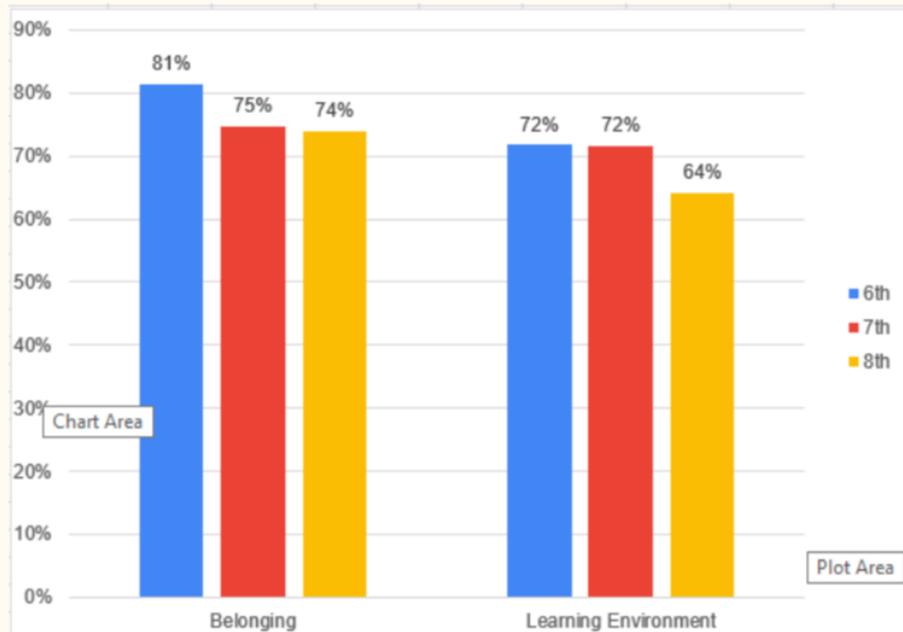
Student Perceptions of Student Behavior (Agree)



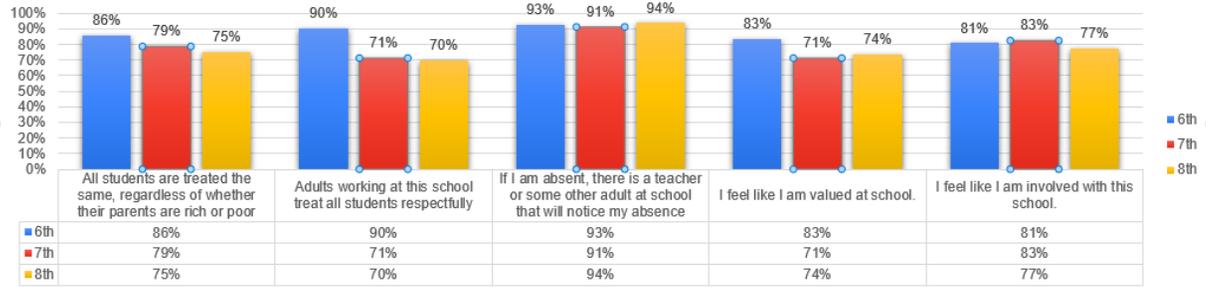
Other students' negative behavior in class affects my ability to learn.

Students Respect Students

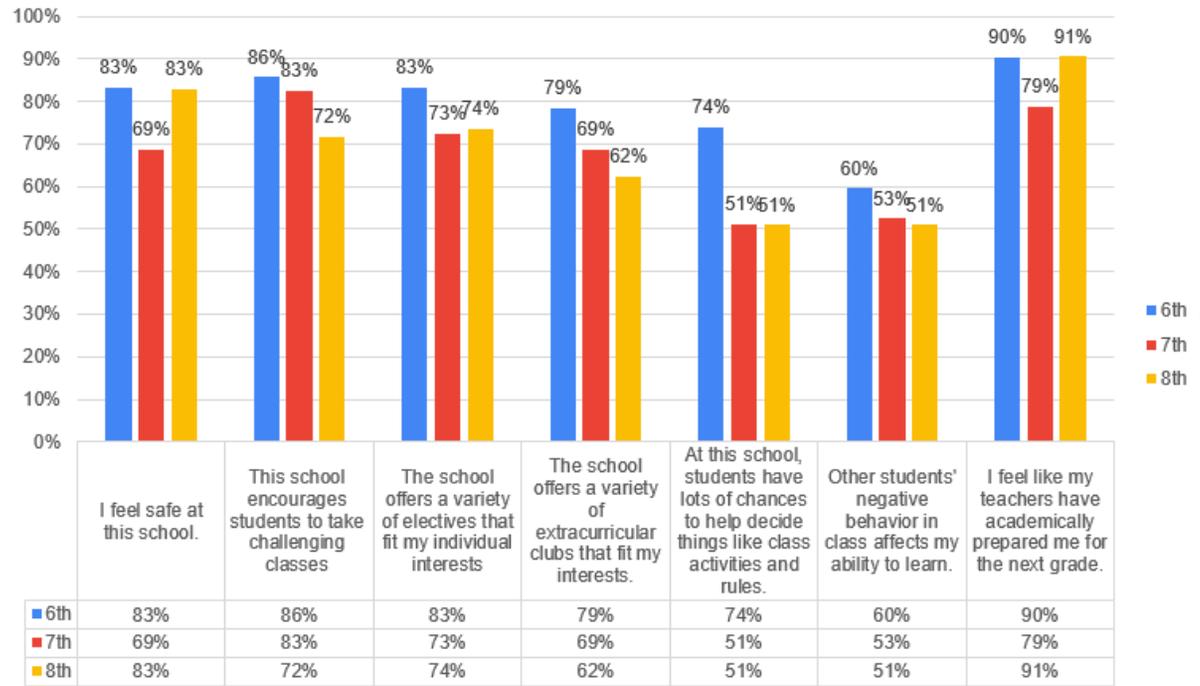
CAMPUS: ALL Grades: Learning Environment



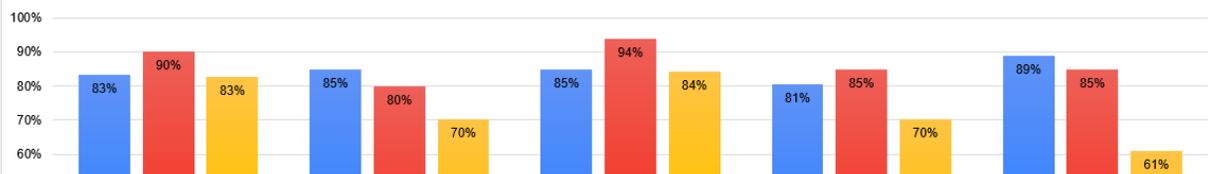
Hispanic Students

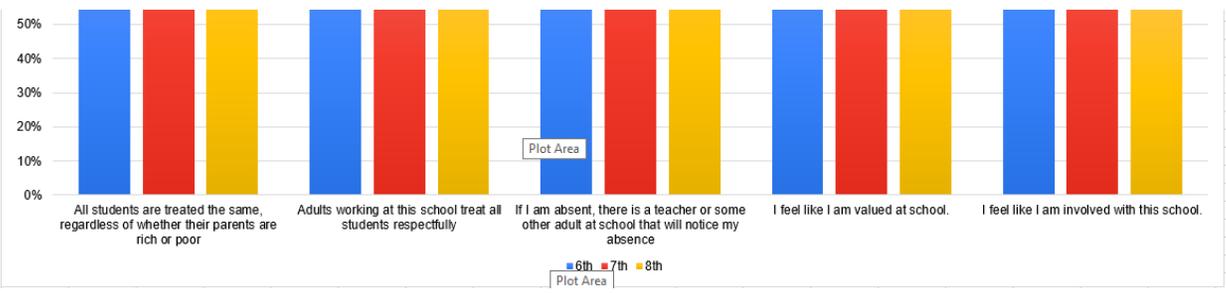


Environment: Hispanic

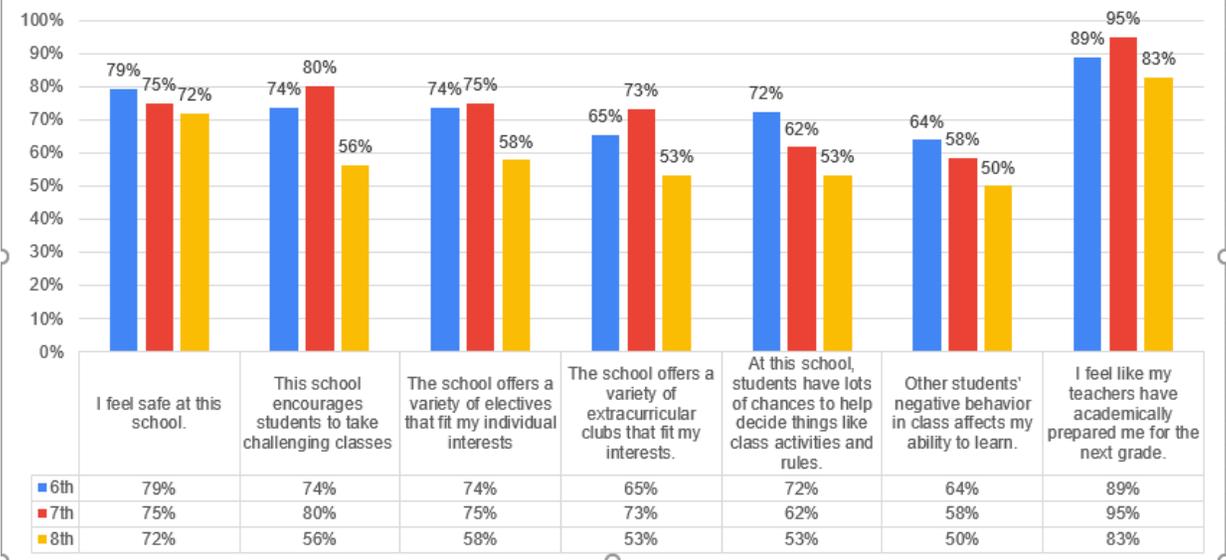


Black Students

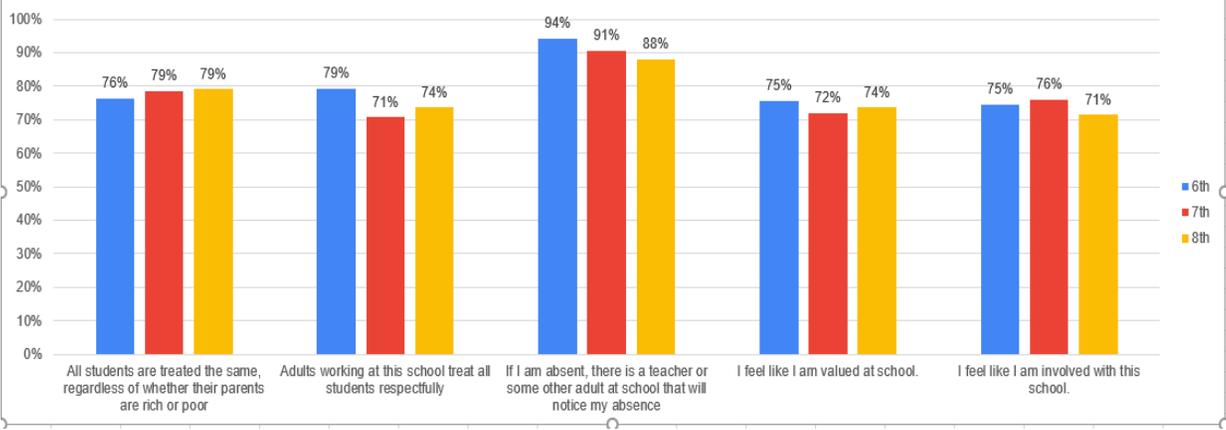




Learning Environment: Black



White Students



Learning Environment: White

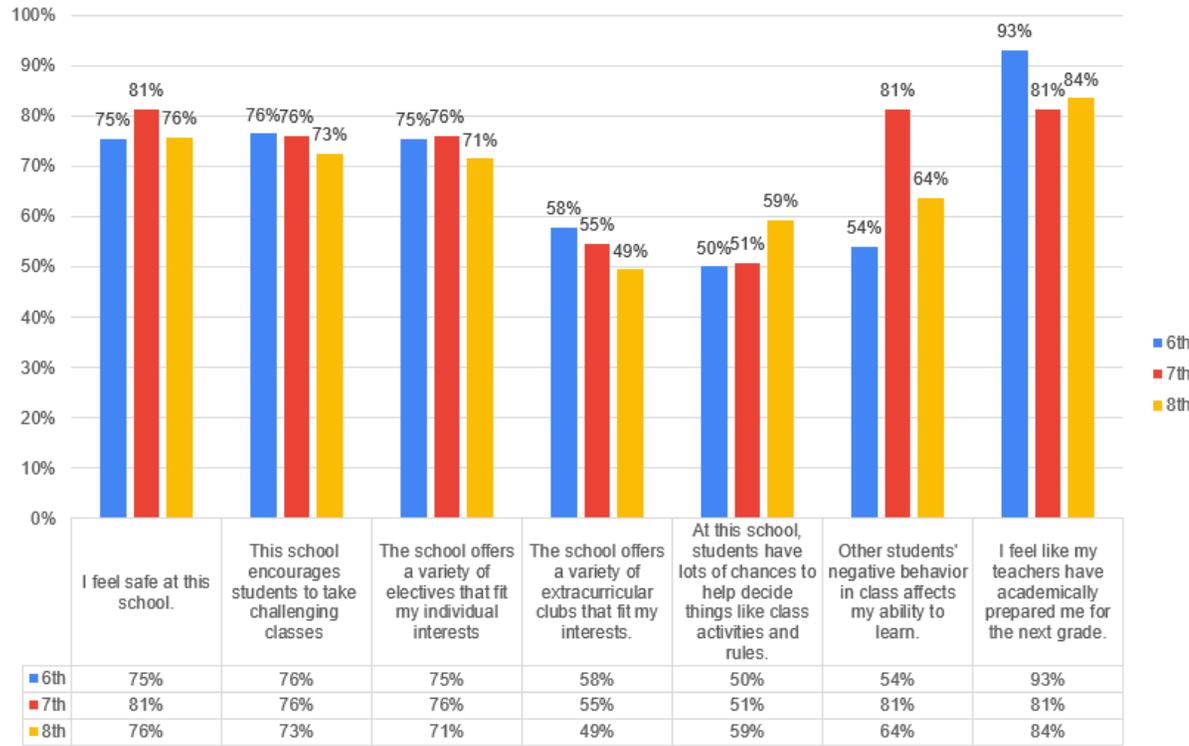
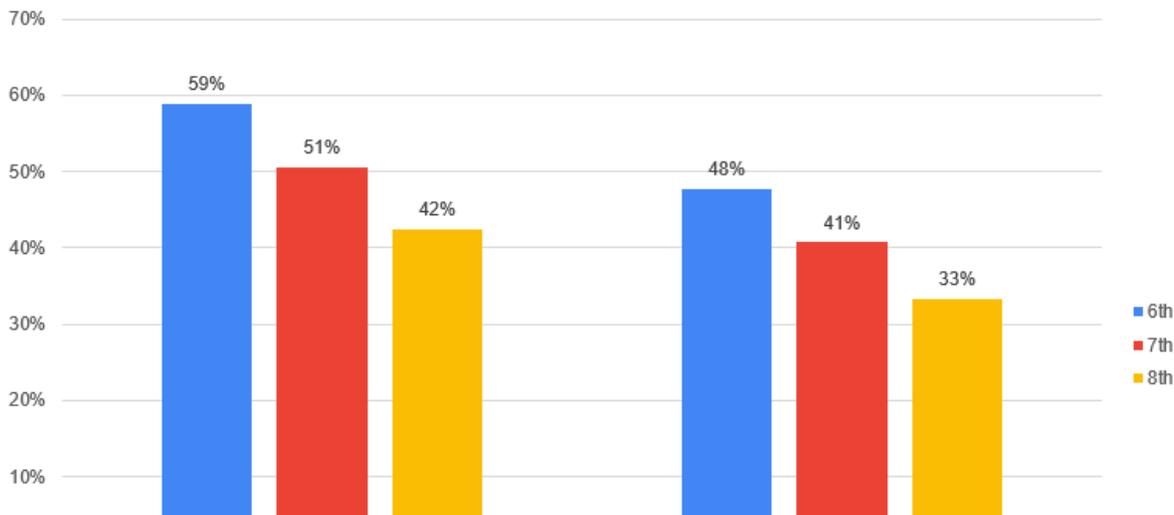


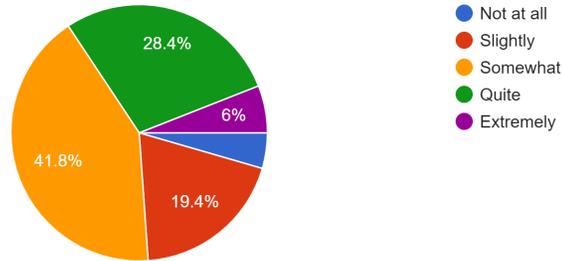
Chart Title





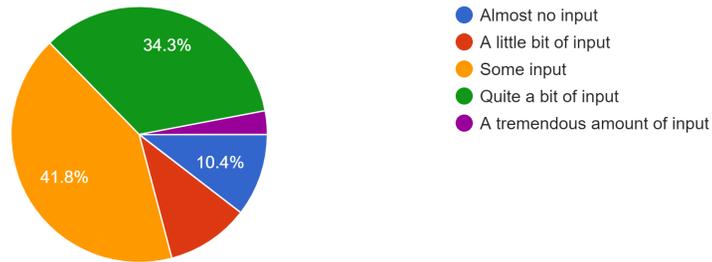
How relevant have your professional development opportunities been to your work?

67 responses



How much input do you have into individualizing your own professional development opportunities?

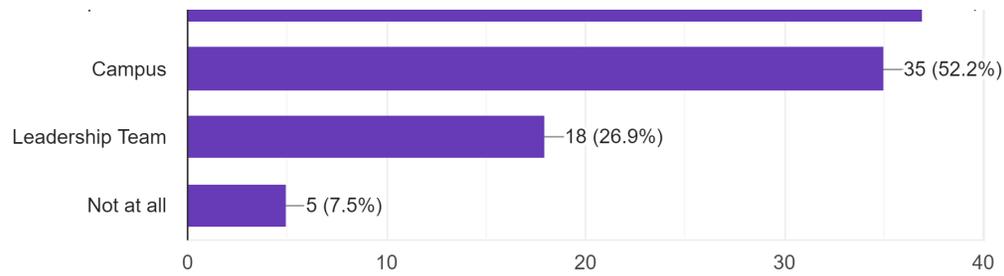
67 responses



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

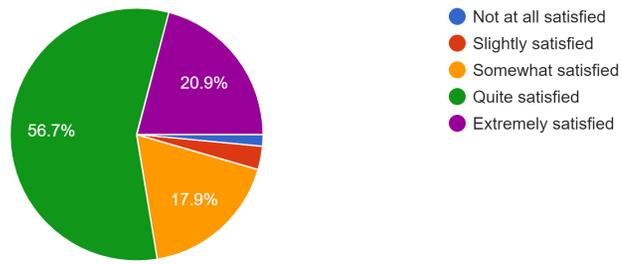
67 responses





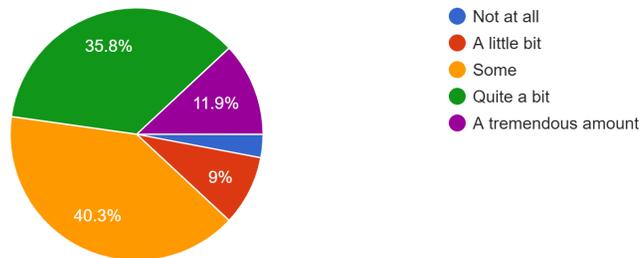
Overall, how satisfied are you with your job right now?

67 responses



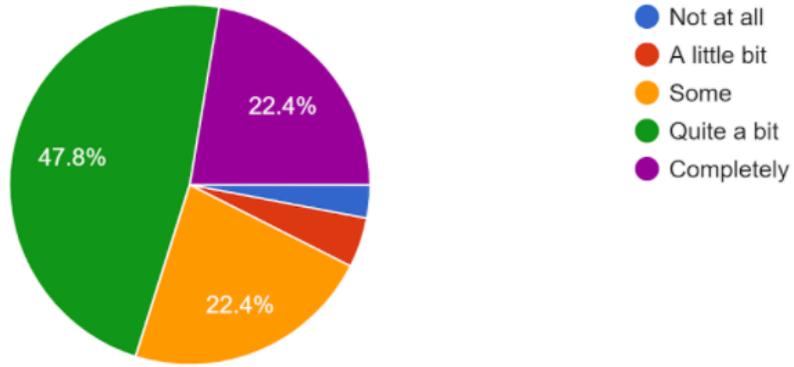
How much do you matter to others at this school?

67 responses



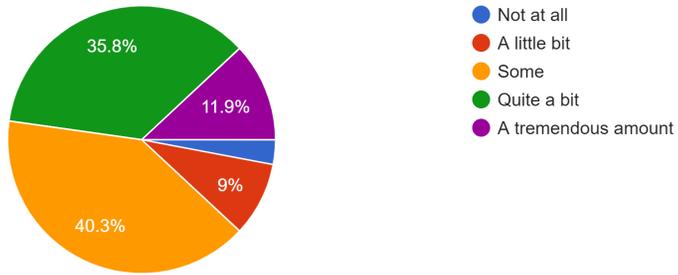
Do you believe the procedures and processes set in place at school keep you safe?

67 responses



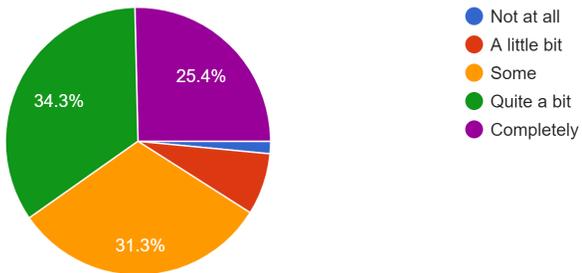
How much do you matter to others at this school?

67 responses



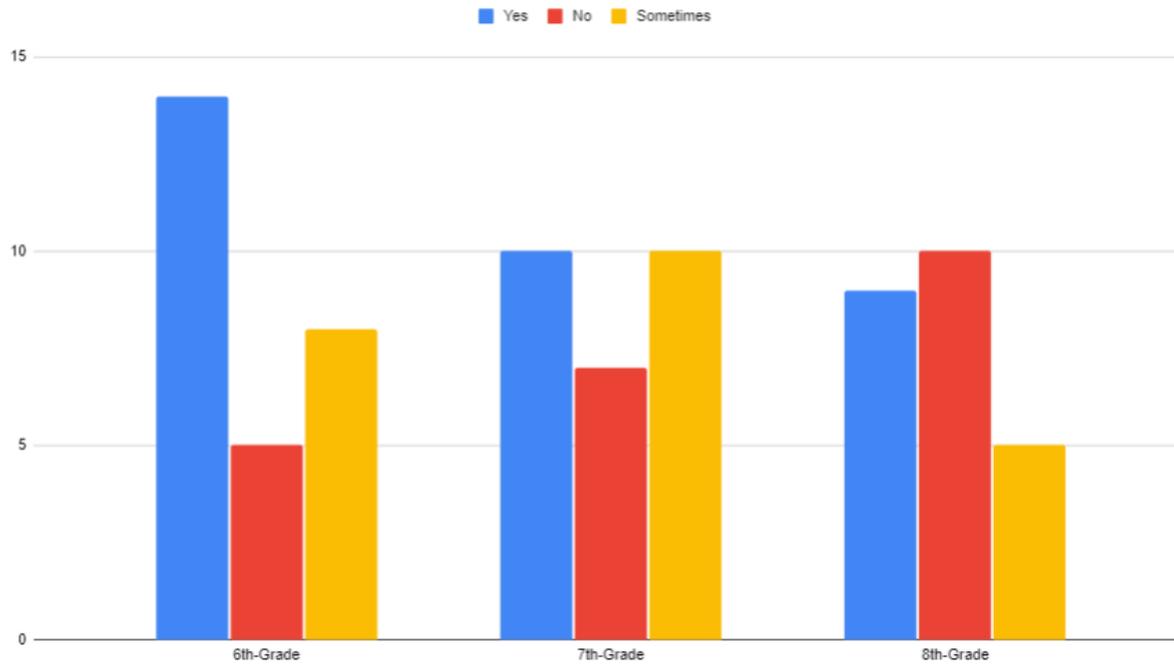
Overall, how much do you feel like you belong at your school?

67 responses



Is student progress regularly discussed and shared with parents?

Is student progress regularly discussed and shared with parents:



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



Perceptions Strengths

We have a very active social media presence through Facebook and Twitter. Our families positively engage with comments and sharing photos.

We have been very deliberate in sharing information with our families so they know what is happening on campus in all areas. We weekly send out an update with what has happened on campus, what parents need to know, and future events.

Our staff have created a family environment in which they trust the administrative team to support them so they can support our students. Overall the staff is working diligently to support our students and feel the campus supports them. While this is challenging they do feel an overall sense of hope about the school year.

Problem Statements Identifying Perceptions Needs

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

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

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

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

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

Problem Statement 6: Watch Dogs program with Dads.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card 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 EL 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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

Goals

Revised/Approved: September 24, 2021

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Improve all student learning and reflect a minimum of one year's growth for every student at RMS.

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

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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning and PLCs), so that they are able to ensure that all student groups are achieving.</p> <p>Strategy's Expected Result/Impact: Data from common assessments, benchmarks, MAP, and STAAR data</p> <p>Staff Responsible for Monitoring: Principals, Department Heads, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize common assessments, benchmark testing (IXL for math and Achieve 3000 for reading), and Aware in all core subject areas, with a PLC focus on eliminating learning gaps.</p> <p>Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth)</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Integrate technology to enhance instruction, so that at-risk students have access to online resources and opportunities for online collaboration.</p> <p>Strategy's Expected Result/Impact: L2L engagement data, CNA survey data, Student achievement data</p> <p>Staff Responsible for Monitoring: Principals, librarians, DLS, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$27,000</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, 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 evidence 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 (if possible in the spring).</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Principals/teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Schedule reading interventions classes for students at-risk in reading</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: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Schedule double-block co-teach math and/or sheltered Math intervention for all students not mastering grade level math TEKS. Use Mathia and IXL in double-block co-teach math.</p> <p>Strategy's Expected Result/Impact: Student growth as evident by benchmark and common assessment data</p> <p>Staff Responsible for Monitoring: Principal, counselors, Math Teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,500</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Growth Mindset: Staff Book Study</p> <p>Strategy's Expected Result/Impact: Presentation of information at staff meetings</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$952</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Collaborative guidance lessons with 8th grade focusing on motivation to achieve, SSI, goal-setting, planning and transition.</p> <p>Strategy's Expected Result/Impact: STAAR results, Enrollment in pre-AP, Honor roll, failure reports, and grade distributions</p> <p>Staff Responsible for Monitoring: Principal, counselors</p>	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Caulkins Units of Study to increase student engagement, provide differentiated instruction and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Student growth as evident by student achievement data</p> <p>Staff Responsible for Monitoring: Principal, ELAR teachers</p>	Formative		
	Dec	Mar	May
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Build library collection with multi-level/high interest material (fiction and nonfiction) and eBooks with selection based on need of students in reading intervention classes</p> <p>Strategy's Expected Result/Impact: Library usage report</p> <p>Staff Responsible for Monitoring: Principals, librarians, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: 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 14 Details	Formative Reviews		
Strategy 14: Utilize CIS tutoring scheduled during the school day for students struggling in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers	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>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: 100% of eligible HB4545 students will be served by April 2022.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before and After school tutoring for all students not successful on STAAR assessments (Math, Reading, Science) in 6th-8th grade. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers, counselors, principals	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule Reading Intervention for all HB4545 reading students. Strategy's Expected Result/Impact: Reading improvement Staff Responsible for Monitoring: Counselors, administrators, ELAR teachers, reading teachers	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule double-blocked math and math intervention for most HB4545 math students. Strategy's Expected Result/Impact: Math Improvement Staff Responsible for Monitoring: Counselors, administrators, math teachers, math intervention teachers	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize an A+ tutor for supplemental reading tutoring to address needs of HB4545 reading students. Strategy's Expected Result/Impact: improved reading achievement Staff Responsible for Monitoring: Counselors, administrators, ELAR teachers	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 6th grade science teacher providing tutoring to HB4545 students one period a day. Each student is scheduled 45 minutes per week.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Teacher, counselors, and administrators</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning while encouraging participation by all members of the school community.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make RMS core values a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning. Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers Funding Sources: - State Compensatory Education (SCE) - \$2,500	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule Child Advocacy Center presentations: Internet Safety for teens (for students and parents). Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys, Community service projects Staff Responsible for Monitoring: Counselors, CIS	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter and Instagram and provide opportunities for parent to sign up. Strategy's Expected Result/Impact: Honor roll and failure reports Staff Responsible for Monitoring: Principals, teachers, counselors, ITS	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: AVID college Days (Wednesdays) as well as ongoing emphasis on higher education and college readiness Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data Staff Responsible for Monitoring: Principals, counselors, teachers Funding Sources: - State Compensatory Education (SCE)	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Promote use of STOPit. Strategy's Expected Result/Impact: Survey Staff Responsible for Monitoring: Counselors, principal, teachers	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Funding Sources: - State Compensatory Education (SCE) - \$1,600	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: 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 Funding Sources: - State Compensatory Education (SCE) - \$1,000	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Implementation of the following clubs: Garden, Anime, Dungeons & Dragons, GSA, Fishing, Rubik's Cube, Art, Thespians, Curls & Convos. 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
Strategy 9 Details	Formative Reviews		
Strategy 9: FANGS (Fighting Against Negativity & Giving Support): Multicultural Club to unite students of all different cultures and to spread acceptance and kindness amongst the Viper Community. Strategy's Expected Result/Impact: Community service projects Staff Responsible for Monitoring: Counselors	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Growth & Management

In pursuit of excellence, we will:

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

Performance Objective 1: Rodriguez middle school will continue to increase it's teacher retention rate 5% by July 2021.

Evaluation Data Sources: staffing, hiring

Strategy 1 Details	Formative Reviews		
Strategy 1: Master scheduling reflects teaming for all grade levels and PLC time to collaborate and create a sense of connectedness to staff. Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers. Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Dept Heads	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional and Paraprofessional staff member of the month will be selected and recognized for their outstanding performance and growth mindset. Strategy's Expected Result/Impact: Recognition of staff that is making a difference. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Faculty/staff members' Strengths will be identified and used to build relationships with each other. Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and grade level teams. Staff Responsible for Monitoring: J. Standberry, Y Walker, S Bielman, C Smith (Strengths Champions) Scott Spaulding, Administrative Team, Teachers	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

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

State Compensatory

Personnel for Rodriguez Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Modrall	Reading Interventionist	NaN

Campus Funding Summary

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

Addendums

**Texas Education Agency
2021 Accountability Ratings Overall Summary
RODRIGUEZ MIDDLE (061901050) - DENTON ISD**

*** Confidential ***

Accountability Data Summary

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

Distinction Designations

Distinction designations were not awarded in 2021.

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

* Confidential *

Calculation Report

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

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

* Confidential *

Data Table

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

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

* Confidential *

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

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

* Confidential *

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

- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

* Confidential *

% Economically Disadvantaged	STAAR Performance
44.0	37

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

* Confidential *

Status and Data Table

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

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

* Confidential *

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

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

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

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

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

- Indicates there are no students in the group.

Texas Education Agency
2021 College, Career, and Military Readiness
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

* Confidential *

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

Texas Education Agency
2021 Graduation Rate
RODRIGUEZ MIDDLE (061901050) - DENTON ISD

* Confidential *

This campus is not rated on Graduation Rate.

2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **RODRIGUEZ MIDDLE**

Campus Number: **061901050**

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

This page is intentionally blank.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	47	41	52	50	*	*	-	33	30	19	46	48	48	56
	2018	47	50	43	33	38	49	*	*	*	33	45	50	46	41	35	50
Grade 6 Mathematics	2019	54	47	33	26	39	34	*	*	-	17	48	38	33	32	32	20
	2018	56	48	35	26	46	35	*	*	*	14	39	17	33	37	39	43
Grade 7 ELA/Reading	2019	77	79	78	73	81	77	*	*	*	83	70	*	81	74	76	85
	2018	76	79	75	72	65	80	*	*	-	*	40	75	77	73	69	73
Grade 7 Mathematics	2019	62	66	63	52	66	67	*	*	*	83	57	*	68	57	57	62
	2018	67	70	63	51	55	69	*	*	-	*	52	67	66	60	59	59
Grade 8 ELA/Reading	2019	77	76	74	71	69	78	*	79	-	*	64	*	75	73	69	88
	2018	79	80	80	77	85	79	*	70	-	80	61	78	80	79	80	100
Grade 8 Mathematics	2019	82	82	74	75	76	71	*	80	-	*	55	*	77	70	73	75
	2018	81	81	86	88	90	81	-	*	-	100	41	88	83	90	86	75
End of Course Algebra I	2019	75	77	76	57	80	77	-	*	-	-	-	-	77	74	72	*
	2018	72	73	79	*	100	77	*	*	-	-	-	*	78	81	83	-
All Grades Both Subjects	2019	69	70	60	53	64	62	53	80	*	61	54	39	62	58	58	65
	2018	69	70	63	56	62	65	72	79	*	56	46	65	64	61	60	61
All Grades ELA/Reading	2019	68	69	65	59	67	68	56	77	*	66	55	36	66	64	64	79
	2018	69	70	66	59	63	69	70	80	*	54	48	69	68	63	61	68
All Grades Mathematics	2019	70	72	55	47	61	56	50	82	*	56	53	43	58	52	53	53
	2018	70	70	59	53	62	60	*	78	*	57	45	62	60	59	60	55

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

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

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

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

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	75%	-	-	-	-	-	61%	*	60%	50%	61%	59%
	2018	77%	81%	76%	-	-	-	-	-	52%	*	50%	38%	52%	51%
At Meets Grade Level or Above	2019	50%	54%	41%	-	-	-	-	-	22%	*	21%	43%	22%	25%
	2018	48%	53%	46%	-	-	-	-	-	19%	*	15%	25%	19%	19%
At Masters Grade Level	2019	24%	26%	17%	-	-	-	-	-	3%	*	4%	21%	3%	6%
	2018	22%	24%	22%	-	-	-	-	-	3%	*	3%	13%	3%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	80%	-	-	-	-	-	66%	*	64%	*	66%	64%
	2018	74%	79%	81%	-	-	-	-	-	71%	*	70%	*	71%	67%
At Meets Grade Level or Above	2019	48%	52%	52%	-	-	-	-	-	24%	*	21%	*	24%	27%
	2018	46%	52%	53%	-	-	-	-	-	14%	*	10%	*	14%	17%
At Masters Grade Level	2019	21%	24%	27%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	19%	22%	29%	-	-	-	-	-	0%	*	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	78%	-	-	-	-	-	79%	*	79%	*	79%	79%
	2018	81%	84%	78%	-	-	-	-	-	54%	*	52%	*	54%	56%
At Meets Grade Level or Above	2019	52%	55%	38%	-	-	-	-	-	21%	*	21%	*	21%	24%
	2018	50%	53%	44%	-	-	-	-	-	29%	*	26%	*	29%	30%
At Masters Grade Level	2019	26%	29%	11%	-	-	-	-	-	0%	*	0%	*	0%	3%
	2018	24%	25%	19%	-	-	-	-	-	4%	*	4%	*	4%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	76%	-	-	-	-	-	89%	-	89%	*	89%	91%
	2018	66%	72%	75%	-	-	-	-	-	25%	*	18%	*	25%	21%
At Meets Grade Level or Above	2019	38%	44%	46%	-	-	-	-	-	56%	-	56%	*	56%	64%
	2018	41%	48%	51%	-	-	-	-	-	8%	*	0%	*	8%	7%
At Masters Grade Level	2019	14%	17%	20%	-	-	-	-	-	22%	-	22%	*	22%	36%
	2018	13%	14%	18%	-	-	-	-	-	0%	*	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	76%	-	-	-	-	-	30%	-	30%	*	30%	25%
	2018	80%	83%	72%	-	-	-	-	-	50%	-	50%	-	50%	50%
At Meets Grade Level or Above	2019	54%	58%	45%	-	-	-	-	-	10%	-	10%	*	10%	8%
	2018	51%	55%	43%	-	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	25%	27%	17%	-	-	-	-	-	10%	-	10%	*	10%	8%
	2018	23%	26%	24%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	53%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	78%	81%	61%	-	-	-	-	-	33%	-	33%	-	33%	33%
At Meets Grade Level or Above	2019	55%	56%	14%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	53%	56%	24%	-	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	33%	34%	6%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	33%	9%	-	-	-	-	-	17%	-	17%	-	17%	17%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	60%	-	-	-	-	-	66%	-	66%	69%	66%	66%
	2018	69%	70%	63%	-	-	-	-	-	64%	*	67%	58%	64%	63%
All Grades ELA/Reading	2019	68%	69%	65%	-	-	-	-	-	75%	-	75%	*	75%	75%
	2018	69%	70%	66%	-	-	-	-	-	67%	*	70%	*	67%	67%
All Grades Mathematics	2019	70%	72%	55%	-	-	-	-	-	57%	-	57%	*	57%	58%

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

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

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

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

	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%	59%	-	-	-	-	-	61%	*	64%	*	61%	60%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	45%	41%	-	-	-	-	-	50%	-	50%	*	50%	40%
	2018	38%	45%	47%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	50%	41%	-	-	-	-	-	75%	-	75%	*	75%	67%
	2018	47%	53%	39%	-	-	-	-	-	*	-	*	*	*	*

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.2%	96.5%	96.9%	96.8%	96.1%	*	97.8%	*	96.8%	94.8%	96.3%	97.4%
2017-18	95.4%	96.0%	96.5%	96.9%	97.0%	96.1%	94.8%	97.4%	*	96.6%	93.9%	96.2%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	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: RODRIGUEZ MIDDLE
 Campus Number: 061901050

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

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

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

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

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

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

	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: RODRIGUEZ MIDDLE
 Campus Number: 061901050

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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%	0.0%	0.3%	0.6%
Grade 8	0.0%	0.1%	0.4%	0.0%	0.4%	0.6%
Grade 9	-	5.7%	7.8%	-	12.0%	13.1%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	6.5%
Career & Technical Education	2.8	4.6%	4.7%	5.0%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted & Talented Education	0.0	0.0%	1.0%	1.9%
Regular Education	44.9	75.7%	77.0%	70.9%
Special Education	5.2	8.7%	7.5%	9.3%
Other	6.5	10.9%	5.9%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

	Listening					Speaking					Reading					Writing				
	Number		Percent			Number		Percent			Number		Percent			Number		Percent		
	Number	Percent	Number	Percent	Percent	Number	Percent	Percent	Number	Percent	Percent	Number	Percent	Percent	Number	Percent	Percent	Number	Percent	Percent
	25	93	25	93	25	93	25	93	25	93	25	93	25	93	25	93	25	93	25	93
Number of Students Rated	25	93	25	93	25	93	25	93	25	93	25	93	25	93	25	93	25	93	25	93
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	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7
Total Documents Submitted	27	100	27	100	27	100	27	100	27	100	27	100	27	100	27	100	27	100	27	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	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Male	12	0	17	17	67	12	0	25	58	17	12	0	33	33	33	11	0	9	45	45
Female	13	0	31	23	46	13	0	15	77	8	13	0	38	15	46	14	0	14	43	43
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	15	0	20	27	53	15	0	13	80	7	15	0	40	13	47	15	0	13	47	40
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Black or African American	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged	16	0	25	25	50	16	0	25	69	6	16	0	44	25	31	15	0	13	47	40
Yes	16	0	25	25	50	16	0	25	69	6	16	0	44	25	31	15	0	13	47	40
No	9	0	22	11	67	9	0	11	67	22	9	0	22	22	56	10	0	10	40	50
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Migrant	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Limited English Proficient	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Current LEP	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
ESL	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Participants	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Yes	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
No	20	0	5	25	70	20	0	20	70	10	20	0	20	30	50	20	0	10	40	50
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Gifted/Talented	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	24	0	21	21	58	24	0	21	67	13	24	0	33	25	42	24	0	13	42	46
No Information Provided	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
At-Risk	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
Yes	25	0	24	20	56	25	0	20	68	12	25	0	36	24	40	25	0	12	44	44
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
One	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Two	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Three	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Five	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Six or More	21	0	24	19	57	21	0	24	62	14	21	0	33	24	43	21	0	10	48	43
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

	TELPAS Composite Rating					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			
			24	89												
	Number of Students Not Receiving a Composite Rating		3	11												
Total Documents Submitted		27	100													
	# Std	BEG	INT	ADV	ADV H		#	%	#	%	#	%	#	%		
All Students	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44	
Male	11	0	9	55	36	3.2	8	3	38	0	0	0	0	3	38	
Female	13	0	8	46	46	3.2	8	4	50	0	0	0	0	4	50	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Hispanic/Latino	14	0	0	57	43	3.2	9	4	44	0	0	0	0	4	44	
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Asian	4	---	---	---	---	---	4	---	---	---	---	---	---	---	---	
Black or African American	4	---	---	---	---	---	2	---	---	---	---	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
White	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---	
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	15	0	13	60	27	3.0	10	3	30	0	0	0	0	3	30
	No	9	0	0	33	67	3.4	6	4	67	0	0	0	0	4	67
	No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
	No Information Provided	1	---	---	---	---	0	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
	No Information Provided	1	---	---	---	---	0	---	---	---	---	---	---	---	---	
Limited English Proficient	Current LEP	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
	No Information Provided	1	---	---	---	---	0	---	---	---	---	---	---	---	---	
ESL	Participants	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44
	Nonparticipants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Special Education	Yes	4	---	---	---	---	3	---	---	---	---	---	---	---	---	
	No	19	0	0	47	53	3.3	13	6	46	0	0	0	0	6	46
	No Information Provided	1	---	---	---	---	0	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Nonparticipants	23	0	9	48	43	3.2	16	7	44	0	0	0	0	7	44
	No Information Provided	1	---	---	---	---	0	---	---	---	---	---	---	---	---	
At-Risk	Yes	24	0	8	50	42	3.2	16	7	44	0	0	0	0	7	44
	No	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
Years in U.S. Schools	One	1	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Two	1	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Three	1	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Four	0	---	---	---	---	0	---	---	---	---	---	---	---	---	
	Five	1	---	---	---	---	1	---	---	---	---	---	---	---	---	
	Six or More	20	0	10	50	40	3.2	13	5	38	0	0	0	0	5	38
	No Information Provided	0	---	---	---	---	0	---	---	---	---	---	---	---	---	



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

	Listening					Speaking					Reading					Writing					
	Number		Percent		Number		Percent		Number		Percent		Number		Percent						
	Number of Students Rated	Students Absent	Not Rated: EC	Not Rated: ARD Decision	Other Students Not Rated	Number of Students Rated	Students Absent	Not Rated: EC	Not Rated: ARD Decision	Other Students Not Rated	Number of Students Rated	Students Absent	Not Rated: EC	Not Rated: ARD Decision	Other Students Not Rated	Number of Students Rated	Not Rated: EC	Not Rated: ARD Decision			
	15	0	0	0	0	15	0	0	0	0	15	0	0	0	0	13	2	0			
	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	87	13	0			
	Total Documents Submitted:	15	100	Total Documents Submitted:	15	100	Total Documents Submitted:	15	100	Total Documents Submitted:	15	100	Total Documents Submitted:	15	100						
#	Stdt	BEG	INT	ADV	ADV H	#	Stdt	BEG	INT	ADV	ADV H	#	Stdt	BEG	INT	ADV	ADV H				
All Students	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31	
Male	7	0	14	14	71	7	29	43	14	14	7	0	29	14	57	6	0	17	33	50	
Female	8	0	25	38	38	8	13	25	50	13	8	25	38	25	13	7	0	43	43	14	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Hispanic/Latino	8	0	13	38	50	8	38	25	25	13	8	25	25	25	25	6	0	33	50	17	
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Asian	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	
Black or African American	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
White	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Economically Disadvantaged	Yes	9	0	22	22	56	9	33	33	33	0	9	22	22	33	22	7	0	29	29	43
	No	6	0	17	33	50	6	0	33	33	33	6	0	50	0	50	6	0	33	50	17
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant	Yes	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	No	14	0	14	29	57	14	21	29	36	14	14	7	36	21	36	12	0	25	42	33
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient	Current LEP	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL	Participants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
	Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education	Yes	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	No	14	0	21	29	50	14	14	36	36	14	14	14	36	14	36	12	0	33	33	33
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk	Yes	15	0	20	27	53	15	20	33	33	13	15	13	33	20	33	13	0	31	38	31
	No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools	One	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Two	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
	Three	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Four	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	Five	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
	Six or More	10	0	10	30	60	10	30	20	30	20	10	10	30	20	40	8	0	13	38	50
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

	TELPAS Composite Rating					Yearly Progress in TELPAS Composite Rating									
	# Std	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
								#	%	#	%	#	%	#	%
								Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Students Receiving a Composite Rating		13		87											
Number of Students Not Receiving a Composite Rating		2		13											
Total Documents Submitted		15		100											
All Students	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Male	6	0	33	33	33	3.2	2	---	---	---	---	---	---	---	---
Female	7	0	43	43	14	2.6	3	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	6	0	50	33	17	2.8	3	---	---	---	---	---	---	---	---
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	7	0	57	29	14	2.8	2	---	---	---	---	---	---	---	---
Yes	7	0	57	29	14	2.8	2	---	---	---	---	---	---	---	---
No	6	0	17	50	33	3.1	3	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Yes	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
No	12	0	33	42	25	3.0	4	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Limited English Proficient	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Current LEP	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Participants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Nonparticipants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Yes	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	12	0	33	42	25	2.9	5	3	60	0	0	0	0	3	60
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
Yes	13	0	38	38	23	2.9	5	3	60	0	0	0	0	3	60
No	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
One	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two	2	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Three	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Four	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Five	2	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Six or More	8	0	38	25	38	3.1	4	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---



Texas English Language Proficiency Assessment System

Summary Report

All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

	Listening					Speaking					Reading					Writing					
	Number		Percent		Number		Percent		Number		Percent		Number		Percent						
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent					
	Number of Students Rated	14	93	Number of Students Rated	14	93	Number of Students Rated	14	93	Number of Students Rated	14	93	Number of Students Rated	11	73						
	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Students Absent	0	0	Not Rated: EC	4	27						
	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	Not Rated: ARD Decision	0	0	Other Students Not Rated	1	7									
	Other Students Not Rated	1	7	Other Students Not Rated	1	7	Other Students Not Rated	1	7												
	Total Documents Submitted	15	100	Total Documents Submitted	15	100	Total Documents Submitted	15	100	Total Documents Submitted	15	100	Total Documents Submitted	15	100						
#	Stdt	BEG	INT	ADV	ADV H	#	Stdt	BEG	INT	ADV	ADV H	#	Stdt	BEG	INT	ADV	ADV H				
All Students	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36	
Male	8	0	25	13	63	8	25	38	38	0	8	0	50	25	25	8	0	13	63	25	
Female	6	0	0	50	50	6	0	50	33	17	6	0	17	50	33	3	---	---	---	---	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Hispanic/Latino	13	0	15	31	54	13	15	46	31	8	13	0	38	31	31	10	0	10	60	30	
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
White	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	
Economically Disadvantaged	Yes	9	0	22	44	33	9	22	56	22	0	9	0	44	33	22	6	0	17	50	33
	No	5	0	0	0	100	5	0	20	60	20	5	0	20	40	40	5	0	0	60	40
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant	Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient	Current LEP	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL	Participants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education	Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented	Participants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Nonparticipants	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk	Yes	14	0	14	29	57	14	14	43	36	7	14	0	36	36	29	11	0	9	55	36
	No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools	One	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Two	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	Three	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
	Five	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
	Six or More	12	0	8	33	58	12	8	50	42	0	12	0	33	42	25	9	0	11	56	33
	No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---



Texas English Language Proficiency Assessment System

Summary Report

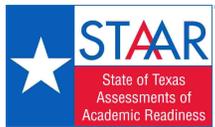
All Students

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

Report Date: JULY 2021
 Date of Testing: SPRING 2021

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

	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating							
			Number	Percent	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
	Number of Students Receiving a Composite Rating		11	73			#	%	#	%	#	%	#	%
	Number of Students Not Receiving a Composite Rating		4	27			#	%	#	%	#	%	#	%
Total Documents Submitted		15	100											
	# Std	BEG	INT	ADV	ADV H		#	%	#	%	#	%	#	%
All Students	11	0	36	36	27	3.1	0	---	---	---	---	---	---	---
Male	8	0	50	25	25	2.9	0	---	---	---	---	---	---	---
Female	3	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---
Hispanic/Latino	10	0	40	40	20	3.0	0	---	---	---	---	---	---	---
Am. Indian or Alaska Native	0	---	---	---	---	---	0	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	0	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	0	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	0	---	---	---	---	---	---	---
White	1	---	---	---	---	---	0	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	0	---	---	---	---	---	---	---
Economically Disadvantaged	Yes: 6 No: 5 No Information Provided: 0	0 0 ---	67 0 ---	33 40 ---	0 60 ---	2.8 3.4 ---	0 0 0	---	---	---	---	---	---	---
Title I, Part A	Participants: 0 Nonparticipants: 11 No Information Provided: 0	---	---	---	---	---	0 3.1 0	---	---	---	---	---	---	---
Migrant	Yes: 0 No: 11 No Information Provided: 0	---	---	---	---	---	0 3.1 0	---	---	---	---	---	---	---
Limited English Proficient	Current LEP: 11 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	0 ---	36 ---	36 ---	27 ---	3.1 ---	0 0 0 0 0 0 0	---	---	---	---	---	---	---
Bilingual	Participants: 0 Nonparticipants: 11 No Information Provided: 0	---	---	---	---	---	0 3.1 0	---	---	---	---	---	---	---
ESL	Participants: 11 Nonparticipants: 0 No Information Provided: 0	0 ---	36 ---	36 ---	27 ---	3.1 ---	0 0 0	---	---	---	---	---	---	---
Special Education	Yes: 0 No: 11 No Information Provided: 0	---	---	---	---	---	0 3.1 0	---	---	---	---	---	---	---
Gifted/Talented	Participants: 0 Nonparticipants: 11 No Information Provided: 0	---	---	---	---	---	0 3.1 0	---	---	---	---	---	---	---
At-Risk	Yes: 11 No: 0 No Information Provided: 0	0 ---	36 ---	36 ---	27 ---	3.1 ---	0 0 0	---	---	---	---	---	---	---
Years in U.S. Schools	One: 0 Two: 1 Three: 0 Four: 0 Five: 1 Six or More: 9 No Information Provided: 0	---	---	---	---	---	0 0 0 0 0 3.1 0	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

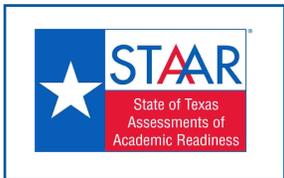
Summary Report

GRADE 8 MATHEMATICS

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

Report Date: APRIL 2021
 Date of Testing: APRIL 2021

Administration Summary			Number 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								
Legend													4		16		15		7	
--- = No Data Reported For Fewer Than Five Students													Avg. # of Items / % Correct							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students			241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
Male			131	1605	64	49	67	51	24	18	5	4	1.6	39	7.3	46	6.1	41	4.4	62
Female			110	1601	58	53	52	47	21	19	4	4	1.5	37	7.8	49	6.0	40	3.9	55
Absent			4																	
Other			24																	
Total Documents Submitted			269	100																
Students Tested			241	90																
Students Not Tested																				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			50	1604	23	46	27	54	9	18	0	0	1.7	43	7.8	49	5.7	38	4.3	61
American Indian or Alaska Native			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			93	1584	56	60	37	40	13	14	2	2	1.4	36	6.9	43	5.6	38	3.8	54
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			82	1628	34	41	48	59	20	24	6	7	1.6	41	8.2	52	6.7	45	4.4	63
Two or More Races			9	1536	7	78	2	22	0	0	0	0	0.3	8	5.6	35	4.4	30	3.8	54
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			114	1578	67	59	47	41	13	11	3	3	1.4	36	6.9	43	5.4	36	3.6	52
Yes			114	1578	67	59	47	41	13	11	3	3	1.4	36	6.9	43	5.4	36	3.6	52
No			127	1626	55	43	72	57	32	25	6	5	1.6	40	8.1	50	6.6	44	4.6	66
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			13	1570	7	54	6	46	2	15	0	0	1.5	37	6.5	41	5.3	35	3.7	53
Current LEP			13	1570	7	54	6	46	2	15	0	0	1.5	37	6.5	41	5.3	35	3.7	53
Non-LEP (Monitored 1st Year)			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 3rd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 4th Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP			227	1605	115	51	112	49	43	19	9	4	1.5	38	7.6	47	6.1	41	4.2	59
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			241	1604	122	51	119	49	45	19	9	4	1.5	38	7.5	47	6.0	40	4.1	59
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			13	1570	7	54	6	46	2	15	0	0	1.5	37	6.5	41	5.3	35	3.7	53
Participants			13	1570	7	54	6	46	2	15	0	0	1.5	37	6.5	41	5.3	35	3.7	53
Nonparticipants			228	1605	115	50	113	50	43	19	9	4	1.5	38	7.6	47	6.1	41	4.2	60
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			25	1527	20	80	5	20	1	4	0	0	0.9	22	5.6	35	4.2	28	3.0	43
Yes			25	1527	20	80	5	20	1	4	0	0	0.9	22	5.6	35	4.2	28	3.0	43
No			216	1612	102	47	114	53	44	20	9	4	1.6	40	7.8	48	6.3	42	4.3	61
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			17	1739	2	12	15	88	12	71	5	29	2.5	62	10.6	66	10.4	69	5.1	73
Participants			17	1739	2	12	15	88	12	71	5	29	2.5	62	10.6	66	10.4	69	5.1	73
Nonparticipants			224	1593	120	54	104	46	33	15	4	2	1.5	36	7.3	46	5.7	38	4.1	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			121	1568	79	65	42	35	11	9	1	1	1.3	33	6.6	41	5.0	34	3.7	53
Yes			121	1568	79	65	42	35	11	9	1	1	1.3	33	6.6	41	5.0	34	3.7	53
No			120	1639	43	36	77	64	34	28	8	7	1.8	44	8.5	53	7.1	47	4.6	65
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

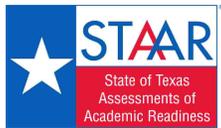
ALGEBRA I

All Students

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

Report Date: SUMMER 2021
Date of Testing: SUMMER 2021

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



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

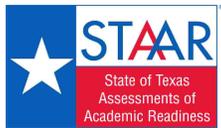
ALGEBRA I

First-Time Tested Students

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

Report Date: SUMMER 2021
Date of Testing: SUMMER 2021

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



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

ALGEBRA I

Retested Students

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

Report Date: SUMMER 2021
Date of Testing: SUMMER 2021

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

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

Accountability Rating

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

**Not
Rated**

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

[Click here to read the official announcement.](#)

School Information

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

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2020/index.html>

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

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

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

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

School Financial Information (2018-19)

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

	Campus	District	State
Instructional Staff Percent	n/a	71.5%	64.6%
Instructional Expenditure Ratio	n/a	68.6%	62.8%

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

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

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

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

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

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

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

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	45%	41%	29%	59%	47%	*	-	-	17%	38%
2018	38%	45%	47%	37%	48%	51%	*	*	-	*	35%
Mathematics											
2019	45%	50%	41%	16%	62%	54%	*	-	-	*	41%
2018	47%	53%	39%	39%	32%	39%	-	*	-	*	33%
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	83%	82%	71%	78%	87%	*	100%	-	*	69%
Students Requiring Accelerated Instruction											
2019	22%	17%	18%	29%	22%	13%	*	0%	-	*	31%
STAAR Cumulative Met Standard											
2019	85%	89%	87%	82%	82%	91%	*	100%	-	*	77%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	84%	72%	56%	70%	79%	*	100%	-	*	61%
Students Requiring Accelerated Instruction											
2019	18%	16%	28%	44%	30%	21%	*	0%	-	*	39%
STAAR Cumulative Met Standard											
2019	88%	89%	79%	63%	79%	86%	*	100%	-	*	70%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

- Indicates zero observations reported for this group.

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

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

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

This page is intentionally blank.



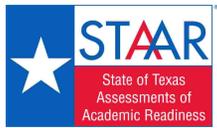
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 6 READING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category						
							#	%	#	%	#	%	#	%	1		2		3		
Legend																8		17		15	
--- = No Data Reported For Fewer Than Five Students																Avg. # of Items / % Correct					
Students Tested	282	97																			
Students Not Tested																					
Absent	2	1																			
Other	8	3																			
Total Documents Submitted	292	100																			
All Students	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55					
Male	153	1543	65	42	88	58	41	27	15	10	4.4	56	11.3	67	8.3	55					
Female	129	1564	39	30	90	70	38	29	14	11	4.6	58	12.8	75	8.3	55					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Hispanic/Latino	54	1544	21	39	33	61	14	26	7	13	4.3	54	12.0	70	7.9	53					
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Asian	12	1572	3	25	9	75	3	25	2	17	4.7	58	12.8	75	8.7	58					
Black or African American	84	1525	37	44	47	56	11	13	5	6	4.1	52	11.3	66	7.7	51					
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
White	120	1575	40	33	80	67	47	39	15	13	4.9	61	12.4	73	9.0	60					
Two or More Races	11	1550	2	18	9	82	4	36	0	0	4.3	53	13.4	79	7.5	50					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Economically Disadvantaged	123	1536	52	42	71	58	26	21	10	8	4.3	54	11.8	69	7.7	51					
No Information Provided	159	1565	52	33	107	67	53	33	19	12	4.7	58	12.2	72	8.8	58					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Title I, Part A	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Migrant	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Limited English Proficient	29	1497	16	55	13	45	4	14	1	3	3.3	41	10.7	63	7.1	47					
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Other Non-LEP	249	1559	87	35	162	65	74	30	28	11	4.6	58	12.2	72	8.4	56					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Bilingual	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	282	1553	104	37	178	63	79	28	29	10	4.5	56	12.0	71	8.3	55					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
ESL	29	1497	16	55	13	45	4	14	1	3	3.3	41	10.7	63	7.1	47					
No Information Provided	253	1559	88	35	165	65	75	30	28	11	4.7	58	12.2	72	8.4	56					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Special Education	35	1444	28	80	7	20	4	11	1	3	2.9	36	8.3	49	5.8	39					
No Information Provided	247	1568	76	31	171	69	75	30	28	11	4.7	59	12.5	74	8.7	58					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
Gifted/Talented	25	1689	2	8	23	92	20	80	10	40	6.4	81	14.3	84	12.2	82					
No Information Provided	257	1540	102	40	155	60	59	23	19	7	4.3	54	11.8	69	7.9	53					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
At-Risk	127	1502	69	54	58	46	14	11	3	2	3.8	48	10.9	64	6.8	45					
No Information Provided	155	1595	35	23	120	77	65	42	26	17	5.1	64	12.9	76	9.5	64					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

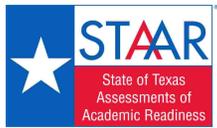
Summary Report

GRADE 6 MATHEMATICS

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

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

Administration Summary			Number 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		10		15		6		7		
Legend			Avg. # of Items / % Correct																				
--- = No Data Reported For Fewer Than Five Students			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students			282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50			
Male			152	1591	57	38	95	63	48	32	15	10	4.8	48	6.9	46	3.3	54	3.6	51			
Female			130	1572	48	37	82	63	25	19	9	7	4.3	43	6.6	44	3.0	49	3.4	48			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			54	1563	22	41	32	59	9	17	2	4	4.4	44	6.5	43	2.9	48	3.2	46			
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			11	1636	5	45	6	55	4	36	3	27	5.3	53	7.5	50	3.6	61	3.5	49			
Black or African American			85	1540	40	47	45	53	9	11	2	2	3.8	38	5.7	38	2.6	44	3.1	44			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			120	1621	33	28	87	73	51	43	17	14	5.3	53	7.7	51	3.6	60	3.9	55			
Two or More Races			11	1553	4	36	7	64	0	0	0	0	4.0	40	5.6	38	2.6	44	3.9	56			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged																							
			Yes	124	1551	58	47	66	53	21	17	5	4	4.2	42	6.0	40	2.8	46	3.1	45		
			No	158	1607	47	30	111	70	52	33	19	12	4.9	49	7.3	49	3.4	56	3.7	53		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A																							
			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant																							
			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient																							
			Current LEP	28	1544	13	46	15	54	4	14	0	0	4.8	48	5.6	37	2.6	43	2.7	39		
			Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Non-LEP (Monitored 2nd Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Other Non-LEP	250	1586	92	37	158	63	68	27	23	9	4.6	46	6.8	46	3.2	53	3.5	51		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual																							
			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	282	1582	105	37	177	63	73	26	24	9	4.6	46	6.7	45	3.1	52	3.5	50		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL																							
			Participants	28	1544	13	46	15	54	4	14	0	0	4.8	48	5.6	37	2.6	43	2.7	39		
			Nonparticipants	254	1586	92	36	162	64	69	27	24	9	4.6	46	6.9	46	3.2	53	3.6	51		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education																							
			Yes	36	1497	30	83	6	17	2	6	2	6	3.5	35	4.7	31	1.8	30	2.3	32		
			No	246	1595	75	30	171	70	71	29	22	9	4.8	48	7.0	47	3.3	55	3.7	52		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented																							
			Participants	25	1775	0	0	25	100	20	80	12	48	7.6	76	11.1	74	5.1	85	5.3	75		
			Nonparticipants	257	1564	105	41	152	59	53	21	12	5	4.3	43	6.3	42	2.9	49	3.3	47		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk																							
			Yes	127	1528	67	53	60	47	13	10	0	0	3.9	39	5.4	36	2.5	42	2.7	39		
			No	155	1627	38	25	117	75	60	39	24	15	5.2	52	7.8	52	3.6	60	4.1	58		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



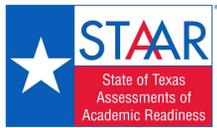
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 7 READING

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

Report Date: JUNE 2021
Date of Testing: SPRING 2021

Administration Summary			Number	Percent	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			298	93																	
Students Not Tested																					
Absent			3	1																	
Other			20	6																	
Total Documents Submitted			321	100																	
All Students			298	1631	86	29	212	71	123	41	67	22	5.6	70	11.6	64	10.6	66			
Male			164	1609	54	33	110	67	57	35	29	18	5.4	67	11.0	61	10.2	64			
Female			134	1657	32	24	102	76	66	49	38	28	5.8	73	12.3	68	11.2	70			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			71	1627	22	31	49	69	29	41	14	20	5.5	68	11.6	64	10.6	66			
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			10	1695	3	30	7	70	5	50	4	40	6.3	79	12.5	69	12.2	76			
Black or African American			98	1583	42	43	56	57	26	27	14	14	4.9	61	10.4	58	9.3	58			
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			108	1667	17	16	91	84	57	53	31	29	6.2	77	12.6	70	11.6	72			
Two or More Races			9	1661	2	22	7	78	5	56	3	33	6.0	75	11.3	63	12.4	78			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			121	1587	54	45	67	55	35	29	20	17	4.8	60	10.5	58	9.3	58			
Yes			121	1587	54	45	67	55	35	29	20	17	4.8	60	10.5	58	9.3	58			
No			177	1661	32	18	145	82	88	50	47	27	6.1	76	12.3	68	11.5	72			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			298	1631	86	29	212	71	123	41	67	22	5.6	70	11.6	64	10.6	66			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			297	1631	85	29	212	71	123	41	67	23	5.6	70	11.6	64	10.7	67			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			14	1538	8	57	6	43	2	14	1	7	4.4	54	8.8	49	8.4	53			
Current LEP			14	1538	8	57	6	43	2	14	1	7	4.4	54	8.8	49	8.4	53			
Non-LEP (Monitored 1st Year)			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 2nd Year)			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 3rd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 4th Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Other Non-LEP			277	1633	78	28	199	72	116	42	63	23	5.6	70	11.7	65	10.7	67			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			298	1631	86	29	212	71	123	41	67	22	5.6	70	11.6	64	10.6	66			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			14	1538	8	57	6	43	2	14	1	7	4.4	54	8.8	49	8.4	53			
Participants			14	1538	8	57	6	43	2	14	1	7	4.4	54	8.8	49	8.4	53			
Nonparticipants			284	1635	78	27	206	73	121	43	66	23	5.6	70	11.7	65	10.7	67			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			32	1512	23	72	9	28	5	16	1	3	3.7	46	8.2	45	7.7	48			
Yes			32	1512	23	72	9	28	5	16	1	3	3.7	46	8.2	45	7.7	48			
No			266	1645	63	24	203	76	118	44	66	25	5.8	73	12.0	67	11.0	69			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			35	1754	0	0	35	100	28	80	18	51	7.1	89	14.4	80	13.7	85			
Participants			35	1754	0	0	35	100	28	80	18	51	7.1	89	14.4	80	13.7	85			
Nonparticipants			263	1614	86	33	177	67	95	36	49	19	5.4	67	11.2	62	10.2	64			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			114	1553	58	51	56	49	18	16	8	7	4.4	55	9.6	53	8.7	54			
Yes			114	1553	58	51	56	49	18	16	8	7	4.4	55	9.6	53	8.7	54			
No			184	1679	28	15	156	85	105	57	59	32	6.3	79	12.8	71	11.8	74			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

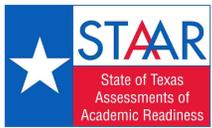
Summary Report

GRADE 7 MATHEMATICS

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

Report Date: JUNE 2021
 Date of Testing: SPRING 2021

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
													Number Percent		1		2		3		4
Students Tested		288	93	Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		6		15		12		7			
Students Not Tested		Absent	1	0	Other		22	7	Total Documents Submitted		311	100	Number of Items Tested								
Legend		--- = No Data Reported For Fewer Than Five Students		Avg. # of Items / % Correct		#		%		#		%		#		%		#		%	
All Students		288	1624	122	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50		
Male		156	1615	67	43	89	57	39	25	17	11	2.6	44	7.6	51	5.1	42	3.5	50		
Female		132	1635	55	42	77	58	37	28	17	13	2.8	47	7.6	51	5.6	47	3.5	50		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino		69	1619	28	41	41	59	15	22	7	10	2.7	45	7.6	51	5.3	44	3.3	47		
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian		8	1724	3	38	5	63	4	50	3	38	3.5	58	8.9	59	7.4	61	4.0	57		
Black or African American		98	1560	62	63	36	37	8	8	1	1	2.0	33	5.9	39	4.1	34	2.8	40		
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White		102	1682	26	25	76	75	46	45	22	22	3.4	56	9.2	62	6.4	53	4.1	59		
Two or More Races		9	1616	3	33	6	67	2	22	1	11	2.9	48	7.3	49	5.1	43	3.6	51		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged		Yes	119	1584	67	56	52	44	16	13	6	5	2.4	39	6.4	42	4.5	37	3.0	43	
		No	169	1653	55	33	114	67	60	36	28	17	3.0	50	8.5	57	5.9	49	3.8	54	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Nonparticipants	288	1624	122	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant		Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		No	287	1625	121	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient		Current LEP	14	1577	8	57	6	43	1	7	1	7	2.1	35	6.0	40	4.7	39	2.8	40	
		Non-LEP (Monitored 1st Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Other Non-LEP	268	1626	113	42	155	58	72	27	33	12	2.8	46	7.7	51	5.3	44	3.5	50	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
		Nonparticipants	288	1624	122	42	166	58	76	26	34	12	2.7	45	7.6	51	5.3	44	3.5	50	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL		Participants	14	1577	8	57	6	43	1	7	1	7	2.1	35	6.0	40	4.7	39	2.8	40	
		Nonparticipants	274	1627	114	42	160	58	75	27	33	12	2.8	46	7.7	51	5.4	45	3.5	50	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education		Yes	33	1565	25	76	8	24	4	12	4	12	1.9	31	5.7	38	4.3	36	2.5	35	
		No	255	1632	97	38	158	62	72	28	30	12	2.8	47	7.9	52	5.5	45	3.6	51	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented		Participants	27	1800	0	0	27	100	23	85	14	52	4.8	80	11.8	79	9.0	75	5.3	76	
		Nonparticipants	261	1606	122	47	139	53	53	20	20	8	2.5	42	7.2	48	4.9	41	3.3	47	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk		Yes	114	1556	79	69	35	31	9	8	3	3	1.9	32	5.8	39	4.0	33	2.6	38	
		No	174	1669	43	25	131	75	67	39	31	18	3.2	54	8.8	59	6.2	52	4.0	58	
		No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Constructed Responses Summary Report

GRADE 7 WRITING

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

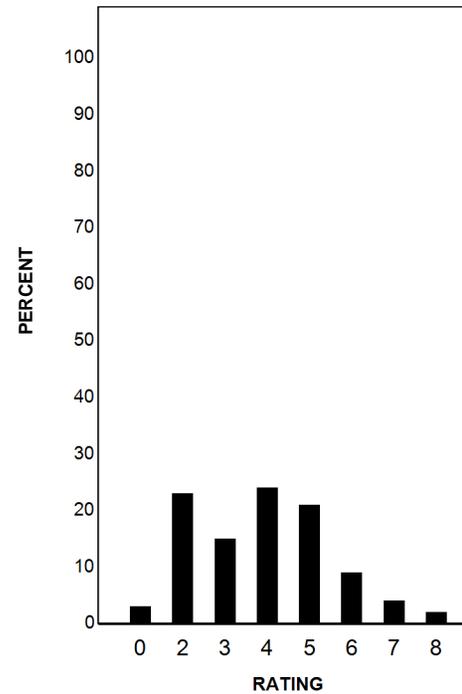
Report Date: JUNE 2021
Date of Testing: SPRING 2021

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

Written Composition Rating Summary

Composition

Rating	#	%
0	9	3
2	68	23
3	43	15
4	71	24
5	61	21
6	25	9
7	11	4
8	5	2
Total	293	100



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



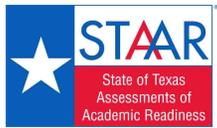
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report GRADE 8 SOCIAL STUDIES

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

Report Date: JUNE 2021
Date of Testing: MAY 2021

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
					#	%	#	%	#	%	#	%	1		2		3		4		
Number	Percent												History	Geography and Culture	Government and Citizenship	Economics, Science, Technology, and Society					
Students Tested	311	90																			
Students Not Tested																					
Absent	5	1																			
Other	30	9																			
Total Documents Submitted	346	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
													Number of Items Tested								
													17		10		10		7		
													Avg. # of Items / % Correct								
													#	%	#	%	#	%	#	%	
All Students	311	3680	120	39	191	61	76	24	32	10			8.6	50	6.7	67	5.2	52	4.0	57	
Male	165	3705	59	36	106	64	48	29	23	14			8.8	52	6.6	66	5.4	54	4.0	57	
Female	146	3651	61	42	85	58	28	19	9	6			8.3	49	6.9	69	4.9	49	4.0	57	
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Hispanic/Latino	67	3649	28	42	39	58	14	21	6	9			8.5	50	6.5	65	5.1	51	3.8	54	
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Asian	3	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Black or African American	105	3567	57	54	48	46	19	18	10	10			7.6	45	6.4	64	4.7	47	3.7	52	
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
White	118	3798	27	23	91	77	39	33	14	12			9.5	56	7.2	72	5.7	57	4.5	64	
Two or More Races	12	3490	7	58	5	42	1	8	1	8			7.1	42	5.8	58	4.3	43	3.6	51	
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	136	3573	69	51	67	49	26	19	9	7			7.7	45	6.4	64	4.7	47	3.7	53
	No	175	3763	51	29	124	71	50	29	23	13			9.3	55	7.0	70	5.5	55	4.3	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Nonparticipants	311	3680	120	39	191	61	76	24	32	10			8.6	50	6.7	67	5.2	52	4.0	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	No	311	3680	120	39	191	61	76	24	32	10			8.6	50	6.7	67	5.2	52	4.0	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
Limited English Proficient	Current LEP	14	3343	11	79	3	21	0	0	0	0			6.8	40	4.8	48	3.8	38	2.9	42
	Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Other Non-LEP	295	3694	108	37	187	63	75	25	32	11			8.7	51	6.8	68	5.2	52	4.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
	Nonparticipants	311	3680	120	39	191	61	76	24	32	10			8.6	50	6.7	67	5.2	52	4.0	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
ESL	Participants	14	3343	11	79	3	21	0	0	0	0			6.8	40	4.8	48	3.8	38	2.9	42
	Nonparticipants	297	3695	109	37	188	63	76	26	32	11			8.7	51	6.8	68	5.2	52	4.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
Special Education	Yes	26	3314	20	77	6	23	1	4	0	0			6.5	38	4.7	47	3.8	38	2.6	37
	No	285	3713	100	35	185	65	75	26	32	11			8.8	52	6.9	69	5.3	53	4.1	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
Gifted/Talented	Participants	37	4103	2	5	35	95	24	65	12	32			11.8	69	8.0	80	6.8	68	5.5	78
	Nonparticipants	274	3622	118	43	156	57	52	19	20	7			8.1	48	6.6	66	4.9	49	3.8	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	
At-Risk	Yes	128	3449	81	63	47	37	11	9	1	1			6.8	40	5.9	59	4.2	42	3.3	47
	No	183	3841	39	21	144	79	65	36	31	17			9.8	58	7.3	73	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: 050 RODRIGUEZ 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												Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		
Students Tested	315	91																			
Students Not Tested																					
Absent	3	1																			
Other	27	8																			
Total Documents Submitted	345	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
													Number of Items Tested								
													11		9		11		11		
												Avg. # of Items / % Correct									
												#	%	#	%	#	%	#	%		
All Students	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56			
Male	167	3724	62	37	105	63	55	33	22	13	5.9	54	4.9	54	6.8	62	6.3	57			
Female	148	3694	64	43	84	57	41	28	17	11	6.3	57	4.5	50	6.6	60	6.1	55			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino	67	3711	28	42	39	58	20	30	9	13	6.0	55	5.0	55	6.6	60	6.2	57			
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American	109	3530	61	56	48	44	22	20	9	8	5.5	50	4.1	46	5.9	53	5.4	49			
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White	118	3886	28	24	90	76	50	42	19	16	6.8	62	5.1	56	7.6	69	7.0	63			
Two or More Races	12	3431	7	58	5	42	1	8	1	8	4.8	44	4.1	45	5.6	51	4.9	45			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged	Yes	139	3610	70	50	69	50	34	24	14	10	5.6	51	4.3	48	6.3	58	5.8	52		
	No	176	3788	56	32	120	68	62	35	25	14	6.5	59	5.0	56	7.0	63	6.5	60		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	No	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient	Current LEP	14	3437	9	64	5	36	2	14	1	7	5.4	49	3.8	42	4.9	44	5.1	46		
	Non-LEP (Monitored 1st Year)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Non-LEP (Monitored 3rd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Non-LEP (Monitored 4th Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Non-LEP (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Other Non-LEP	299	3720	116	39	183	61	93	31	37	12	6.1	56	4.7	53	6.8	62	6.2	57		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	315	3710	126	40	189	60	96	30	39	12	6.1	56	4.7	52	6.7	61	6.2	56		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL	Participants	14	3437	9	64	5	36	2	14	1	7	5.4	49	3.8	42	4.9	44	5.1	46		
	Nonparticipants	301	3723	117	39	184	61	94	31	38	13	6.1	56	4.8	53	6.8	62	6.3	57		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education	Yes	26	3317	18	69	8	31	4	15	1	4	4.6	42	3.5	39	5.1	47	4.3	40		
	No	289	3745	108	37	181	63	92	32	38	13	6.2	57	4.8	54	6.8	62	6.4	58		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented	Participants	37	4289	2	5	35	95	27	73	18	49	8.5	77	6.3	70	8.7	79	8.5	77		
	Nonparticipants	278	3633	124	45	154	55	69	25	21	8	5.8	53	4.5	50	6.4	58	5.9	54		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk	Yes	131	3433	85	65	46	35	13	10	2	2	5.0	45	3.9	43	5.5	50	5.2	47		
	No	184	3907	41	22	143	78	83	45	37	20	6.9	63	5.3	59	7.6	69	6.9	63		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			

Denton Independent School District
Savannah Elementary
2021-2022 Campus Improvement Plan





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

Goals	5
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	5
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	11
Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	13
Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	14
Addendums	15

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% of all students will show a minimum of one year's growth in math and 95% of students will show a minimum of one year's growth in reading by May 28, 2021

Evaluation Data Sources: BOY reading and math assessments
EOY reading and math assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use formative and summative data to form small groups.</p> <p>Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Administration Interventionists Coaches Curriculum Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All grade levels will identify essential standards for reading and math and ensure they are vertically aligned. Unit plans including a cognitive ladder for each identified essential standard will be created.</p> <p>Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Administration Interventionists Coaches Curriculum Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reading, Writing and Math blocks will utilize the workshop model daily.</p> <p>Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Administration Interventionists Coaches Curriculum Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will administer pre and post assessments for each essential standard unit. These assessments will be used to guide instruction and identify students in need of tier 2 interventions.</p> <p>Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Administration Interventionists Coaches Curriculum Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: A master schedule will be created that provides time for protected Tier I, Tier II and Tier III instruction. Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading. Staff Responsible for Monitoring: Administration Intervention Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples. Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will update Students of Concern spreadsheet prior to PLC meeting based on Universal, Supplemental, and Individualized concerns. Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading. Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Target Time, the Savannah Intervention time, will take place 30 minutes twice per day (reading and math) in each grade level per day, minimum 4 days per week. Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading. Staff Responsible for Monitoring: Administration Interventionist Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Savannah will operate a true PLC and honor the three big ideas, four pillars and four critical questions needed to be an effective PLC. Teachers will be given time twice a month within the contract day to have data talks to discuss all students by name and need, analyze CFA data and discuss effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Administration Teachers Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: A full time math interventionist and a full time reading coach will be used for intervention/coaching K-5th grade classrooms.</p> <p>Strategy's Expected Result/Impact: 90% of Savannah students will make one year's growth in math. 95% of Savannah students will make one year's growth in reading.</p> <p>Staff Responsible for Monitoring: Admdinistration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: Savannah Elementary will create and utilize intervention systems schoolwide so that 95% of at-risk students will show a minimum of one and a half year's growth in reading and math by May 28, 2021.

Evaluation Data Sources: BOY reading and math assessments
EOY reading and math assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Co Teach model will be utilized on campus. Special education teachers will work more closely with general education to increase the exposure of special education students' to general education curriculum.</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Administration Special Education Team Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each grade level will identify a CFA timeline for every essential standard. All CFA data will be entered into Aware K-5th grade.</p> <p>0-60% - Tier 1 60%-90% - Tier 2 Above 90%- those 10% will be supported back at Tier 1 within classroom small groups</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Student Intervention Team will continue to provide support and training to teachers identifying appropriate MTSS strategies. Teachers will utilize the DMTSS protocols and resources created by the district DMTSS committee.</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Administration Intervention Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will be able to identify their learning targets and monitor their progress based on strong & weak work samples.</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: At risk students will receive uninterrupted Tier I, Tier II and Tier III instruction daily.</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Administration Intervention team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: A PLC for special education & inclusion teachers will meet once a month to discuss name & need based on student data.</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Administration Special Education Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students reading below grade level will be served in LLI small groups</p> <p>Strategy's Expected Result/Impact: 95% of at-risk learners will show a minimum of one and a half year's growth in reading and math.</p> <p>Staff Responsible for Monitoring: Administration Interventonist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Savannah Elementary will engage in transparent communication and community engagement activities that produces a 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Savannah will administer a parent engagement survey at the beginning and end of the school year to identify needs. Strategy's Expected Result/Impact: 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah will establish and maintain a social media presence that will be used to keep the community informed of current events and highlight the achievements of students and staff members. Strategy's Expected Result/Impact: 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Savannah Shout Out, an electronic newsletter, will be produced weekly. Strategy's Expected Result/Impact: 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: A Google site, The Parent Toolbox, will be created to keep parents informed. Links to grade level newsletters and other important information will be sent to each home each Tuesday of the school year.</p> <p>Strategy's Expected Result/Impact: 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Mr. Mac will host Mugs with Mac monthly to discuss hot topics and engage parents in a dialog related to the school environment.</p> <p>Strategy's Expected Result/Impact: 20% increase in the rating excellent (from 62% to 82%) on the Savannah EOY survey and/or the K 12 Insight Survey by May 28, 2021.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Growth & Management

In pursuit of excellence, we will:

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

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

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

Addendums

Denton Independent School District
Union Park Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Ignite a passion for learning in all.

Vision

At Union Park Elementary we will advocate for all students to reach their academic and social-emotional potential.

We will cultivate a safe learning environment for all.

We will foster a joy of learning through curiosity, taking risks and making mistakes.

We will engage and collaborate as part of a professional learning community.

We will provide timely, diagnostic, and directive support for students.

We will challenge students to develop their full potential by enriching learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Goal 1: Teaching and Learning In pursuit of excellence, we will: *Develop and maintain a culture where learning remains our first priority *Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates *Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students *Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship *Cultivate a network of professional learning communities addressing the educational needs of every child in our district *Incorporate best practices into teaching, learning, technology and leadership *Foster and support an advanced digital learning environment *Establish goals for individual campuses that incorporate both measurable and intangible factors	11
Goal 2: Goal 2: Culture & Climate In pursuit of excellence, we will: *Honor the dedication and professionalism of all staff *Celebrate, respect nd 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 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	13
Addendums	15

Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

Demographics

Demographics Summary

Union Park Elementary was established in the fall of 2019. We opened our doors with 435 in the fall of 2019 and are currently at 942 total students. We have grown exponentially and have needed to add additional teachers each year to meet our growing numbers. Our overflow students are enrolling at Savannah or Paloma Creek Elementary and our classes have reached capacity. Our numbers are expected to remain at this size until the opening of the district's newest school, Sandbrock Elementary, however, with the construction continuing to expand into other areas of the subdivision, we will probably remain at high numbers in our student population.

The programs offered at our school are:

- Early Childhood Special Education for pre-k students (ECSE)
- Functional Life Skills Class (FLS)
- Positive Academic Behavioral Support (PABS)
- General ed pre-k program

Extracurricular activities that are offered:

- Orchestra
- Guitar Ensemble
- Drama Club
- Robotics
- Broadcast Team

As a campus, we are implementing the CHAMPS behavior system. We have the expectations posted in the common areas throughout the school and all classrooms have the CHAMPS posters in their classrooms to utilize during classroom transitions. All classrooms have Calm Down Corners to support children that need time to manage their feelings while remaining in the classroom. At our bi-weekly virtual assemblies, classrooms are recognized with the Pioneer Pride Award with a trophy that is then passed on to different classrooms that exhibit the Pioneer Character Traits. Teachers are recognized with the Staff Pioneer Pride Award.

Our student demographics are:

Percent of students in the school who receive free/reduced priced lunch:

38%

Hispanic/Latinx:	[25]	%
Black/African American:	[35]	%
Native American/Alaska Native:	[.1]	%

Hispanic/Latinx:	[25]	%
Asian/Pacific Islander:	[.4]	%
White/Caucasian:	[30]	%
Bi-racial or Multi-racial:	[.5]	%
Other:	[]	%

Demographics Strengths

- A school that is inclusive and embraces differences.
- Growth is high, but have systems in place for an efficient and safe environment.
- A diverse staff.

Student Learning

Student Learning Summary

We are using the TPRI as a district-wide screener for students in K-2nd grade. This measure students' reading level, phonemic awareness and comprehension. The screener used for 3rd - 5th is the Fountas & Pinnell reading program which measures reading levels and comprehension skills. This year, TEA is offering the Reading Academies to certain grade levels and more grade levels will be added the following year. The purpose of the Reading Academies is to strengthen the understanding of how a child acquires reading skills and provide teachers with strategies to use in their classrooms.

2021 STAAR assessment results:

- 3rd MATH: Union Park: 66% District: 62%
- 3rd READING: Union Park: 64% District: 68%

- 4th MATH: Union Park: 57% District: 61%
- 4th READING: Union Park: 57% District: 61%
- 5th MATH: Union Park: 55% District: 71%
- 5th READING: Union Park: 62% District: 74%
- 5th SCIENCE: Union Park: 58% District: 61%

Training has been provided to teachers on the Istation Reading Program and Imagine MATH Program. These programs are designed to support reading and math skills. Teachers can assign intervention lessons and monitor progress with monthly reports. For lower grades, the Primary Numeracy Assessment is given in grades K-2.

The support staff we have for students are:

- 1 Reading Recovery teacher
- 1 ESL teacher
- 1 EXPO teacher
- 1.25 Dyslexia
- .5 Instructional Coach
- .5 Math Interventionist
- .5 Reading Interventionist

Our master schedule is designed so that we have a time for grade level PLCs to meet every two weeks to discuss assessments, intervention and student growth and needs. Our special education team has been given this time as well.

Student Learning Strengths

- Collaborating and sharing students in PLCs.
- The design of the master schedule to allow time for PLC and intervention.
- Systems to bring new teachers up to par with the training already received.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A full time math interventionist and a full time reading interventionist would provide more support for HB4545 to meet the needs of the students. Currently, we only have one person to fulfill both roles.

School Processes & Programs

School Processes & Programs Summary

At Union Park, intentional walk-throughs are conducted that provide teachers with immediate feedback from a google form. These walk-through have a "look for" and always purposeful. The teachers are given the rubric in advance.

Tool Time Tuesday is a time to provide training and learning to new teachers and anyone that would like a refresher on certain topics. Some topics that have already been covered are: Workshop Model, Math Stemsopes, and LLI Kit training.

A Writing Units of Study Cohort comprised of grade level teachers has been established this year to support in the implementation of the campus wide initiative to strengthen our learning of how children learn to write and provide explicit feedback to students to help strengthen their writing. The first meeting is in September to craft a vision for the group and design the implementation of trainings and learning.

There is a Mentor/Mentee partnership to support new teachers to the profession. New teachers were paired up with veteran teachers so they can reach out to them if they have any questions or just to have someone to talk to. The program was kicked-off with an ice cream social to reveal their mentor!

Our DMTSS team provided training to teachers and explained the DMTSS process. Dates are provided every 9 weeks for teachers to bring any child they are concerned about or as a follow up to the last meeting.

Kinder and 1st grade teachers are participating in a Braswell Zone Literacy Cadre. The purpose of the cadre is to deepen the learning of kinder and first grade teachers on literacy instruction. Administrators are involved in the learning.

School Processes & Programs Strengths

- Writing Units of Study Campus Cohort
- Mentor/Mentee Program for new teachers
- Regularly meeting to discuss students and using the DMTSS model of support

Perceptions

Perceptions Summary

Parent engagement has been very high in the last two years at Union Park Elementary. The PTA board, which is comprised of parents, an administrator and a teacher representative meets regularly to make decisions and provide feedback. The goal is to have 100% of the staff join the school PTA. Parent volunteers are visible and frequently visit the campus.

During the school's first year of existence, the WATCH D.O.G.S program had a high participation rate. The program will be reinstated this school year by having dads help with drop off and dismissal.

Teachers hold circle time during the week to build community in the classroom and gauge their students' feelings and emotions.

Our counseling department provides services to our students by pushing in to classrooms to conduct guidance lessons and meeting in small group or one-on-one. Teachers can recommend students to participate in the Food for Kids Program. Our counselors offer outside resources to families in need.

Perceptions Strengths

- High parent engagement and involvement.
- Counselor support
- Building community through circle time.

Priority Problem Statements

Goals

Goal 1: Goal 1: Teaching and 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: Union Park staff will increase the amount of opportunities for academic advancement of our students in the areas of literacy and math through Tier I instruction, Tier II & III small group and intervention, and through teacher professional learning so that our students make advancement on our district and state screeners and assessments.

- To have 75%-80% of our students score at the MONITOR level in Kindergarten using the TxKea to measure
- To have 75%-80% of our students score at the DEVELOPED level in 1st & 2nd using the TPRI to measure
- To have 75%-80% of our students score ON LEVEL in K-5 using the Fountas & Pinnell to measure reading level
- To have 75%-80% of our students score ON LEVEL in K-2 using the Primary Numeracy to measure
- To have 75%-80% of our students score APPROACHES in 3rd-5th on the STAAR

Evaluation Data Sources: STAAR, Primary Numeracy, Fountas & Pinnell reading levels, TxKea, TPRI, AWARE, Istation, Imagine Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Design our master schedule so that it provides a time for teachers to come together as a PLC every two weeks to discuss student progress, targeted instruction, and curriculum that supports academic advancement. Special areas teachers will provide what is called "Genius Hour" to students and provide enriching activities while teachers are collaborating as a PLC.</p> <p>Strategy's Expected Result/Impact: Strengthen teachers' understanding of assessments, student misconceptions and how to plan effectively for whole class or small group re-teach and/or instruction.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement an intervention time for literacy and math during the day for all grade levels called WIN (What I Need) to support the learner and deepen their understanding of the instruction. Teachers, support staff and an interventionist provide small group instruction. Analyzing ng data and crafting assessments for the purpose of regrouping will occur during grade level PLCs.</p> <p>Strategy's Expected Result/Impact: To fill instructional gaps and help maintain or increase growth in literacy and math.</p> <p>Staff Responsible for Monitoring: Teachers, support staff, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 1: Strong School Leadership and Planning, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Kindergarten, first grade teachers, and administrators will participate in the Braswell Literacy Cohort. Substitutes will be secured so that teachers can spend a full day of collaborating, learning, and planning for best instructional practices.</p> <p>Strategy's Expected Result/Impact: The purpose of this learning is to familiarize and deepen the understanding of units of study and literacy best practices. Through this learning, teachers will support the reading fluency and comprehension of students.</p> <p>Staff Responsible for Monitoring: Teachers, support staff, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will use Istation reading program and Imagine Math program regularly to maintain or enhance reading and math skills. Students will take the monthly ISIP screener in reading to monitor and celebrate progress. Teachers will assign intervention lessons and "pathways" to students to focus on the needs of the students.</p> <p>Strategy's Expected Result/Impact: To fill instructional gaps and help maintain or increase growth in literacy and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Each grade level will have a representative join the UP Writing Cohort. This group will collaborate to discuss the writing needs at our school and have dialogue on how we can implement writing consistently among all grade levels. This group will participate in the Calendar Days and any trainings that support the vision. We have met once in September and will meet each month to discuss rubrics, analyze student writing to tailor professional development that supports teacher learning.</p> <p>Strategy's Expected Result/Impact: Strengthen the literacy knowledge of teachers to understand how children learn to write.</p> <p>Staff Responsible for Monitoring: Teachers, support staff, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Goal 1: Teaching and 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: Common assessments, benchmarks, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: An intervention time will be scheduled during the day to provide support for eligible students. Instruction will be provided by the interventionist and/or teacher.</p> <p>Strategy's Expected Result/Impact: To fill instructional gaps and help maintain or increase growth in literacy and math.</p> <p>Staff Responsible for Monitoring: Interventionist, teacher, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	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>			

Goal 2: Goal 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe. Foster a community where learning can take place and where staff and students are valued, appreciated, and recognized.

Evaluation Data Sources: Employee engagement survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To build classroom community, teachers will hold a circle time in their classrooms three to four times a week to allow students to share their feelings and participate in the "get to know you" questions if they choose.</p> <p>Strategy's Expected Result/Impact: To feel free to express feelings in a safe place and gain strategies to regulate emotions.</p> <p>Staff Responsible for Monitoring: Teachers, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement C.H.A.M.P.S campus wide and provide professional learning by watching videos, reading excerpts from the CHAMPS book. Revisit the expectations regularly in classrooms and announcements.</p> <p>Strategy's Expected Result/Impact: By clearly defining expectations students will have an understanding of what is expected during transitions in the classroom and in common areas around the school.</p> <p>Staff Responsible for Monitoring: Staff, teachers, admin, support, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Appreciation and recognition of staff and students with:</p> <ul style="list-style-type: none"> -Staff Pioneer Pride Award -Student Pioneer Pride Award -Classroom Pioneer Pride Award -Teacher of the Year -Awards Assemblies -Team Lead meetings -Pioneer Pal -New teacher mentor -Appreciation items and activities <p>Strategy's Expected Result/Impact: Create a culture that will foster the SEL for staff and students.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, staff, administrators</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>			

Addendums

Denton Independent School District
Sparks Campus
2021-2022 Campus Improvement Plan



Mission Statement

School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

Vision

School Vision

The Sparks Faculty and Staff are committed to keeping detained in the Denton County Juvenile Detention Center current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Value Statement

School Values

The Joe Dale Sparks Campus prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

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

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

Table of Contents

Goals	4
Goal 1: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system.	4
State Compensatory	6
Budget for Sparks Campus	7
Personnel for Sparks Campus	7
Campus Funding Summary	8
Addendums	9

Goals

Goal 1: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system.

Performance Objective 1: : 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier 1 level of the DMTS Universal Monitoring System.

Evaluation Data Sources: Teacher lesson plans, curriculum, TTESS documents, CTC students transition records, NCLB Report, etc

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet, (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.</p> <p>Strategy's Expected Result/Impact: Improved instruction across content areas and student progress on progress reports and report cards</p> <p>Staff Responsible for Monitoring: Curriculum coordinators, Teachers, Administrator, Secretary</p> <p>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,275, - Title I, Part D Subpart 2 - \$31,632.50</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide instructional and clerical support personnel for at-risk students</p> <p>Strategy's Expected Result/Impact: Improved instructional support across all content areas and student progress on IRPs and report cards.</p> <p>Staff Responsible for Monitoring: Secretary, Attendance Clerk, Principal, Teachers, At-risk teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system.

Performance Objective 2: : Students enrolled in the Detention Pre-Adjudication Program for ten or more days will attend class 90% of the time. Detention teachers will meet monthly to share ideas, review student academic and attendance, and discipline concerns. Also teachers will learn about the unique struggles facing detention students (PLC topics to include serious mental health issues, poverty, cultural awareness, etc).

Evaluation Data Sources: Detention Teachers, meeting agenda, sign-in sheets, and meeting minutes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will notify the school attendance clerk of all student absences and reasons for those absences. Strategy's Expected Result/Impact: Reduction in the number of students absences from class. Staff Responsible for Monitoring: Detention teachers, attendance clerk, principal, Registrar 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: Utilize At-risk Teacher to support struggling students in all core content classes. Strategy's Expected Result/Impact: Report Cards, WRAT Scores, STAAR/EOC Results, Teacher Formative and Summative Assessments Staff Responsible for Monitoring: At-risk Teacher, Principal Title I Schoolwide Elements: 3.2 Funding Sources: - Title I, Part D Subpart 2 - \$95,442</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Annually purchase supplementary library books, Library supplies, and provide library services by teachers to keep inventory up to date and ensure a diverse selection of reading materials for all students Strategy's Expected Result/Impact: Increased circulation with more titles being read Staff Responsible for Monitoring: A teacher assigned to library services, school secretary Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college Funding Sources: Supplies and books - Title I, Part D Subpart 2 - \$5,000, Extra duty pay for librarians - Title I, Part D Subpart 2 - \$10,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide Summer School for all detained students especially students in the long-term placement program. Strategy's Expected Result/Impact: Students will be able to recover credit Staff Responsible for Monitoring: Secretary, Principal, Summer School teachers, At-risk teacher</p>	Formative		
	Dec	Mar	May

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: - Title I, Part D Subpart 2 - \$6,035



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Sparks Campus

Total SCE Funds:

Total FTEs Funded by SCE: 2000

Brief Description of SCE Services and/or Programs

--

Personnel for Sparks Campus

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ana Jessica Galvan	Attendance Clerk & Registrar	100
Ann Posten	Detention English Teacher	100
Barbra Lightfoot	CTC/POST Science Teacher	100
Brooke Lana	Inclusion Teacher	100
Christopher Rodgers	Special Education Aide	100
David Heilein	CTC/POST Math Teacher	100
David Michaelson	CTC/POST Social Studies Teacher	100
Edith Orozco	Detention Science Teacher	100
Elizabeth Cook	CTC/ POST & Detention Art Teacher	100
Jeneal Vincent	Secretary/ Registrar	100
Julia Laney	Inclusion Teacher	100
Michael Smith	CTC/POST CTE Teacher	100
Pamela Tutt	At-Risk Teacher & Testing Coordinator	100
Paul Martinez	Principal	100
Rebecca Brigham	CTC/POST English Teacher	100
Ryan Wilcox	Detention CTE Teacher	100
Stephen Stone	Detention Math Teacher	100
Steve Erdman	CTC/POST & Detention PE Teacher	100
TBA	Bilingual Aide	100

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Thomas Huggins	Detention Social Studies Teacher	100

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,275.00
Sub-Total					\$1,275.00
Title I, Part D Subpart 2					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$31,632.50
1	2	2			\$95,442.00
1	2	3	Supplies and books		\$5,000.00
1	2	3	Extra duty pay for librarians		\$10,000.00
1	2	4			\$6,035.00
Sub-Total					\$148,109.50
Grand Total					\$149,384.50

Addendums

Denton Independent School District
Lester Davis DAEP
2021-2022 Campus Improvement Plan



Mission Statement

To provide a structured social and academic climate in which students choose how they will respond to the world.

Vision

The Davis staff is committed to equipping students with behavioral and academic skills that will enable them to succeed in their regularly assigned classrooms and schools.

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
TEXAS EDUCATION AGENCY	4
District Level Annual Discipline Summary	4
PEIMS Discipline Data for 2019-2020	4
Student Learning	8
School Processes & Programs	10
Perceptions	11
Goals	12
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	13
State Compensatory	19
Budget for Lester Davis DAEP	20
Personnel for Lester Davis DAEP	20
Campus Funding Summary	21
Addendums	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Data for 2020-2021 is not currently available.

TEXAS EDUCATION AGENCY

District Level Annual Discipline Summary

PEIMS Discipline Data for 2019-2020

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
DENTON ISD 061901	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	32,703
			A02	DISTRICT DISCIPLINE POPULATION	2,265
			A03	DISTRICT DISCIPLINE RECORD COUNT	5,322
		B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	N/A
			B03	DISCRETIONARY EXPULSIONS TO JJAEP	N/A
			B07	COUNT OF STUDENTS REMOVED TO A DAEP	356
			B08	MANDATORY DAEP REMOVALS	196
			B09	DISCRETIONARY DAEP REMOVALS	193
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	1,922
			B13	STUDENTS SUSPENDED OUT OF SCHOOL	885

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
		C-JJAEP EXPULSIONS	C04	HISPANIC/LATINO	N/A
			C07	WHITE	N/A
		E-DAEP PLACEMENTS	C15	AMERICAN INDIAN OR ALASKA NAT	N/A
			C16	ASIAN	N/A
			C17	BLACK OR AFRICAN AMERICAN	140
			C18	HISPANIC/LATINO	131
			C20	TWO OR MORE RACES	N/A
			C21	WHITE	104
		F-OUT OF SCHOOL SUSPENSIONS	C22	AMERICAN INDIAN OR ALASKA NAT	16
			C23	ASIAN	N/A
			C24	BLACK OR AFRICAN AMERICAN	587
			C25	HISPANIC/LATINO	404
			C26	NATIVE HAWAIIAN/OTHER PACIFIC	N/A
			C27	TWO OR MORE RACES	28
			C28	WHITE	365
		G-IN SCHOOL SUSPENSIONS	C29	AMERICAN INDIAN OR ALASKA NAT	N/A
			C30	ASIAN	24
			C31	BLACK OR AFRICAN AMERICAN	1,373
			C32	HISPANIC/LATINO	1,033
			C33	NATIVE HAWAIIAN/OTHER PACIFIC	N/A
			C34	TWO OR MORE RACES	77
			C35	WHITE	994
		H-SPEC. ED. JJAEP EXPULSIONS	D01	SPEC. ED. STUDENTS EXPELLED TO JJAEP	N/A
			D02	SPEC. ED. EXPULSIONS TO JJAEP	N/A
			D03	NON SPEC. ED. EXPULSIONS TO JJAEP	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
		J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	84
			D08	SPEC. ED. DAEP PLACEMENTS	94
			D09	NON SPEC. ED. DAEP PLACEMENTS	295
		K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	245
			D11	SPEC. ED. OUT OF SCHOOL SUSPEN	418
			D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	988
		L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	417
			D14	SPEC. ED. IN SCHOOL SUSPEN	899
			D15	NON SPEC. ED. IN SCHOOL SUSPEN	2,624
		M-ECO. DISADV. JJAEP PLACEMENTS	E01	ECO. DISAD. STUDENTS EXPELLED TO JJAEP	N/A
			E02	ECO. DISAD. EXPULSION TO JJAEP	N/A
			E03	NON ECO. DISAD. EXPULSION TO JJAEP	N/A
		O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	254
			E10	ECO. DISAD. DAEP PLACEMENTS	281
			E11	NON ECO. DISAD. DAEP PLACEMENTS	108
		P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	621
			E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	1,033
			E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	373
		Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	1,245
			E18	ECO DISAD. IN SCHOOL SUSPENSIONS	2,364
			E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	1,159
		R-AT RISK JJAEP PLACEMENTS	F01	AT RISK STUDENTS EXPELLED TO JJAEP	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
			F02	AT RISK EXPULSION TO JJAEP	N/A
			F03	NON AT RISK EXPULSION TO JJAEP	N/A
		T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	236
			F10	AT RISK DAEP PLACEMENTS	267
			F11	NON AT RISK DAEP PLACEMENTS	100
			F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	22
		U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	511
			F14	AT RISK OUT OF SCHOOL SUSPEN	865
			F15	NON AT RISK OUT OF SCHOOL SUSPEN	484
			F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	57
		V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	952
			F18	AT RISK IN SCHOOL SUSPENSIONS	1,878
			F19	NON AT RISK IN SCHOOL SUSPENSIONS	1,535
			F20	UNKNOWN AT RISK STATUS IN SCH SUS.	110
		W-REASON INCIDENT COUNTS	G02	02-CONDUCT PUNISHABLE AS A FELONY	N/A
			G04	04-CONTROLLED SUBSTANCE/DRUGS	117
			G05	05-ALCOHOL VIOLATION	15
			G07	07-PUBLIC LEWDNESS/INDCT EXPOSURE	N/A
			G09	09-TITLE 5 FELONY - OFF CAMPUS	N/A
			G10	10-NON-TITLE 5 FELONY-OFF CAMPUS	N/A
			G21	21-VIOLATED LOCAL CODE OF CONDUCT	3,669
			G22	22-CRIMINAL MISCHIEF	N/A
			G26	26-TERRORISTIC THREAT	N/A
			G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR20
			G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
			G35	35-FALSE ALARM/FALSE REPORT	N/A
			G41	41-FIGHTING/MUTUAL COMBAT	173
			G60	60-HARSMNT LEA EMP UNDR TX PNL CD	N/A
		X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	1,355
			H06	06-IN-SCHOOL SUSPENSION	3,315
			H07	07-PLACEMENT IN ON/OFF CAMP DAEP	382
			H08	08-CONT OTHER DIST DAEP PLACEMENT	N/A
			H13	13-COURT ORDERED JJAEP PLACEMENT	N/A
			H14	14-COURT ORDERED DAEP PLACEMENT	N/A
			H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	51
			H26	26-PART DAY IN-SCHOOL SUSPEND	208
			H27	27-MAND ACTION NOT TAKEN-SPECL ED	N/A

N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

Texas Education Agency 2021 Accountability Ratings Overall Summary LESTER DAVIS (061901005) - DENTON ISD

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	N/A
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 75.0%)	N/A
Closing the Gaps % of Indicators Met	

Academic Achievement Status	N/A
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	N/A
School Quality Status	N/A
% Participation (All Tests)	
2018-19	N/A
2020-21	N/A

Distinction Designations

Distinction designations were not awarded in 2021.

School Processes & Programs

School Processes & Programs Summary

Our program consists of three separate units designed to meet the needs of all Denton ISD campuses, specifically for behavior intervention. The three units consist of elementary, middle, and high school teams designed to meet the needs of the student's appropriate grade level, regardless of what zone their home campus is in.

Our elementary unit is comprised of one certified teacher for all levels, 1st grade through 5th grade, and one instructional aide to assist in teaching and monitoring the students. In a typical year this unit will serve 30-40 students from any one of Denton ISD's elementary campuses.

Our middle school unit is comprised of four certified teachers for each of the core subjects and two instructional aides to assist in teaching and monitoring the students. In a typical year, this team will serve 120-140 students from each of the district's middle schools.

Our high school unit is comprised of five certified teachers, four of which cover the core subjects, and one in place to support and monitor the high school students progress in their elective courses from their home campus. This team also has four instructional aides to assist with teaching and monitoring. In a typical year this team will serve 250+ students throughout the year from each of Denton ISD's comprehensive high schools.

Additional support includes two special education teachers, one special education instructional aide, and one ESL aide to meet the needs of each student, regardless of the level of service a student may require. These staff members are available and utilized in all three grade levels.

Our program is also comprised of a counselor, social worker, and nurse. Each one these staff members are available to make sure the basic needs, medical needs, and emotional needs of our students can be addressed as needed to continue teaching and learning for our students.

Perceptions

Perceptions Summary

The Lester Davis DAEP team is dedicated to and committed to working with good kids who made a bad decision. Each team member brings unique experiences to our program that makes them passionate about working with this population.

We operate in a highly structured environment that raises expectations for all students. Each student can self-regulate, reflect, and master academic concepts when both structure and respect are at a maximum.

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: WIG: As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus.

Our goal is to decrease our recidivism rate by 20% annually.

Each student will have an individualized transition plan to present to the home campus upon the students return to their home campus.

HB3 Goal

Evaluation Data Sources: Available transition packets.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a systematic approach to creating individualized transition plans for each student.</p> <p>Admin. Counselor Teachers Paras Office staff Home Campus Rep Campus Funds</p> <p>Each student will have a transition plan upon the return to their home campus. Reduced frequency of referrals at the home campus. HS - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span. HS Team Watkins Campus Funds</p> <p>Defined roles and schedule created. Compiling the necessary components of the transition plan is manageable. MS - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span. MS Team Watkins Campus Funds</p> <p>Defined roles and schedule created. Compiling the necessary components of the transition plan is manageable. ES - Create a schedule and assign duties that ensure the defined components of each transition plan are obtainable in a 15 school day span. ES Team Watkins Campus Funds</p> <p>Defined roles and schedule created. Compiling the necessary components of the transition plan is manageable. Identify key components of transition plans to implement for each student. Admin. Counselor Teachers Paras Home Campus Rep</p>	Formative		
	Dec	Mar	May

Campus Funds

Defined components of the transition plan.
A list of doable components for the transition plan.
Research current DAEP programs and their processes for addressing transition.

- Team travel for observations.
- Phone conferences with multiple DAEPs.

Admin.
Counselor
Teachers
Paras
AK Funds

DAEPs identified as models, observed, and shared with all staff members.
Quality and effective components of a transition plan for 2020-2021 school year.
Inform home campus admin/counseling teams about how to utilize the transition plan.
Admin.
Counselor
Home Campus Rep
Campus Funds

Each students home campus will have access to and know the intent of the transition plan.
Reduced recidivism rate by 20% of prior year.

Strategy's Expected Result/Impact: Admin.

Counselor
Teachers
Paras
Office staff
Home Campus Rep

Staff Responsible for Monitoring: Admin.

Counselor

ESF Levers: Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: Implement Purpose Prep academy to meet the Social Emotional Learning needs of the individual students.

Funding-AK \$5800

HB3 Goal

Evaluation Data Sources: Purpose Prep reports.
Successful integration with the unique transition plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative practices to meet the individual needs of the students. Strategy's Expected Result/Impact: Students socio emotional needs and behavior will be positively impacted Staff Responsible for Monitoring: Admin, teachers, counselor Funding Sources: Purpose Prep Academy - At-Risk (SCE) - \$5,800</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>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: WIG: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives (provided by home campus), and P.E.

Evaluation Data Sources: Transcripts

Report cards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students maintain credit for courses that were expected to be maintained while attending home campus.</p> <p>Technical support, Study Island.</p> <p>Addresses missed system safeguard Admin Teachers AK - \$1,000</p> <p>Number of Students utilizing Study Island Review of grades, discipline, attendance, and the number of repeat placement Ongoing Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit.</p> <p>Drop out prevention.</p> <p>Addresses missed system safeguard Admin Teachers Counselor Campus Funds</p> <p>Number of courses attempted Number of credits recovered toward graduation Ongoing Elective support at DAEP. Courses sent by home campus and returned to home campus.</p> <p>Addresses missed system safeguard Admin Teachers</p> <p>Home campus elective teachers Campus Funds</p> <p>Number of courses sent</p>	Formative		
	Dec	Mar	May

<p>Number of courses sent Ongoing L2L, Students will be able to articulate the lesson objective in their own words showing understanding of the content at a 95% rate</p> <p>Addresses missed system safeguard Admin Teachers Campus Funds</p> <p>L2L walks and observations Students will know their learning targets Ongoing Professional development local or national.</p> <p>Addresses missed system safeguard Admin Teachers AK - Attend supplemental professional development opportunities</p> <p>Staff attends</p> <p>Review of grades, discipline, attendance, and the number of repeat placement Ongoing Classroom teachers to support core courses. Inclusion instruction.</p> <p>Addresses missed system safeguard Admin Teachers SCE funding for all Davis Teachers</p> <p>HR Staffing Review of grades, discipline, attendance, and the number of repeat placement Aug-May Strategy's Expected Result/Impact: Transcripts Report cards</p>			
--	--	--	--

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Budget for Lester Davis DAEP

Total SCE Funds:

Total FTEs Funded by SCE: 21.5

Brief Description of SCE Services and/or Programs

--

Personnel for Lester Davis DAEP

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Braudrick	MS Teacher	1
Beth Robertson	Instructional aide	1
Bobbie Roberts	Counselor	1
Chanelle McKoy	HS Teacher	1
Currently vacant	Instructional aide	1
Currently vacant	Instructional aide	1
Curtis Spain	Instructional aide	1
David Garza	HS Teacher	1
David Huey	HS Teacher	1
John Holt	HS Teacher	1
Larry Greaves	MS Teacher	1
Lynda Martinez	Instructional aide	1
Martha Frank	Attendance Clerk	1
Mitzi Burleson	Admin. Assistant	1
Pat Jolly	Nurse	0.5
Quincy Gulley	Instructional aide	1
Randy Spain	MS Teacher	1
Ronnie Watkins	Principal	1
Sherry Rettinger	HS Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stacy Archer	MS Teacher	1
Tiffany Bassett	Instructional aide	1
Ulinda Yeahquo	ES Teacher	1

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Purpose Prep Academy		\$5,800.00
Sub-Total					\$5,800.00
Grand Total					\$5,800.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Meets Requirements

This page is intentionally blank.

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

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

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL						
	State	11	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	&	
										Races	(Current)	(Former)	Enrolled	ously		Monitored)		
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 3 Reading																		
At Approaches Grade Level or Above	2019	76%	77%	77%	67%	68%	85%	67%	80%	*	75%	52%	63%	78%	73%	67%	66%	
	2018	77%	79%	82%	70%	76%	88%	75%	93%	50%	82%	54%	86%	82%	81%	72%	72%	
At Meets Grade Level or Above	2019	45%	46%	45%	35%	34%	54%	33%	47%	*	45%	24%	30%	46%	41%	32%	30%	
	2018	43%	46%	45%	29%	35%	54%	67%	57%	50%	51%	26%	41%	46%	41%	31%	30%	
At Masters Grade Level	2019	27%	29%	27%	16%	18%	35%	22%	32%	*	34%	11%	18%	28%	23%	15%	12%	
	2018	25%	27%	24%	14%	15%	31%	33%	37%	13%	31%	11%	12%	25%	21%	14%	12%	
Grade 3 Mathematics																		
At Approaches Grade Level or Above	2019	79%	79%	80%	73%	74%	87%	89%	90%	*	79%	53%	82%	82%	75%	72%	76%	
	2018	78%	78%	81%	72%	77%	85%	83%	90%	75%	84%	49%	83%	81%	79%	72%	77%	
At Meets Grade Level or Above	2019	49%	49%	49%	32%	38%	59%	56%	62%	*	57%	32%	51%	50%	45%	37%	39%	
	2018	47%	47%	48%	34%	40%	56%	42%	71%	50%	51%	26%	46%	49%	45%	37%	41%	
At Masters Grade Level	2019	25%	25%	24%	11%	17%	31%	22%	37%	*	28%	12%	21%	25%	20%	15%	16%	
	2018	23%	23%	22%	14%	16%	27%	33%	34%	13%	22%	9%	20%	23%	19%	15%	18%	
Grade 4 Reading																		
At Approaches Grade Level or Above	2019	75%	75%	77%	66%	70%	84%	92%	86%	63%	89%	49%	84%	78%	75%	67%	63%	
	2018	73%	75%	78%	61%	71%	85%	60%	91%	89%	83%	43%	76%	80%	73%	65%	65%	
At Meets Grade Level or Above	2019	44%	45%	47%	35%	36%	57%	50%	62%	38%	43%	25%	51%	47%	46%	34%	30%	
	2018	46%	49%	52%	30%	43%	62%	40%	72%	78%	64%	25%	42%	55%	47%	38%	35%	
At Masters Grade Level	2019	22%	23%	23%	15%	15%	31%	8%	40%	13%	16%	8%	21%	23%	24%	14%	12%	
	2018	24%	26%	27%	15%	20%	34%	30%	47%	33%	40%	10%	21%	29%	25%	18%	17%	
Grade 4 Mathematics																		
At Approaches Grade Level or Above	2019	75%	75%	81%	70%	79%	86%	75%	86%	75%	77%	52%	88%	82%	78%	74%	77%	
	2018	78%	79%	82%	62%	83%	87%	70%	99%	67%	90%	52%	86%	86%	75%	75%	82%	
At Meets Grade Level or Above	2019	48%	47%	54%	37%	48%	62%	58%	78%	50%	66%	31%	56%	56%	50%	42%	49%	
	2018	49%	49%	51%	29%	45%	60%	40%	77%	56%	57%	28%	53%	54%	46%	38%	46%	
At Masters Grade Level	2019	28%	28%	34%	19%	25%	42%	33%	65%	25%	43%	18%	35%	35%	31%	24%	29%	
	2018	27%	27%	29%	13%	23%	35%	0%	54%	44%	37%	12%	28%	31%	24%	20%	24%	
Grade 4 Writing																		
At Approaches Grade Level or Above	2019	67%	67%	72%	61%	66%	78%	67%	79%	63%	68%	35%	74%	73%	69%	61%	63%	
	2018	63%	64%	69%	50%	65%	75%	40%	86%	67%	79%	29%	71%	70%	66%	57%	61%	
At Meets Grade Level or Above	2019	35%	36%	40%	29%	30%	49%	33%	59%	50%	36%	19%	31%	39%	41%	28%	30%	
	2018	39%	41%	45%	30%	37%	52%	10%	72%	56%	52%	20%	44%	46%	43%	31%	32%	
At Masters Grade Level	2019	11%	11%	13%	8%	9%	17%	17%	25%	13%	14%	8%	6%	13%	14%	8%	9%	
	2018	11%	12%	12%	6%	9%	15%	0%	26%	22%	25%	5%	6%	13%	12%	7%	10%	
Grade 5 Reading^																		
At Approaches Grade Level or Above	2019	86%	87%	91%	82%	89%	94%	90%	93%	90%	91%	62%	88%	92%	88%	85%	86%	
	2018	84%	86%	89%	84%	86%	93%	94%	96%	*	90%	58%	93%	91%	87%	83%	83%	
At Meets Grade Level or Above	2019	54%	57%	63%	44%	56%	72%	40%	80%	70%	63%	32%	60%	66%	56%	49%	51%	
	2018	54%	56%	59%	48%	48%	68%	50%	67%	*	69%	29%	56%	61%	54%	45%	43%	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	45%	40%	44%	49%	38%	68%	*	53%	23%	41%	42%
	2018	38%	39%	45%	41%	42%	52%	55%	69%	*	46%	24%	41%	41%
Mathematics	2019	45%	44%	50%	45%	50%	55%	40%	64%	60%	45%	33%	48%	48%
	2018	47%	46%	53%	47%	53%	56%	*	94%	*	53%	35%	50%	52%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	84%	69%	81%	90%	90%	91%	90%	83%	45%	74%	74%
Students Requiring Accelerated Instruction														
	2019	22%	20%	16%	31%	19%	10%	10%	9%	10%	17%	55%	26%	26%
STAAR Cumulative Met Standard														
	2019	86%	87%	91%	82%	89%	94%	90%	91%	90%	91%	59%	84%	84%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	84%	88%	74%	87%	92%	90%	95%	80%	96%	58%	83%	87%
Students Requiring Accelerated Instruction														
	2019	17%	16%	12%	26%	13%	8%	10%	5%	20%	4%	42%	17%	13%
STAAR Cumulative Met Standard														
	2019	90%	90%	94%	86%	95%	96%	90%	99%	80%	100%	72%	91%	94%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	*	-	*	-	-	-	-	-	-	-	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	83%	73%	76%	90%	88%	94%	*	78%	40%	71%	57%
Students Requiring Accelerated Instruction														
	2019	22%	20%	17%	27%	24%	10%	13%	6%	*	22%	60%	29%	43%
STAAR Cumulative Met Standard														
	2019	85%	87%	89%	83%	84%	95%	88%	95%	*	92%	52%	81%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	*	*	-	-	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	84%	72%	81%	90%	77%	100%	*	81%	46%	76%	72%
Students Requiring Accelerated Instruction														
	2019	18%	17%	16%	28%	19%	10%	23%	0%	*	19%	54%	24%	28%
STAAR Cumulative Met Standard														
	2019	88%	88%	89%	79%	88%	93%	85%	100%	*	81%	56%	83%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	*	*	-	-	-	-	-	-	-	*	-

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

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

(Current EL Students)

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

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

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

(Current EL Students)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	51.0%	54.1%	53.3%	31.0%	57.4%	-	69.2%	-	*	n/a	22.0%	n/a
2018 Science	38.0%	37.8%	38.3%	28.6%	21.5%	41.2%	*	56.3%	-	60.0%	n/a	21.9%	n/a
2017 Social Studies	38.3%	38.8%	36.4%	8.3%	22.4%	39.6%	*	55.6%	-	37.5%	n/a	22.7%	n/a
2018 Social Studies	44.6%	51.4%	48.6%	37.0%	37.3%	51.3%	50.0%	65.8%	-	44.4%	n/a	36.2%	n/a
2017 Social Studies	41.4%	46.6%	37.7%	29.6%	29.1%	41.2%	*	48.6%	-	22.2%	n/a	23.6%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	69.4%	63.5%	67.0%	45.4%	72.9%	33.3%	96.2%	*	48.3%	n/a	46.8%	n/a
2016-17	73.5%	68.3%	63.9%	61.8%	47.8%	70.8%	76.9%	85.4%	40.0%	81.3%	n/a	46.4%	n/a
At/Above Criterion													
2017-18	37.9%	47.1%	53.6%	29.6%	41.1%	63.4%	*	68.6%	-	57.1%	n/a	31.1%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1067	1104	1018	1044	1140	*	1202	-	1163	n/a	1017	n/a
English Language Arts and Writing													
2017-18	521	538	559	518	527	579	*	592	-	605	n/a	514	n/a
Mathematics													
2017-18	515	529	545	501	517	561	*	609	-	557	n/a	503	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.6	22.5	19.1	21.3	23.7	*	25.2	-	22.1	n/a	19.2	n/a
English Language Arts													
2017-18	20.3	22.5	22.8	19.0	21.5	24.0	*	25.2	-	22.9	n/a	19.1	n/a
Mathematics													
2017-18	20.6	22.2	21.7	18.4	20.7	22.7	*	25.7	-	21.4	n/a	19.0	n/a
Science													
2017-18	20.9	22.7	22.6	19.8	21.3	23.6	*	24.7	-	21.5	n/a	19.6	n/a

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)