

**Denton Independent School District**  
**Guyer High School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

## Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

## School Values

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

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Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	26
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	30
Goal 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	32
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

## Demographics

### Demographics Summary

Federal Ethnicity and Race	Raw Data	Percent %		Female	1260	48.01829268
American Indian or Alaska Native	18	0.6859756098		Male	1364	51.98170732
Asian	114	4.344512195				
Black or African American	216	8.231707317				
Hispanic or Latino of any race	737	28.08689024				
Native Hawaiian or Other Pacific Islander	4	0.1524390244				
White	1447	55.14481707				
Two or more races	88	3.353658537				
Total -	2624	100				
Free and Reduced Lunch	Not	Free	Reduced	Other Free	Other Reduced	
Raw Data	1992	323	17	177	115	
Percentages:	75.91463415	12.30945122	0.6478658537	6.745426829	4.382621951	



Special Programs (Total =2624)	SPED	504	ESL	At-Risk	GT
Raw Data	222	425	369	441	380
Percentage Active	8.460365854	16.19664634	14.0625	16.80640244	14.48170732
	Not SPED	Not 504	Not ESL	Not At Risk	Not GT
	2402	2199	2255	2183	2244

Guyer High School is a comprehensive, four-year, public high school in Denton, Texas. In the fifteen years since John H. Guyer High School opened, we have established a standard and tradition for excellence in all areas of performance. Currently, 2624 students are enrolled at GHS. We are classified as a 6A school by the University Interscholastic League. Academically we have continued to grow and achieve at levels above the local, state, and national levels. We continue to see an increase in student participation in the College Board Advanced Placement. Additionally, in recent years, students have been taking advantage of the dual-credit option with a partnership with Texas Woman's University to receive college credit through classes taken on the high school campus. Students are graduating with higher numbers of college credits through participation in the AP and Dual Credit programs at Guyer HS. The supporting data for the last three to five years is listed below.

Guyer High School continues to place a high priority on employing and retaining a high-quality, talented professional and paraprofessional staff. We strive to ensure that our staff members embody the talent and will necessary to help ensure that our students' potential is maximized and that our mission, vision, values, and goals are realized daily.

**Mission Statement:** Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

- Rigorous and relevant curriculum that is cognitively demanding and challenging to students
- Students engaged in the learning process
- Stakeholder involvement in the planning and improvement process

**Vision Statement:** Guyer High School will provide a high quality education that prepares students to be

responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

- Professional learning community collaboration
- Focused and critical examination of our instructional practices
- Maintaining fidelity in data-driven decision-making
- Focus on results

**School Values:** We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

We continue to seek opportunities to work vertically with our Guyer Zone schools and continue our horizontal collaboration with the other district comprehensive high schools.

Our parent community is supportive of our efforts and remain committed to our school-home partnership.

John Guyer High School student body is in tune with the needs of the community and has collectively participated in many worthy causes. Most of our organizations contain some component of community service as a requirement for membership. Some of these include: Interact Club, I Am Second, Girls Soccer, French Club, National Honor Society, English National Honor Society, SADD (Students Against Destructive Decisions), Art Club, HOSA (Health Occupations Students of America) and DOCS (Discovering Opportunities and Careers for Students in Medicine), Baseball ringing bells for Salvation Army, Orchestra has put on concerts to raise money for American Red Cross, Spirit Horse (therapy for children using horses), and performs for senior living centers, Student Council volunteered to collect food for a local food pantry, worked with Keep Denton Beautiful, and sponsored classrooms adopting a student from our Head Start program for Christmas.

Our fine arts programs involve a large number of GHS students and are recognized for excellence. Our band program, consisting of 190 students has received Superior Ratings for UIL Concert/Sight reading in Varsity state competition every year since Guyer has opened. Our UIL Marching band has also received Superior Ratings 10 of the 11 years since Guyer opened.

Our choral program consists of over 200 students who comprise six performing choirs. Numerous Guyer

students have made the TMEA All State Choir over the past five years, and each of our choirs have made Sweepstakes Choir over the past five years.

The Guyer theater program consistently receives accolades and recognition for outstanding work. They perform numerous programs each year, for large audiences from the school and community. They have been nominated by the Dallas Summer Musicals High School Theater Awards yearly in the following areas: Best Musical, Best Lighting, Best Ensemble, Best Direction, Best Costumes, Best Actress, Best Actor, Best Technical Execution, and Best Choreography. In four out of the last five years, a Guyer High School student has been honored with the coveted Top Actor and Actress award presented by Dallas Summer Musical Theatre, which qualified the students to participate in the National High School Musical Theatre Awards, known as “The Jimmy’s” on Broadway in New York City. In UIL State One Act Play competition, GHS has advanced through district, regional, and area competition to compete at the state multiple times over the last five years.

All three performing orchestras have earned UIL Concert and Sight-reading sweepstakes awards over the past three years, with our Varsity Orchestra winning every year since Guyer has opened. Our orchestra has previously been recognized as a TMEA Texas Honor Orchestra Competition finalist.

#### Air Force Junior ROTC

Our Air Force Junior Reserve Officer Training Corp continues to be an important part of John Guyer High School, helping future leaders grow and succeed. Listed are some of the group’s notable achievements:

- Since beginning the unit in 2005, GHS has produced more service academy graduates than any

other high school in North Texas

- In 2019, GHS graduates were awarded the largest amount of Department of Defense funded

scholarships ever awarded to a public high school

- Recognized as a Distinguished Unit with Merit during this year’s inspection.
- Provides a yearly presentation by current service academy cadets/midshipmen for students

interested in attending a service

- Conducted interview and application prep for 100 area students competing for academy

appointments.

- Volunteered over 5000 hours completing over 150 community service projects.

### Demographics Strengths

Guyer High School's demographic strengths are as follows:

- Exceptionally high graduation/completion rate
- High student attendance rate
- Teacher/student ratios allows for highly effective instruction
- Traditionally low student mobility/student stability rate
- Traditionally strong truancy prevention measures
- Growing diversity in student population
- Strong community ties/support

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** As the diverse needs of our student population continue to expand, there is a need for additional professional learning for our staff to address the growing needs and numbers of our diverse student population, including demographic groups, at risk students, students receiving special education services, English language learners, and low socioeconomic students. **Root Cause:** The COVID-19 pandemic and lack of face-to-face instruction has increased learning gaps and increased our population of at-risk learners.

**Problem Statement 2:** Students of low socioeconomic status may have barriers to participating in before and after school interventions. **Root Cause:** The majority of our students of low socioeconomic status rely on district transportation to and from school. Parents do not have the resources, due to family circumstances, to ensure consistent transportation to and from tutorials. Transportation does not arrive in time to attend before school tutorials, and transportation leaves before students can attend after school transportation.

# Student Learning

## Student Learning Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction Scope and Sequence, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs and to ensure that plans are aligned with campus, district, and state standards and expectations.

### Texas Education Agency 2021 STAAR Performance GUYER H S (061901007) - 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
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	88%	83%	80%	92%	86%	97%	100%	100%	74%	59%	69%	49%	93%	90%	81%
At Meets GL Standard or Above	71%	61%	58%	79%	81%	90%	100%	83%	47%	26%	39%	20%	63%	74%	61%
At Masters GL Standard	29%	20%	20%	34%	44%	45%	75%	17%	13%	6%	9%	6%	18%	30%	21%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	2,828	256	769	1,628	31	134	4	6	587	183	302	127	56	2,355	4
At Meets GL Standard or Above	2,298	189	562	1,385	29	124	4	5	379	82	172	52	38	1,939	3
At Masters GL Standard	934	63	191	598	16	62	3	1	102	18	41	15	11	795	1
Total Tests	3,218	308	963	1,763	36	138	4	6	798	312	440	261	60	2,626	5
<b>Participation</b>															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%
% participation 2020-21	95%	96%	94%	95%	97%	96%	100%	100%	92%	93%	94%	94%	94%	96%	99%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	82%	75%	73%	88%	83%	94%	100%	100%	64%	47%	59%	32%	88%	84%	71%
At Meets GL Standard or Above	70%	62%	55%	78%	83%	89%	100%	0%	43%	20%	33%	15%	73%	72%	61%



At Masters GL Standard	18%	14%	12%	21%	33%	31%	0%	0%	5%	1%	2%	2%	4%	19%	1%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,122	92	308	650	10	60	1	1	224	67	115	37	23	933	1
At Meets GL Standard or Above	953	76	233	576	10	57	1	0	152	28	65	17	19	796	1
At Masters GL Standard	246	17	50	155	4	20	0	0	17	1	3	2	1	210	
Total Tests	1,361	123	422	738	12	64	1	1	351	143	196	115	26	1,105	2
<b>Participation</b>															
% participation 2018-19	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	97%	100%	9%
% participation 2020-21	96%	96%	94%	97%	100%	96%	100%	100%	92%	92%	93%	91%	93%	96%	9%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	89%	85%	83%	92%	88%	100%	-	100%	77%	73%	80%	57%	100%	91%	7%
At Meets GL Standard or Above	64%	50%	55%	70%	75%	86%	-	100%	44%	31%	45%	12%	43%	68%	4%
At Masters GL Standard	29%	20%	24%	32%	63%	55%	-	25%	17%	8%	20%	4%	29%	31%	2%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	563	56	153	321	7	22	-	4	119	45	74	29	14	473	
At Meets GL Standard or Above	406	33	101	243	6	19	-	4	67	19	41	6	6	351	

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**Texas Education Agency  
2021 STAAR Performance  
GUYER H S (061901007) - 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	185	13	44	110	5	12	-	1	26	5	18	2	4	158	
Total Tests	632	66	184	348	8	22	-	4	154	62	92	51	14	518	
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	96%	95%	96%	100%	96%	-	100%	94%	97%	97%	95%	93%	96%	9%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Number of Tests</b>															

At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Participation</b>																
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Science</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	92%	88%	85%	96%	75%	100%	-	100%	80%	63%	74%	57%	93%	93%	8	8
At Meets GL Standard or Above	71%	58%	59%	79%	75%	87%	-	100%	48%	29%	41%	13%	60%	73%	6	6
At Masters GL Standard	26%	20%	16%	31%	13%	45%	-	0%	8%	2%	4%	2%	13%	27%	2	2
<b>Number of Tests</b>																
At Approaches GL Standard or Above	609	57	169	345	6	31	-	1	125	40	71	27	14	495		
At Meets GL Standard or Above	472	38	116	284	6	27	-	1	75	18	39	6	9	390		
At Masters GL Standard	173	13	32	113	1	14	-	0	12	1	4	1	2	142		
Total Tests	664	65	198	361	8	31	-	1	157	63	96	47	15	534		
<b>Participation</b>																
% participation 2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	93%	94%	96%	89%	94%	-	100%	91%	94%	94%	93%	94%	96%	9	9
<b>Social Studies</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	95%	94%	87%	99%	100%	100%	100%	-	88%	70%	75%	71%	100%	97%	8	8
At Meets GL Standard or Above	83%	78%	70%	89%	88%	100%	100%	-	63%	39%	48%	48%	80%	86%	7	7
At Masters GL Standard	59%	37%	41%	70%	75%	76%	100%	-	35%	25%	29%	21%	80%	61%	4	4

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**Texas Education Agency  
2021 STAAR Performance  
GUYER H S (061901007) - 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
<b>Number of Tests</b>															
At Approaches GL Standard or Above	534	51	139	312	8	21	3	-	119	31	42	34	5	454	
At Meets GL Standard or Above	467	42	112	282	7	21	3	-	85	17	27	23	4	402	



At Masters GL Standard	330	20	65	220	6	16	3	-	47	11	16	10	4	285	
Total Tests	561	54	159	316	8	21	3	-	136	44	56	48	5	469	
Participation															
% participation 2018-19	100%	100%	99%	100%	100%	100%	100%	100%	99%	97%	98%	98%	100%	100%	10
% participation 2020-21	93%	97%	94%	91%	100%	100%	100%	-	93%	94%	95%	100%	100%	94%	8

- Indicates there are no students in the group.

**Texas Education Agency  
2021 College, Career, and Military Readiness  
GUYER H S (061901007) - DENTON ISD**

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**Calculation Table**

	Annual Graduates	
	Count	Percent
<b>Total</b>		
Total graduates	623	
Total credit for CCMR criteria	478	77%

**Data Table**

	Annual Graduates	
	Count	Percent
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both ELA/Reading and Mathematics	378	61%
<b>TSI Criteria - ELA/Reading</b>		
Met TSI criteria for at least one indicator in ELA/Reading	482	77%
Met TSI assessment criteria	306	49%
Met ACT criteria	90	14%
Met SAT criteria	404	65%
Earned credit for a college prep course	-	-
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	388	62%
Met TSI assessment criteria	203	33%
Met ACT criteria	90	14%
Met SAT criteria	300	48%
Earned credit for a college prep course	-	-
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	196	32%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	80	13%
<b>Industry-Based Certifications</b>		
Earned an industry-based certification from approved list	126	20%



Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	11	2%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	38	6%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

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

**Texas Education Agency  
2021 Graduation Rate  
GUYER H S (061901007) - DENTON ISD**

\* Confidential \*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	99.8%	100.0%	99.3%	100.0%	100.0%	100.0%	-	100.0%	99.2%	96.0%	100.0%
# Graduated	620	57	142	370	2	38	-	11	126	24	44
Total in Class	621	57	143	370	2	38	-	11	127	25	44
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	99.5%	100.0%	98.6%	99.7%	100.0%	100.0%	-	100.0%	98.4%	97.2%	97.8%
# Graduated	591	52	139	372	5	19	-	4	124	35	45
Total in Class	594	52	141	373	5	19	-	4	126	36	46
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2018</b>											
% Graduated	99.5%	100.0%	98.5%	99.7%	100.0%	100.0%	-	100.0%	98.2%	93.9%	96.9%
# Graduated	599	56	134	375	4	21	-	9	107	31	31
Total in Class	602	56	136	376	4	21	-	9	109	33	32
<b>Annual Dropout Rate (Gr 9-12): SY 2019-20</b>											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Dropped Out - Conversion	100.0%										
# Dropped Out	0	0	0	0	0	0	0	0	0	0	0
# of Students	2,706	235	662	1,627	13	117	4	48	616	173	231

+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

- Indicates there are no students in the group.

Texas Education Agency  
2021 Relative Performance  
GUYER H S (061901007) - DENTON ISD

\* Confidential \*

% Economically Disadvantaged	STAAR and CCMR
22.6	70

Texas Education Agency  
2021 Closing the Gaps  
GUYER H S (061901007) - 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	Ev
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	Yes	Yes	Yes	Yes		Yes			Yes	Yes	No	Yes	Yes	Yes		
% at Meets GL Standard or Above	70%	62%	55%	78%	83%	89%	100%	0%	43%	33%	15%	73%	72%	61%		
# at Meets GL Standard or Above	953	76	233	576	10	57	1	0	152	65	17	19	796	157		
Total Tests	1,361	123	422	738	12	64	1	1	351	196	115	26	1,105	256		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	Yes	Yes	Yes	Yes					Yes	Yes	No		Yes	Yes		
% at Meets GL Standard or Above	64%	50%	55%	70%	75%	86%	-	100%	44%	45%	12%	43%	68%	48%		
# at Meets GL Standard or Above	406	33	101	243	6	19	-	4	67	41	6	6	351	55		
Total Tests	632	66	184	348	8	22	-	4	154	92	51	14	518	114		
<b>Total Indicators</b>																18
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>	Yes (1)	Yes (1)	Yes (1)	Yes (1)		Yes (1)			Yes (1)		Yes (1)					



2019 % Graduated	98.7%	100.0%	97.2%	99.2%	-	-	-	-	95.3%	89.5%	93.8%				
2020 % Graduated	99.5%	100.0%	98.6%	99.7%	100.0%	100.0%	-	100.0%	99.2%	92.3%	97.8%				
2020 # Graduated	621	57	142	371	2	38	-	11	126	24	44				
2020 Total in Class	624	57	144	372	2	38	-	11	127	26	45				
<b>Total Indicators</b>															<b>7</b>
<b>English Language Proficiency Status</b>															
<b>Target</b>											<b>36%</b>				
<b>Target Met</b>											<b>Yes</b>				
TELPAS Progress Rate											41%				
TELPAS Progress											51				
TELPAS Total											125				
<b>Total Indicators</b>															<b>1</b>
<b>Student Success Status</b>															
<b>Target</b>	<b>47</b>	<b>36</b>	<b>41</b>	<b>58</b>	<b>46</b>	<b>73</b>	<b>48</b>	<b>55</b>	<b>38</b>	<b>37</b>	<b>23</b>	<b>43</b>	<b>48</b>	<b>45</b>	
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>			<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	
STAAR Component Score	63	55	53	68	70	77	92	67	45	39	25	58	65	55	

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**Texas Education Agency  
2021 Closing the Gaps  
GUYER H S (061901007) - 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	En
% at Approaches GL Standard or Above	88%	83%	80%	92%	86%	97%	100%	100%	74%	69%	49%	93%	90%	80%		
% at Meets GL Standard or Above	71%	61%	58%	79%	81%	90%	100%	83%	47%	39%	20%	63%	74%	61%		
% at Masters GL Standard	29%	20%	20%	34%	44%	45%	75%	17%	13%	9%	6%	18%	30%	23%		
Total Tests	3,218	308	963	1,763	36	138	4	6	798	440	261	60	2,626	592		
<b>Total Indicators</b>																<b>12</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>			<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
% Students Meeting CCMR	76%	61%	73%	80%	50%	79%	-	64%	72%	69%	92%	75%	78%	61%		
# Students Meeting CCMR	479	34	106	300	1	31	-	7	94	27	44	3	433	46		

Total Students	628	56	146	374	2	39	-	11	130	39	48	4	552	76	
Total Indicators															10
Participation 2018-19															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading															
% Participation	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	97%	100%	99%	
# Participants	1,617	167	462	898	15	69	4	2	421	240	160	35	1,275	342	
Total Tests	1,623	169	462	902	15	69	4	2	423	240	161	36	1,278	345	
Mathematics															
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
# Participants	586	65	155	339	4	19	2	1	156	77	57	15	460	126	
Total Tests	587	65	155	340	4	19	2	1	156	77	57	15	461	126	
Participation 2020-21															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading															
% Participation	96%	96%	94%	97%	100%	96%	100%	100%	92%	93%	91%	93%	96%	96%	
# Participants	1,441	129	466	755	14	68	1	1	393	240	127	27	1,140	301	
Total Tests	1,501	134	494	779	14	71	1	1	426	258	139	29	1,186	315	
Mathematics															
% Participation	96%	96%	95%	96%	100%	96%	-	100%	94%	97%	95%	93%	96%	95%	
# Participants	650	71	190	355	8	22	-	4	163	94	55	14	526	124	
Total Tests	680	74	200	371	8	23	-	4	174	97	58	15	549	131	

Texas Education Agency  
2021 Accountability Ratings Overall Summary  
GUYER H S (061901007) - DENTON ISD

\* Confidential \*

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	63
College, Career and Military Readiness	77

Graduation Rate	100
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 22.6%)	70
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	90%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	100%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	95%

### Distinction Designations

Distinction designations were not awarded in 2021.

## Texas Education Agency 2021 STAAR Performance GUYER H S (061901007) - DENTON ISD

\* Confidential \*

### Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	1,361	632		664	561	3,218	
Approaches GL or Above	1,122	563		609	534	2,828	88%
Meets GL or Above	953	406		472	467	2,298	71%
Masters GL	246	185		173	330	934	29%
Total Percentage Points							188%
<b>Component Score</b>							<b>63</b>

## Student Learning Strengths

### Student Learning Strengths are as follows:

- 100% graduation rate
- College, Career, and Military Readiness Component Score increased from our last registered score (2019)
- STAAR EOCs-Met Closing the Gaps in 100% of indicators for Graduation Status, English Language Proficiency Stautus, Student Success Status, and School Quality Status; 90% for Academic Achivement Status

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The percentage of ELL, Special Education, and At-Risk students meeting the standard ratings on EOCs and passing courses is lower than that of non-ELL students. **Root Cause:** Teachers lack training, instructional skills, and resources in meeting specific academic/language needs of our Special Educaiton, ELL students and at-risk students.

**Problem Statement 2 (Prioritized):** As a result of their performance on 2020-21 STAAR EOCs, many students must be served and receive accelerated instruction/interventions under House Bill 4545, creating logistical concerns regarding adequate processes, procedures, and time for teachers to provide interventions. **Root Cause:** There was a lack of face-to-face instructional time for 2020-21, resulting in learning gaps.

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction Scope and Sequence, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs and to ensure that plans are aligned with campus, district, and state standards and expectations.

Through utilizing the tools provided by Denton ISD Human Resources, as well as campus-based protocols and procedures, we seek to recruit, support, and retain a highly talented staff. Our staff commonly report how they feel supported on campus, and this is also reflected in the high staff retention rate each year.

Our organizational structures support collaboration, innovation, and calculated risk-taking. Administratively, our administrative team is structured into two teams: Instructional Leadership Team and Organizational Leadership Team. The Instructional Leadership Team is tasked with leading the instructional focus and initiatives, while our Organizational Leadership Team is tasked with leading our operational/organizational focus. Our department chairs lead their core academic departments, and we have lead teachers who assist in leader content areas within their departments. Our structure collectively support collegiality and high levels of professional learning.

## School Processes & Programs Strengths

School Processes & Programs Strengths are as follows:

- Association/Collaboration/Partnership with the Guyer Zone
- Social Emotional Learning Focus
- Professional Learning Communities Culture
- Assessment for Learning Strategies
- Extracurricular and Co-curricular activities for students
- Denton Multi-tiered System of Supports
- Dual credit opportunities
- Open enrollment in Honors and AP coursework
- Advanced Technology Center opportunities
- Credit Recovery programming
- English Language Learner support
- Special education services
- Administrative Leadership Team



- Partnership with City of Denton for School Resource Officers
- 1:1 Technology with Chromebook initiative
- Counseling/Social Work Team
- Teacher Leadership Team (Department Chairs)
- Campus Leadership Team
- Teacher Selection Processes
- Instructional Leadership Team
- Organizational Leadership
- Team Leadership Development
- High Teacher Retention

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is a need for a social-emotional learning component to be integrated into the learning culture at Guyer High School. **Root Cause:** Our students are not currently sufficiently equipped in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**Problem Statement 2:** There is a need to continue to meet the needs of our diverse student population and to provide high quality programming to meet their academic and social-emotional needs. **Root Cause:** Student needs continue to grow as learning gaps continue to grow as we maneuver through the consequences of the COVID-19 pandemic.



# Perceptions

## Perceptions Summary

All Guyer High School staff members have a common shared vision for ensuring that our students maximize their potential during their time at GHS. Our learning community is committed to fulfilling our mission of providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process. We focus on research best practices, and, to the greatest extent possible, seek to provide a personal, individualized, targeted plan of instruction which moves our students closer to realizing their goals. Guyer High School is a tradition-rich campus that is known for excellence in academics, fine arts, and athletics. GHS is consistently named to U. S. News and World Reports list of "Top U. S. High Schools", and we were recently named one of the top STEM high schools in the United States. Because the school has historically been successful, the standard of expectation within and outside of the campus continues to rise. Our strong campus culture reflects and embodies what we mean by #TheGuyerWay.

## Perceptions Strengths

Perception Strengths are as follows:

- Clear campus mission, vision, values, and goals
- Tradition-rich campus leads to positive campus culture and climate
- A growth mindset if valued amongst students and staff
- High standards for both academic and character success
- Highly supportive Parent, Teachers, Student Association (PTSA)
- Highly qualified teaching staff
- Family Culture-"Once a Wildcat, Always a Wildcat"
- Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** GHS still has a small population of students and families who are not actively connected to the campus. **Root Cause:** Foundational relationships with the disconnected members of our learning community were not cultivated during "onboarding" into GHS.

**Problem Statement 2 (Prioritized):** There is a need to increase leadership/ownership opportunities and development for Guyer High School students to continue to strengthen the campus culture. **Root Cause:** There is a lack of quality opportunities for students to develop leadership capacities on campus and in the community.

# Priority Problem Statements

**Problem Statement 1:** As the diverse needs of our student population continue to expand, there is a need for additional professional learning for our staff to address the growing needs and numbers of our diverse student population, including demographic groups, at risk students, students receiving special education services, English language learners, and low socioeconomic students.

**Root Cause 1:** The COVID-19 pandemic and lack of face-to-face instruction has increased learning gaps and increased our population of at-risk learners.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** As a result of their performance on 2020-21 STAAR EOCs, many students must be served and receive accelerated instruction/interventions under House Bill 4545, creating logistical concerns regarding adequate processes, procedures, and time for teachers to provide interventions.

**Root Cause 2:** There was a lack of face-to-face instructional time for 2020-21, resulting in learning gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need for a social-emotional learning component to be integrated into the learning culture at Guyer High School.

**Root Cause 3:** Our students are not currently sufficiently equipped in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a need to increase leadership/ownership opportunities and development for Guyer High School students to continue to strengthen the campus culture.

**Root Cause 4:** There is a lack of quality opportunities for students to develop leadership capacities on campus and in the community.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree,

- graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM 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
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

## **Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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

**Performance Objective 1:** Through the implementation of a focused academic intervention, acceleration, and enrichment plan, we will increase student achievement, as measured by students performing at the Meets Academic Performance Level, in each student accountability group by 5% on each STAAR EOC assessment by June 2022, and we will increase student achievement, as measured by students performing at the Masters Performance level by 5% on each STAAR EOC assessment by June 2022.





**Evaluation Data Sources:** 2021-22 STAAR EOC Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Math teachers will utilize common assessment data to identify and close gaps through high quality instruction and intervention.</p> <p>To meet the mandates of House Bill 4545, Guyer High School math staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School intervention, in the fall &amp; spring to ensure that our students who were not successful on a previous math STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>Math teachers will consistently incorporate SAT practice questions into regular instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The average SAT Math score for the Class of 2022 will increase by at least 6 points from the Class of 2020 average of 564.</p> <p>STAAR Math EOC show evidence of 5% growth in areas identified in our performance objective.</p> <p>More students on track for graduation</p> <p>Fewer students identified as "at risk"</p> <p>Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> English staff will increase evidence-based reading and writing opportunities for all students, utilize common planning to create common assessments, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.</p> <p>Provide multi-tiered system of supports, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs</p> <p>To meet the mandates of House Bill 4545, Guyer High School English staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions, in the fall &amp; spring to ensure that our students who were not successful on a previous English STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>Increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>Continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs)</p> <p>Increase writing and content evidence-based reading opportunities for all students across all subject areas</p> <p>Reinforce Assessment for Learning Strategies</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR English EOC show evidence of 5% growth in areas identified in our performance objective.</p> <p>More students on track for graduation</p> <p>Fewer students identified as "at risk"</p> <p>Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> English Teachers</p> <p>Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis, allowing them to be able to process information more successfully.</p> <p>Provide multi-tiered system of supports, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs</p> <p>To meet the mandates of House Bill 4545, Guyer High School science staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions, in the fall &amp; spring to ensure that our students who were not successful on a previous science STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>Increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>Continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs)</p> <p>Increase writing and content evidence-based reading opportunities for all students across all subject areas</p> <p>Reinforce Assessment for Learning Strategies</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Science EOC show evidence of 5% growth in areas identified in our performance objective.</p> <p>More students on track for graduation</p> <p>Fewer students identified as "at risk"</p> <p>Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers</p> <p>Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Guyer High School Social Studies Department will work with our professional learning teams and our campus community to develop and share opportunities to support the emotional wellness of students and fellow faculty. Teachers will increase our use of data-driven decisions to discover current student needs, in order to develop creative and appropriate plans to foster significant growth academically, socially, and emotionally at all levels.</p> <p>To meet the mandates of House Bill 4545, Guyer High School social studies staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions in the fall &amp; spring to ensure that our students who were not successful on a previous social studies STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Social Studies EOC show evidence of 5% growth in areas identified in our performance objective.            More students on track for graduation            Fewer students identified as "at risk"            Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers            Instructional Coach</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 1:** By June 2022, the Guyer High School student body and staff will foster an environment that strengthens the emotional wellness of individual students, individual staff members, and our learning and classroom community as a whole, by showing evidence of a 5% increase in feelings of safety and connectedness, as measured by a campus-created safety and connectedness survey.

**Evaluation Data Sources:** Campus-created Safety and Connectedness Survey; Panorama Survey

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Create, implement, and develop a high quality Social-Emotional Learning component to be integrated into campus learning culture during the 2021-2022 school year Monthly SEL focus during staff meetings and during monthly character/SEL learning focus for students		Formative		
		Dec	Mar	May

<p>Provide education for all students and staff on Suicide Prevention, Bully Prevention, Child Abuse, Teen Dating and Relationship Violence, and Substance Abuse Prevention, emphasizing on self-care and wellness.</p> <p>Parent education on mental health and wellness through conducting virtual parent presentations and providing resources through newsletters,</p> <p>GHS counseling website, and additional parent communication tools.</p> <p>Continue monthly safety audits of facilities.</p> <p>Continue to communicate with parents through E Alerts, Guyer Website, HAC, and Newsletters, and Naviance emails.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased sense of cultivating a culture of healthy mental/emotional well-being amongst campus students and staff</p> <p>Increased parent participation</p> <p>Increased parent requests for resources and support</p> <p>Increased traffic on mental health website</p> <p>Reduced disciplinary actions imposed</p> <p>Reduced incidents of bully, harassment, confrontations, violence, substance abuse, and self-harm</p> <p><b>Staff Responsible for Monitoring:</b> Counseling staff</p> <p>Campus administration</p> <p>School Resource Officers</p> <p>School Security Officers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

### Goal 3: Opportunities for Students

In pursuit of excellence, we will:

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

**Performance Objective 1:** Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Agency's College, Career, and Military Readiness Indicators, the Guyer HS CCMR rate will be at least 5% higher than the average of our comparable schools group by June 2022. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2022.

#### HB3 Goal

**Evaluation Data Sources:** 2022 College, Career, and Military Readiness (CCMR)/Academic Accountability Data from Texas Education Agency

2022 GHS Student Engagement in Activities/Organizations Survey Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Educate students, families, and staff regarding what programs, i. e. CTE industry-approved certifications, and opportunities are available in district that will engage student interest, increase learning opportunities, and ensure CCMR readiness	Formative		
	Dec	Mar	May

<p>Promote knowledge about necessities for college / career readiness to all students and families</p> <p>Provide at least two college/career readiness presentations during the school year to students and parents</p> <p>Offer and promote TSI, ACT, and SAT preparation opportunities</p> <p>Ensure that students and familiars are familiar with and actively engage and interact with Naviance as a comprehensive college and career readiness resource to help align student strengths and interests to their postsecondary goals</p> <p>Recruit and retain potential students for our PreAP/AP/dual credit courses</p> <p>Utilize AP Potential to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams</p> <p>Employ AP Vertical Teaming between middle school and high school in the Guyer Zone</p> <p>Offer additional professional development for AP teachers</p> <p>Offer parent education opportunities regarding student participation in AP program</p> <p>Offer College 101 during course request period for potential dual credit students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number/percentage of students successfully engaged in CCMR coursework and being awarded CCMR credit by TEA.</p> <p><b>Staff Responsible for Monitoring:</b> GHS administration GHS Counseling</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

# Addendums

**Denton Independent School District**  
**Adkins Elementary**  
**2021-2022 Campus Improvement Plan**





# Mission Statement

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.

Learn. Connect. Serve.

## Vision

We believe to accomplish our mission as a staff we must be a school that:

- Is open and flexible in our thinking;
- Commits to professional learning in an on-going way;
- Constantly evaluates our practice to assess positive learning outcomes;
- Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
- Supports students' leadership development at every opportunity;
- Partners with parents in decision making and implementation;
- Listens to feedback from all members of our learning community

## Core Beliefs

In order to achieve our vision we have made the following commitments:

- We will celebrate our students' learning successes.
- We will provide a school environment that focuses on learning.
- We will model, mentor, teach, and support one another in our professional development.
- We will engage in a positive way.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement a system of intervention that will promote student success.
- We will honor our students efforts to serve others and our community as a whole

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

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su

hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

Dorothy P. Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world. Learn.Connect. Serve.

Adkins Elementary is located within a master-planned community with over half of their residents having a bachelor's degree or higher. This close-knit community offers a variety of activities to keep their residents connected, and this includes involved parents who love to volunteer at school. Adkins Elementary also welcomes residents from surrounding towns, including Double Oak, Copper Canyon, Bartonville, Argyle, and Flower Mound. Adkins attendance zone is the most diverse of the three elementary schools located in Lantana.

Adkins is a campus that has grown consistently over the last few years with a current enrollment of 435. There is a fairly balanced ratio of males/females (51.95%/48.05%). The population consists of the following ethnicities: white 68.05%, Hispanic 19.54%, Asian 5.06%, African America 5.29%, American Indian-Alaskan Native .69%, and Two or More 1.38%. The school has a gifted and talented program that is 14.02%. For the previous 3 years, the Economically Disadvantaged percent has increased, however, this year the campus is at 14.48% economically disadvantaged which is a decrease from 17.05% for 2019/2020. The campus has both inclusion and self-contained special education classrooms. The campus has identified 13.33% of students with special education services. The at-risk population is at 14.25%.

#### School Population (2020 - 2021 Fall PEIMS file loaded 12/07/2020)

	Count	Percent
<b>Student Total</b>	<b>435</b>	<b>100%</b>
Early Education Grade	17	3.91%
Pre-Kindergarten Grade	23	5.29%
Kindergarten Grade	53	12.18%
1st Grade	73	16.78%
2nd Grade	58	13.33%
3rd Grade	69	15.86%
4th Grade	71	16.32%
5th Grade	71	16.32%

## Student Demographics (2020 - 2021 Fall PEIMS file loaded 12/07/2020)

	Count	Percent
<b>Gender</b>		
Female	226	51.95%
Male	209	48.05%
<b>Ethnicity</b>		
Hispanic-Latino	85	19.54%
<b>Race</b>		
American Indian - Alaskan Native	3	0.69%
Asian	22	5.06%
Black - African American	23	5.29%
Native Hawaiian - Pacific Islander	0	0.00%
White	296	68.05%
Two-or-More	6	1.38%

## Student by Program (2020 - 2021 Fall PEIMS file loaded 12/07/2020)

	Count	Percent
Limited English Proficient (LEP)	45	10.34%
Bilingual	0	0.00%
English as a Second Language (ESL)	42	9.66%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	2	0.46%
Gifted and Talented	61	14.02%
Special Education (SPED)	58	13.33%
Title I Participation	1	0.23%
Dyslexia	25	5.75%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	63	14.48%
Free Meals	63	14.48%
Reduced-Price Meals	0	0.00%
Other Economic Disadvantage	0	0.00%
<b>Homeless Statuses</b>		
Homeless Status Total	1	0.23%
Shelter	0	0.00%
Doubled Up	1	0.23%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

#### Other Student Information (2020 - 2021 Fall PEIMS file loaded 12/07/2020)

	Count	Percent
At-Risk	62	14.25%
Title I Homeless	1	0.23%
Immigrant	5	1.15%
Migrant	0	0.00%
Military Connected	3	0.69%
Foster Care	0	0.00%
Section 504	35	8.05%
Intervention Indicator	28	6.44%
IEP Continuer	0	0.00%
Transfer In Students	8	1.8391%

#### Demographics Strengths

- Adkins Elementary has an inclusive climate and supports all students academically and emotionally.
- Adkins Elementary provides guidance lessons to increase cultural and social awareness.
- Teachers use Restorative Practices to create a classroom environment that encourages open conversations and risk-taking.
- Students are taught to take responsibility for their behaviors through Love and Logic strategies.
- Academic success is closely monitored and supported through math and reading intervention, Reading Recovery, Aviator time, Expo, Speech and Language services, Dyslexia therapy and Inclusion.
- Adkins attendance rate are high and our mobility rate is low so most students remain at Adkins for several years.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The campus needs to implement additional interventions for at-risk students in order to decrease our percentage of at-risk students. **Root Cause:** Root: COVID19, Connected Learning, New to Adkins. The campus needs to include cultural celebrations into instruction, programming, and/or events to recognize the many diversities on campus. Root: Low-diversity percentages, limited time available,

# Student Learning

## Student Learning Summary

Monitoring Student Learning. We assess using multiple data points to ensure student learning and growth. Data from the following assessments is used to inform classroom instruction, targeted interventions, and extensions.

- CLI Engage
- Primary Numeracy
- iStation
- Imagine Math
- Developmental Reading Assessment (DRA)
- STAAR - See Analysis in Addendum
- Common Assessments

As a campus we find it imperative that the needs of our students are being addressed and met. The current tools we utilize to ensure student growth are:

- DMTSS Process
- Individual Education Plans
- Section 504 Plan
- Grade-Level Intervention
- Reading Interventionists
- Math Interventionist
- Emergent Bilingual Specialist
- Workshop

## Reading Overall Scores

		2020-2021						2021-2022		
		BOY			EOY			BOY		
Grade Level	Assessment	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk
Kindergarten	Guided Reading	65%	21%	13%	91%	4%	6%	100%		
1st Grade	Guided Reading	61%	31%	8%	76%	19%	4%	69%	6%	23%
2nd Grade	Guided Reading	58%	29%	14%	87%	5%	8%	21%	30%	49%
	Istation	69%	12%	20%	80%	7%	12%	61%	20%	20%
3rd Grade	Guided Reading	74%	19%	7%	78%	13%	9%	66%	22%	12%
	Istation	74%	19%	7%	64%	19%	17%	69%	20%	11%
4th Grade	Guided Reading	49%	43%	4%	95%	4%	0%	74%	18%	8%
	Istation	70%	22%	8%	73%	18%	10%	69%	15%	16%
5th Grade	Guided Reading	37%	51%	12%	94%	5%	1%	67%	25%	6%
	Istation	90%	8%	3%	87%	11%	1%	80%	16%	3%

## Math Primary Numeracy Assessment

		2020-2021						2021-2022		
		BOY			EOY			BOY		
Grade Level	Assessment	On Level	Progressing	At Risk	On Level	Progressing	At Risk	On Level	Progressing	At Risk
Kindergarten	PNA	85%	13%	2%	87%	9%	4%	98%	2%	0%
1st Grade	PNA	65%	21%	13%	61%	25%	14%	87%	6%	8%
2nd Grade	PNA	17%	43%	40%	64%	18%	18%	18%	26%	55%

## Imagine Math Assessment

		2020-2021								2021-2022			
		BOY				EOY				BOY			
Grade Level	Assessment	Proficient	Basic	At Risk	Below Basic	Proficient	Basic	At Risk	Below Basic	Proficient	Basic	At Risk	Below Basic
2nd Grade	Imagine Math					97%	3%	0%	0%	65%	21%	8%	6%
3rd Grade	Imagine Math	32%	36%	26%	6%	73%	25%	0%	2%	20%	45%	20%	15%
4th Grade	Imagine Math	13%	28%	32%	26%	69%	29%	2%	0%	17%	28%	32%	23%
5th	Imagine Math	34%	28%	31%	7%	80%	16%	3%	1%	37%	25%	32%	7%



### **Student Learning Strengths**

- Consistent use of assessment tools to determine conferring, small group lessons, and whole group lessons.
- Data-driven discussions during PLC to determine next steps for students.
- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Collaborative goal setting with students in grade levels.

# School Processes & Programs

## School Processes & Programs Summary

### Professional Practices

- We have a guaranteed and viable curriculum using district-provided curriculum.
- We use Assessment for Learning practices across all grade levels.
- Teachers attend professional
- Teachers attend professional development days throughout the school year to deepen their learning in both literacy and math.
- Aviator Time has been beneficial for many of the grade levels to provide intervention without pulling from Core instructional learning time. Specialists working within the the master schedule have been successful because of the collaborative planning of grade level teams and specialists. Interventions will be focused on content essentials in reading, writing, and math.
- Grade-level intervention time is provided outside of CORE instruction to meet the individual needs of students.
- Grades 1st - 5th Grade utilize the social and emotional app called Rhithm. This program supports our efforts in to establish a campus centered around social and emotional well-being.
- We will partner with the instructional technology specialist in a more strategic manner to help individualize professional development on campus.

### Programs and Opportunities for Students

- Adkins GOAL team is a current program that practices and competes in soccer games with other district campuses to encourage teamwork and goal setting.
- To bring cultural awareness, our Adkins Culture Club seeks to enrich with our school community.
- Students create service-learning projects to benefit our local and global community.
- There are a variety of ways for students to CONNECT: Outdoor Learning Club, Adkins Choir, Drama Kids, Safety Patrol, News Team, Student Ambassadors.

### Procedures

- We will continue to grow and recruit highly qualified, effective staff through our innovative interviewing process. We requested candidates perform tasks, including videoing a minilesson and working through a communication task, before we offer a panel interview with our Teacher Selection Committee.
- Our Master Schedule collaboratively created with all stakeholders having input. Our schedule has protected intervention times for each grade level.

Our Adkins Campus Leadership Team will maintain an active role in decision making within the campus with input from all staff

members taken into consideration.

- Team Leaders are developed through a series of workshops.
- We utilize CHAMPS, Restorative Practices, and Love & Logic to support our students social emotional needs.

#### **School Processes & Programs Strengths**

- Master Schedule ensures Core instruction is prioritized while also maintaining protected intervention times
- Utilizing data from key assessments to drive targeted instruction and intervention
- Workshop Model used across all content and grade levels
- Lucy Calkins curriculum used across grade levels in reading and writing
- Lucy Calkins UOS Phonics in grades K-2 supports the reading and writing instruction
- Primary Numeracy Assessments in K-2 identifies gaps in numeracy, which leads to both targeted interventions and/or enrichment activities provided.
- Intentional development of Aviator groups to support differentiated needs
- Evenly Divided Membership Roles and Responsibilities for each grade level
- Consistent and transparent communication to staff, parents, leaders, and community
- CHAMPS program to ensure safety during transitions and establish a respectful learning environment
- Restorative Practices builds capacity in self-regulation and conflict-resolution while building a positive classroom culture
- Several teacher leaders in Tech innovation
- Access to chromebooks and iPads

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Re-establish face-to-face connections in all relationships (ex:staff-to-staff, staff-to-student, staff-to-community) **Root Cause:** COVID 19 Protocols, Connected Learning

# Perceptions

## Perceptions Summary

### Student Engagement

- Across all groups surveyed (students, parents, staff & community) the perception of Adkins is overwhelmingly positive.
- Adkins is known as being welcoming, supportive, & nurturing. All groups see Learn, Connect, Serve being lived out in tangible ways.
- We currently have the majority of our students present at school 98.47% of the time.
- Last school year, we saw a decline in our disciplinary patterns from past school years. We currently have 39 students who have visited the office for a disciplinary reason. Of those 39 students 12 girls and 27 boys. The ethnicity for those students are: 26 white, 11 hispanic and 2 African American. Of the visits we had 6 office referrals in the fall and 20 in April alone. Those students struggling with multiple visits have supports put in place to help them reach their social needs.
- 100% of the students feel safe at school.
- 63% of the students love coming to school and 1% of children do not like school.
- 88% of the students said they feel like they have someone to talk to at school.
- 92% of students say they feel respected at Adkins.
- 96% of the students said they have a friend at school.

### Staff Responses to Survey

- 100% of staff feel safe, supported, and heard at Adkins Elementary. Words used by teachers and staff to describe the school environment are enjoyable, friendly, supported, positive, learning environment, student-centered, and respected.
- Teachers share Kudos with each other weekly in the Aviator News to celebrate our co-workers to ensure a positive staff culture.
- 97% of staff feel supported by fellow staff and have a sense of belonging.
- Most staff members approve of the quality of the professional development they are receiving, while there are a small number that indicate more powerful PD is needed.

### Community, Parent, Staff Responses to Engagement Survey

- 100% of community responses are proud to have Adkins in their community.
- 95% of parents agree or strongly agree that school is challenging for their student, worth their time, and they are receiving a well-rounded education.
- 97% of staff feel supported by fellow staff and have a sense of belonging.
- Survey results show school is loved by the community for being about the whole child and not just STAAR scores

## Perceptions Strengths

- Students-led initiatives to serve others in need in our community that align with our school vision of Learn, Connect and Serve
- High rates of involvement, volunteerism, participation in events
- Communication between home and school is very healthy
- Parent Partnerships created through Zoom meetings provides important information to parents about how students are being taught
- Adkins Learning Lab via Zoom focused on Love and Logic Principles for Positive Parenting
- Parent and Community Involvement on the CLT
- Active Dads Program, with a variety of ways for Dads to get involved
- Partnerships with local businesses to provide donations for students and teachers
- Our school partners with Mission Moms, United Way, Bridgeway Church, Lion's Club & Kiwanis Club to provide assistance when needed
- PTA supports students on Free and Reduced lunch to receive books, t-shirts, and yearbooks
- Staff fosters classroom environment to implement the initiatives that align with our school mission (restorative practices)
- 98% of the staff feels like our school encourages collaboration and implements policies fairly in school
- Our campus has low number of office referrals
- Classroom community is built through restorative practices
- High Flyer Program
- Staff receiving Learn, Connect, Serve Awards
- Weekly kudos to appreciate others is in place
- Overall staff morale has increased from the previous years

# 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 Reading and math goals for PreK-3
- 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

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **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
- 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:** By May 2022, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Literacy for every student. This will be evidenced by:

- \* K - 5th Grades - Reading Levels - 100% of students will have made one year's growth
- \* K-5th Grades - Writing Levels - 100% of students will have made one year's growth
- \* 90% of students ending On-level in reading and writing

### HB3 Goal

**Evaluation Data Sources:** TxKEA

TPRI

DRA

iStation Comprehension

Lexia Core 5





District Writing Assessments

Beginning of the Year On-Demand Writing

End of the Year On-Demand Writing

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers in grades K-5 will provide leveled-text daily guided reading for all below-level readers. Students on-level will continue to receive targeted instruction: small groups, books clubs, conferring.  <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in reading.  <b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers in grades K-5 will meet with students to confer on writing about individual goals based on district rubrics. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in writing. <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will utilize bi-weekly PLTs (Professional Learning Teams) and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in literacy. <b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in reading and writing. <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Participation of K - 5th grade literacy teachers in virtual professional development with Teachers College Reading and Writing Project. Teachers will participate in TC Calendar days four times throughout the year in order to prepare and plan for upcoming units. <b>Strategy's Expected Result/Impact:</b> Student achievement is expected to increase due to targeted small group instruction, feedback, and transference of skills. Teachers will have a deeper understanding of how to implement the Units of Study Curriculum including planning components, needed student resources, and data collection required for conferring and small group instruction. <b>Staff Responsible for Monitoring:</b> Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> High-Quality Curriculum and Assessment Resources: Additional TCRWP Units of Study resources, Intervention and Extension materials such a Haggerty Phonics, Lexia CORE 5, & Thrively. <b>Strategy's Expected Result/Impact:</b> Teachers will have access to high-quality curriculum to deepen students' learning in order to provide high levels of learning for every student. <b>Staff Responsible for Monitoring:</b> Administrator, Specialists, Secretary, CLT members	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> The campus will utilize Reading Recovery teacher and Reading Interventionist to support growth in reading. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT, Reading Recovery Specialist, Reading Interventionist <b>Funding Sources:</b> - State Compensatory Education (SCE) - \$90,000	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 100% of eligible HB4545 students will be served by May 2022. <b>Strategy's Expected Result/Impact:</b> Student's will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Special Education Teachers, Interventionists, Administrators	Formative		
	Dec	Mar	May
<div>  0% No Progress            100% 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:** By May 2022, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by:

- \* Kindergarten - 2nd Grades: Primary Numeracy Assessment - 90% of students ending the year On-Level
- \* K-5th Grades - 90% ending year On-Level on District Problem Solving Assessments
- \* 2nd - 5th Grades - 90% ending year on or above Approaches according to Imagine Math Benchmark

### HB3 Goal

**Evaluation Data Sources:** K-2 Primary Numeracy Assessment  
District Problem Solving Assessments  
Imagine Math Benchmarks

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize bi-weekly PLTs (Professional Learning Teams) and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in math, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math. <b>Staff Responsible for Monitoring:</b> Team Leader, Math Interventionist, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will provided targeted intervention based on Primary Numeracy, formative, and summative assessment data. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math. <b>Staff Responsible for Monitoring:</b> Math Interventionist, Administrators, CLT <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The campus will utilize the Math Interventionist to support growth in math. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level by the end of the year, or to have made one year's growth in math. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - State Compensatory Education (SCE) - \$30,000	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 100% of eligible HB4545 students will be served by May 2022. <b>Strategy's Expected Result/Impact:</b> Student's will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Special Education Teachers, Interventionists, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
<div>  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 3:** By May 2022, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth for Pre-K students. This will be evidenced by:

- \* 90% of students entering Kindergarten in the fall of 2022 will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool

**Evaluation Data Sources:** CLI Engage Progress Monitoring Tool  
Pre-K Report Card

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Pre-K students will participate in daily Shared Reading and small groups to target individual learning goals in reading, writing, and math. Students will also participate in small groups as needed to reinforce fine motor learning targets from the district report card. <b>Strategy's Expected Result/Impact:</b> PreK students will be on-level and ready for Kindergarten. <b>Staff Responsible for Monitoring:</b> PreK Teachers, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize PLT time to review student data and create intervention and enrichment groups. We will also evaluate social/emotional and fine motor learning targets based on the district report card. <b>Strategy's Expected Result/Impact:</b> PreK students will be on-level and ready for Kindergarten. <b>Staff Responsible for Monitoring:</b> PreK Teachers, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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 1:** By May 2022, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change as measured through survey data.

**Evaluation Data Sources:** Teacher input





Formative Feedback

Parent Responses

Students and Teachers Using Rhithm App

Panorama Data for Grade 3-4

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff Appreciation with monthly Learn. Connect.Serve. Awards, Staff Kudos, Staff Celebration Meetings, Staff Appreciation Events, Self-Care Bingo <b>Strategy's Expected Result/Impact:</b> Maintain and/or increase student and staff engagement by supporting social-emotional health and wellness <b>Staff Responsible for Monitoring:</b> Administration, Counselor <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of Rhithm app daily with teachers and students in grades 2-5 to gauge one's social-emotional health. The Rhithm app teaches self-regulation skills and provides teachers a way to identify a student's ability to access learning. Data from Rhithm provides reports in order to identify patterns and trends, not only with individual students but with the campus as a whole. <b>Strategy's Expected Result/Impact:</b> Teachers are able to instantly identify at the beginning of a day how a student is feeling and address any concerns before learning occurs. Teachers are able to ask students to "Get in Rhithm" at various points during the day if needed. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> SEBL Team (Social, Emotional, and Behavior Learning Team) created to support teachers' use of Restorative Practices and Rhithm app. <b>Strategy's Expected Result/Impact:</b> Classrooms conduct Green Circles daily, every classroom creates a Relationship Treatment Agreement for students to have ownership in the way their classroom functions. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Goal Soccer Team: Fourth and Fifth Grade students will have the opportunity to participate in our GOAL Soccer and Leadership Team. <b>Strategy's Expected Result/Impact:</b> Students learn grit, resiliency, leadership skills, and teamwork through participation on and off the soccer field. <b>Staff Responsible for Monitoring:</b> Volunteer -Teacher Coaches, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Culture Club created to bring our students together to explore the beauty of humanity. We will also be focused on teaching a growth mindset which helps students become more accepting of others. <b>Strategy's Expected Result/Impact:</b> A campus which has cultural diversity acceptance for all. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



# State Compensatory

## Personnel for Adkins Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holly Hamilton	Reading Recovery Teacher	NaN
Hope Creech	Reading Interventionist	0.5
Renee Grems	Math Interventionist	0.5

# Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$90,000.00
1	2	4			\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$120,000.00

# Addendums

Texas Education Agency  
2021 Accountability Ratings Overall Summary  
DOROTHY P ADKINS EL (061901126) - DENTON ISO

\*  
Confidential  
\*

Accountability Data Summary

**Student Achievement Raw Component Score**

STAAR Performance	54
College, Career and Military Readiness	N/A
Graduation Rate	N/A

**School Progress Raw Component Score**

Academic Growth	N/A
Relative Performance (Eco Dis: 13.7%)	54

**Closing the Gaps % of Indicators Met**

Academic Achievement Status	60%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	60%
School Quality Status	N/A

**% Participation (All Tests)**

2018-19	99%
2020-21	99%

**Distinction Designations**

Distinction designations were not awarded in 2021.

## Data Table

	All Subjects	AI Students	African American	Hispanic	White	Indigenous	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	EL (CUNY/ELL)	EL (CUNY/ELL) Monitored	Special Education	Special Education (Bilingual)	Continuously Enrolled	Non-Continuously Enrolled
<b>Percent of Tests</b>																
At Approaches GL Standard or Above		82%	75%	64%	86%	100%	92%		83%	58%	58%	58%	67%	86%	82%	81%
At Meets GL Standard or Above		51%	54%	31%	54%	100%	71%		17%	30%	32%	32%	49%	51%	51%	49%
At Masters GL Standard		28%	32%	13%	30%	100%	50%		0%	20%	18%	18%	16%	24%	28%	27%
<b>Number of Tests</b>																
At Approaches GL Standard or Above		451	21	65	335	3	22		5	23	22	22	37	32	331	120
At Meets GL Standard or Above		279	15	31	212	3	17		1	12	12	12	27	19	206	73
At Masters GL Standard		153	9	13	116	3	12		0	8	7	7	9	9	113	40
Total Tests		552	28	101	390	3	24		6	40	38	38	55	37	403	149
<b>Participation</b>																
% participation 2018-19		99%	100%	100%	99%	100%	100%		100%	100%	100%	100%	99%	100%	99%	99%
% participation 2020-21		99%	100%	97%	99%	100%	100%		100%	100%	100%	100%	95%	100%	99%	98%
<b>ELA/Reading</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above		83%	91%	71%	85%	100%	89%		50%	60%	67%	67%	60%	86%	82%	85%
At Meets GL Standard or Above		55%	73%	34%	58%	100%	78%		0%	27%	33%	33%	45%	43%	56%	52%
At Masters GL Standard		33%	36%	16%	37%	100%	56%		0%	20%	20%	20%	20%	14%	34%	31%
<b>Number of Tests</b>																
At Approaches GL Standard or Above		170	10	27	123	1	8		1	9	10	10	12	12	124	46
At Meets GL Standard or Above		113	8	13	84	1	7		0	4	5	5	9	6	85	28
At Masters GL Standard		69	4	6	53	1	5		0	3	3	3	4	2	52	17
Total Tests		206	11	38	145	1	9		2	15	15	15	20	14	152	54
<b>Participation</b>																
% participation 2018-19		99%	100%	100%	99%	100%	100%		100%	100%	100%	100%	100%	100%	99%	100%
% participation 2020-21		99%	100%	98%	99%	100%	100%		100%	100%	100%	100%	95%	100%	99%	98%
<b>Mathematics</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above		84%	64%	63%	90%	100%	100%		100%	67%	60%	60%	75%	93%	84%	85%
At Meets GL Standard or Above		50%	45%	29%	56%	100%	67%		0%	40%	27%	27%	55%	64%	51%	50%
At Masters GL Standard		28%	27%	18%	29%	100%	56%		0%	20%	20%	20%	10%	29%	27%	31%
<b>Number of Tests</b>																
At Approaches GL Standard or Above		174	7	24	131	1	9		2	10	9	9	15	13	128	46
At Meets GL Standard or Above		104	5	11	81	1	6		0	6	4	4	11	9	77	27

Texas Education Agency  
2021 STAAR Performance  
DOROTHY P ADKINS EL (061901126) • DENTON ISO

\* confidential \*

	All Students	African American	Hispanic	White	American Indian	Spanish speaking	Pacific Islander	Two or More	Economically Disadvantaged	EL Current				Previously Enrolled	Non-Continuously Enrolled
At Masters GI Standard	58		7	42	1	S		0	3	3		2	4	41	17
Total Tests	206	11	38	145	1	9		2	15	15	15	20	14	152	54
Participation															
% participation 2018-19	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	98%	99%	100%	100%		100%	100%	100%	100%	95%	100%	99%	98%
Writing															
Percent of Tests															
At Approaches GI Standard or Above	59%	0%	36%	65%		67%		100%	25%	40%	40%	43%	75%	67%	40%
At Meets GI Standard or Above	29%	0%	14%	31%		67%		50%	0%	40%	40%	29%	25%	31%	25%
At Masters GI Standard	9%	0%	0%	12%		0%		0%	0%	0%	0%	14%	25%	10%	5%
Number of Tests															
At Approaches GI Standard or Above	41	0	S	32		2		2	1	2	2	3	3	33	8
At Meets GI Standard or Above	20	0	2	15		2		1	0	2	2	2		15	S
At Masters GI Standard	6	0	0	6		0		0	0	0	0	1		S	1
Total Tests	69		14	49		3		2	4	S	S	7	4	49	20
Participation															
% participation 2018-19	99%		100%	98%		- 100%			100%	100%	100%	92%	100%	100%	97%
% participation 2020-21	97%	100%	93%	98%		- 100%		100%	100%	100%	100%	88%	100%	98%	95%
Science															
Percent of Tests															
At Approaches GI Standard or Above	93%	80%	82%	96%	100%	100%			50%	33%	33%	88%	80%	92%	95%
At Meets GI Standard or Above	59%	40%	45%	63%	100%	67%			33%	33%	33%	63%	60%	58%	62%
At Masters GI Standard	28%	40%	0%	29%	100%	67%			33%	33%	33%	25%	40%	30%	24%
Number of Tests															
At Approaches GI Standard or Above	66	4	9	49	1	3			3		1	7	4	46	20
At Meets GI Standard or Above	42	2	S	32	1	2			2		1	S	3	29	13
At Masters GI Standard	20	2	0	15	1	2			2	1	1	2	2	15	S
Total Tests	71	S	11	51	1	3			6	3	3	8	S	SO	21
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 GI Standard or Above															
At Meets GI Standard or Above															
At Masters GI Standard															

Texas Education Agency  
2021 Relative Performance  
DOROTHY P ADKINS EL (061901126) - DENTON ISD  
\* \*  
Confidential

%	
Economically Disadvantaged	STAAR Performance
13.7	54

## Status and Data Table

	All students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	& Monitored	Ed (+)	Ed (Current)	Ed (Fonner)	Non-Continuously Enrolled	Non-Continuously Enrolled	Total Md	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes												Yes	Yes		
% at Meets GL Standard or Above	55%	73%	34%	58%	100%	78%	0%	27%	33%	45%	43%	56%	52%			
# at Meets GL Standard or Above	113	8	13	84	1	7	0	4	5	9	6	85	28			
Total Tests	206	11	38	145		9	2	15	15	20	14	152	54			
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
Target Met	Yes												Yes	Yes		
% at Meets GL Standard or Above	50%	45%	29%	56%	100%	67%	0%	40%	27%	55%	64%	51%	50%			
# at Meets GL Standard or Above	104	5	11	81	1	6	0	6	4	11	9	77	27			
Total Tests	206	11	38	145		9	2	15	15	20	14	152	54			
<b>Total Indicators</b>															6	10
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																
<b>Total Indicators</b>																
English Language Proficiency Status																
Target									36%							
Target Met									Yes							
TELPAS Progress Rate									52%							
TELPAS Progress									13							
TELPAS Total									25							
<b>Total Indicators</b>																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	No	No					No	No	Yes	Yes	Yes	Yes		
STAAR Component Score	54	54	36	57	100	71		33	36	36	44	54	54	52		
% at Approaches GL Standard or Above	82%	75%	64%	86%	100%	92%		83%	58%	58%	67%	86%	82%	81%		



Texas Education Agency  
2021 Closing the Gaps  
DOROTHY P ADKINS EL (061901126) • DENTON ISO

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	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More	Economically Disadvantaged	EL (Current & Former)	Special Education	Enrolled	Continuously Enrolled	Non-continuously Enrolled	Total Measured	Total Available
% at Meets GL Standard or Above	51%	54%	31%	54%	100%	71%	17%	30%	32%	49%	51%	51%	49%		
% at Masters GL Standard	28%	32%	13%	30%	100%	50%	0%	20%	18%	16%	24%	28%	27%		
Total Tests	552	28	101	390	3	24	6	40	38	55	37	403	149		
Total Indicators														6	10
School Quality Status															
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	
Target Met															
% Students Meeting CCMR															
# Students Meeting CCMR															
Total Students															
Total Indicators															
Participation 2018-19															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading															
% Participation	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%		
# Participants	208	7	33	152	1	12	3	15	18	25	9	139	69		
Total Tests	210	7	33	154		12	3	15	18	25	9	141	69		
Mathematics															
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
# Participants	209	7	33	153	1	12	3	15	18	25	9	140	69		
Total Tests	209	7	33	153		12	3	15	18	25	9	140	69		
Participation 2020-21															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading															
% Participation	99%	100%	98%	99%	100%	100%	100%	100%	100%	95%	100%	99%	98%		
# Participants	212	11	42	147	1	9	2	15	15	21	14	155	57		
Total Tests	215	11	43	149		9	2	15	15	22	14	157	58		
Mathematics															
% Participation	99%	100%	98%	99%	100%	100%	100%	100%	100%	95%	100%	99%	98%		
# Participants	212	11	42	147	1	9	2	15	15	21	14	155	57		
Total Tests	215	11	43	149	1	9	2	15	15	22	14	157	58		

+ Ever HS EIs 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 Oass 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.



## Leadership Report Card: Grade 3 Math

\* Reference the applicable **Teacher Learning Report** for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Tools to Know</b>	apply math in everyday situations use problem-solving models	75	NT	NT	
<b>Commitments:</b>					

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
3.2	<b>Representation and Comparison of Whole Numbers</b>	79	77	90	
3.3	<b>&gt;&gt; Fractions</b>	81	75	56	
3.4   3.5	<b>Addition and Subtraction of Whole Numbers</b>	75	79	68	
3.4   3.5	<b>&gt;&gt; Multiplication and Division of Whole Numbers</b>	75	76	59	
3.6	<b>Geometry</b>	76	73	70	
3.7	<b>&gt;&gt; Measurement</b>	71	75	56	
3.8	<b>Data Analysis</b>	70	75	59	
3.9	<b>Personal Financial Literacy</b>	64	53	NT	
<b>Commitments:</b>					

>> TEKS clusters typically requiring additional time and focus in the curriculum

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Ways to Show</b>	create representations analyze information	76	NT	NT	
<b>Commitments:</b>					

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	46	69	79	87	94
	Checkpoint 2	48	70	78	87	95
	Checkpoint 3	36	51	62	75	87
<b>Commitments:</b>						

## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Representation and Comparison of Whole Numbers		Unit	CHECKPOINT		
			1	2	3
3.2 The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value			79	77	90

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
3.1(A)	apply math in everyday situations ⑧		75	NT	NT
3.1(B)	use problem-solving models ⑧				
connected 3.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Representation of Whole Numbers			75	70	88
3.2(A)	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate ⑧		80	70	88
3.2(B)	describe the mathematical relationships found in the base-10 place value system through the hundred thousands place		62	NT	NT

Comparison of Whole Numbers			83	91	92
3.2(D)	compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or = ⑧		83	91	92

Rounding of Whole Numbers			91	NT	NT
3.2(C)	represent a number on a number line as being between two consecutive multiples of 10 100 1,000 or 10,000 and use words to describe relative size of numbers in order to round whole numbers		91	NT	NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
3.1(E)	create representations		76	NT	NT
3.1(F)	analyze information ⑧				
connected 3.1(D), 3.1(G)					

☒ = Long Strand concept

## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

 Process  
 Content  
 Process

>> Fractions 3.3 The student applies mathematical process standards to represent and explain fractional units Connected Knowledge and Skills 3.6, 3.7	Unit	CHECKPOINT		
		1	2	3
		81	75	56

Process (Tools to Know) 3.1(A) apply math in everyday situations ⓧ 3.1(B) use problem-solving models ⓧ <i>connected 3.1(C)</i>	Unit	CHECKPOINT		
		1	2	3
		75	NT	NT

Content Representation of Fractions	Unit	CHECKPOINT		
		1	2	3
		83	92	41
3.3(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines		95	NT	NT
3.3(B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line		NT	NT	NT
3.3(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8		68	NT	NT
3.7(A) represent fractions of halves, fourths, and eighths as distances from zero on a number line		96	92	41

Unit Fractions	Unit	CHECKPOINT		
		1	2	3
		75	75	86
3.3(C) explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into $b$ equal parts where $b$ is a non-zero whole number		68	68	86
3.3(D) compose and decompose a fraction $a/b$ with a numerator greater than zero and less than or equal to $b$ as a sum of parts $1/b$		66	NT	NT
3.6(E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape		82	82	NT

Equivalency of Fractions	Unit	CHECKPOINT		
		1	2	3
		82	64	50
3.3(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines		82	64	36
3.3(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model		NT	NT	64

Comparison of Fractions	Unit	CHECKPOINT		
		1	2	3
		81	67	55
3.3(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models		81	67	55

Process (Ways to Show) 3.1(E) create representations 3.1(F) analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>	Unit	CHECKPOINT		
		1	2	3
		76	NT	NT

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Addition and Subtraction of Whole Numbers		Unit	CHECKPOINT		
			1	2	3
3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy		75	79	68
3.5	The student applies mathematical process standards to analyze and create patterns and relationships				

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
3.1(A)	apply math in everyday situations ⑧		75	NT	NT
3.1(B)	use problem-solving models ⑧				
		connected 3.1(C)			

Content		Unit	CHECKPOINT		
			1	2	3
Estimation of Whole Numbers			76	NT	83
3.4(B)	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems		76	NT	83

Addition/Subtraction of Whole Numbers			75	82	67
3.4(A)	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction ⑧		71	74	76
3.5(A)	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations		80	98	50

Money			76	68	58
3.4(C)	determine the value of a collection of coins and bills		76	68	58

Numerical Patterns					
3.5(E)	represent real-world relationships using number pairs in a table and verbal descriptions ⑧		Data included in "Multiplication and Division of Whole Numbers"		

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
3.1(E)	create representations		76	NT	NT
3.1(F)	analyze information ⑧				
		connected 3.1(D), 3.1(G)			

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## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

>> Multiplication and Division of Whole Numbers		Unit	CHECKPOINT		
3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy		1	2	3
3.5	The student applies mathematical process standards to analyze and create patterns and relationships Connected Knowledge and Skills 3.6		75	76	59

Process (Tools to Know)		Unit	CHECKPOINT		
3.1(A)	apply math in everyday situations ⓧ		1	2	3
3.1(B)	use problem-solving models ⓧ <i>connected 3.1(C)</i>		75	NT	NT

Content		Unit	CHECKPOINT		
			1	2	3
Multiplication of Whole Numbers			77	75	62
3.6(C)	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row		Data included in "Measurement"		
3.4(D)	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10		86	86	73
3.4(E)	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting		74	NT	NT
3.4(F)	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts		75	71	62
3.4(G)	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number Strategies may include mental math, partial products, and the commutative, associative, and distributive properties		81	NT	50
3.5(C)	describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24		70	68	NT
3.5(D)	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product		82	NT	NT

Division of Whole Numbers			81	80	NT
3.4(H)	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally		81	85	NT
3.4(I)	determine if a number is even or odd using divisibility rules		79	74	NT
3.4(J)	determine a quotient using the relationship between multiplication and division		84	NT	NT

Numerical Patterns			69	63	54
3.5(E)	represent real-world relationships using number pairs in a table and verbal descriptions ⓧ		69	63	54

Multiplication and Division of Whole Numbers			75	82	59
3.4(K)	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects pictorial models, including arrays, area models, and equal groups properties of operations or recall of facts		82	85	52
3.5(B)	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations ⓧ		69	79	65

Process (Ways to Show)		Unit	CHECKPOINT		
3.1(E)	create representations		1	2	3
3.1(F)	analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>		76	NT	NT

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Geometry	Unit	CHECKPOINT		
		1	2	3
3.6 The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties		76	73	70

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ☒				
3.1(B) use problem-solving models ☒		75	NT	NT
connected 3.1(C)				

Content	Unit	CHECKPOINT		
		1	2	3
Two-Dimensional/Three-Dimensional		76	73	70
3.6(A) classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language ☒		76	73	70
3.6(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories ☒		78	NT	NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations				
3.1(F) analyze information ☒		76	NT	NT
connected 3.1(D), 3.1(G)				

☒ = Long Strand concept



## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

 Process  
 Content  
 Process

>> Measurement		Unit	CHECKPOINT		
			1	2	3
3.7 The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement			71	75	56
Connected Knowledge and Skills 3.6					

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
3.1(A)	apply math in everyday situations ⑧		75	NT	NT
3.1(B)	use problem-solving models ⑧				
connected 3.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Area			71	79	57
3.6(C)	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row ⑧		74	79	57
3.6(D)	decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area		60	NT	NT

Perimeter			71	68	55
3.7(B)	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems ⑧		71	68	55

Time			70	86	47
3.7(C)	determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes		70	86	47

Liquid Capacity/Weight			76	NT	68
3.7(D)	determine when it is appropriate to use measurements of liquid volume (capacity) or weight		76	NT	68
3.7(E)	determine liquid volume (capacity) or weight using appropriate units and tools		NT	NT	NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
3.1(E)	create representations		76	NT	NT
3.1(F)	analyze information ⑧				
connected 3.1(D), 3.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

⑧ = Long Strand concept

## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021


Process  
Content  
Process

Data Analysis		Unit	CHECKPOINT		
			1	2	3
3.8 The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data			70	75	59

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
3.1(A)	apply math in everyday situations ⑧		75	NT	NT
3.1(B)	use problem-solving models ⑧				
connected 3.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Representation of Data			75	75	61
3.8(A)	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals		75	75	61

Interpretation of Data			56	NT	55
3.8(B)	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals ⑧		56	NT	55

	<b>Social Studies Integration</b>				
3.14(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting					
3.14(C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps					

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
3.1(E)	create representations		76	NT	NT
3.1(F)	analyze information ⑧				
connected 3.1(D), 3.1(G)					

⑧ = Long Strand concept


## Teacher Learning Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021


 Process  
 Content  
 Process

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
3.9 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security		64	53	NT

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ⓧ 3.1(B) use problem-solving models ⓧ <i>connected 3.1(C)</i>		75	NT	NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Earning, Spending, and Saving</b>		NT	NT	NT
3.9(E) list reasons to save and explain the benefit of a savings plan, including for college		NT	NT	NT
3.9(C) identify the costs and benefits of planned and unplanned spending decisions		NT	NT	NT
3.9(F) identify decisions involving income, spending, saving, credit, and charitable giving		NT	NT	NT
 <b>Social Studies Integration</b> 3.5(A) identify ways of earning, spending, saving, and donating money 3.5(B) create a simple budget that allocates money for spending and saving				

<b>Borrowing</b>		59	NT	NT
3.9(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest		59	NT	NT

<b>Economics</b>		67	53	NT
3.9(A) explain the connection between human capital/labor and income		67	53	NT
3.9(B) describe the relationship between the availability or scarcity of resources and how that impacts cost		NT	NT	NT
 <b>Social Studies Integration</b> 3.6(A) explain how supply and demand affect the price of a good or service 3.6(B) define and identify examples of scarcity 3.6(C) explain how the cost of production and selling price affect profits				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations 3.1(F) analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>		76	NT	NT

ⓧ = Long Strand concept

## Standards Report: Grade 3 Math

For Denton ISD Adkins on 9/26/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
3.2(A)	80	70	88	3.2(B)	62	NT	NT	3.1(A)	75	NT	NT
3.2(D)	83	91	92	3.2(C)	91	NT	NT	3.1(B)	76	NT	NT
3.3(F)	82	64	36	3.3(A)	95	NT	NT	3.1(C)	79	NT	NT
3.3(H)	81	67	55	3.3(B)	NT	NT	NT	3.1(D)	73	NT	NT
3.4(A)	71	74	76	3.3(C)	68	68	86	3.1(E)	78	NT	NT
3.4(K)	82	85	52	3.3(D)	66	NT	NT	3.1(F)	77	NT	NT
3.5(A)	80	98	50	3.3(E)	68	NT	NT	3.1(G)	73	NT	NT
3.5(B)	69	79	65	3.3(G)	NT	NT	64	Non-Tested Standards			
3.5(E)	69	63	54	3.4(B)	76	NT	83				
3.6(A)	76	73	70	3.4(C)	76	68	58				
3.6(C)	74	79	57	3.4(D)	86	86	73	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
3.7(B)	71	68	55	3.4(E)	74	NT	NT	3.9(C)	NT	NT	NT
3.8(A)	75	75	61	3.4(F)	75	71	62	3.9(F)	NT	NT	NT
				3.4(G)	81	NT	50				
				3.4(H)	81	85	NT				
				3.4(I)	79	74	NT				
				3.4(J)	84	NT	NT				
				3.5(C)	70	68	NT				
				3.5(D)	82	NT	NT				
				3.6(B)	78	NT	NT				
				3.6(D)	60	NT	NT				
				3.6(E)	82	82	NT				
				3.7(A)	96	92	41				
				3.7(C)	70	86	47				
				3.7(D)	76	NT	68				
				3.7(E)	NT	NT	NT				
				3.8(B)	56	NT	55				
				3.9(A)	67	53	NT				
				3.9(B)	NT	NT	NT				
				3.9(D)	59	NT	NT				
				3.9(E)	NT	NT	NT				

## Source Data: Grade 3 Math

(by Student Expectation and TEKS Cluster) For Denton ISD Adkins on 9/26/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
3.2(A)	8	2	1	3.2(B)	3	NT	NT	3.1(A)	74	NT	NT
3.2(D)	8	1	1	3.2(C)	1	NT	NT	3.1(B)	92	NT	NT
3.3(F)	7	1	1	3.3(A)	2	NT	NT	3.1(C)	8	NT	NT
3.3(H)	8	1	2	3.3(B)	NT	NT	NT	3.1(D)	27	NT	NT
3.4(A)	12	2	2	3.3(C)	1	1	1	3.1(E)	28	NT	NT
3.4(K)	8	2	2	3.3(D)	1	NT	NT	3.1(F)	74	NT	NT
3.5(A)	9	1	1	3.3(E)	3	NT	NT	3.1(G)	18	NT	NT
3.5(B)	10	2	2	3.3(G)	NT	NT	1	Non-Tested Standards			
3.5(E)	12	2	2	3.4(B)	2	NT	1				
3.6(A)	9	2	1	3.4(C)	4	1	1	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
3.6(C)	8	1	2	3.4(D)	1	1	1	3.9(C)	NT	NT	NT
3.7(B)	11	2	2	3.4(E)	3	NT	NT	3.9(F)	NT	NT	NT
3.8(A)	10	2	2	3.4(F)	3	1	1				
				3.4(G)	3	NT	1				
				3.4(H)	4	1	NT				
				3.4(I)	4	1	NT				
				3.4(J)	3	NT	NT				
				3.5(C)	2	1	NT				
				3.5(D)	3	NT	NT				
				3.6(B)	2	NT	NT				
				3.6(D)	2	NT	NT				
				3.6(E)	2	1	NT				
				3.7(A)	2	1	1				
				3.7(C)	4	1	1				
				3.7(D)	3	NT	1				
				3.7(E)	NT	NT	NT				
				3.8(B)	4	NT	1				
				3.9(A)	4	1	NT				
				3.9(B)	NT	NT	NT				
				3.9(D)	2	NT	NT				
				3.9(E)	NT	NT	NT				

TEKS Cluster Data		# of items assessed by checkpoint		
		Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards				
Tools to Know		92	NT	NT
Ways to Show		92	NT	NT
TEKS Cluster				
Representation and Comparison of Whole Numbers		20	3	2
>> Fractions		26	5	6
Addition and Subtraction of Whole Numbers		27	4	5
>> Multiplication and Division of Whole Numbers		56	11	9
Geometry		11	2	1
>> Measurement		28	4	6
Data Analysis		14	2	3
Personal Financial Literacy		6	1	NT

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2019 STAAR Mathematics, Grade 3</li> <li>May 2018 STAAR Mathematics, Grade 3</li> <li>May 2017 STAAR Mathematics, Grade 3</li> <li>May 2016 STAAR Mathematics, Grade 3</li> <li>April 2015 STAAR Mathematics, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>May 2019 STAAR Mathematics, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Mathematics, Grade 3</li> </ul>

## Leadership Report Card: Grade 4 Math

\* Reference the applicable **Teacher Learning Report** for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Tools to Know</b>	apply math in everyday situations	70	NT	NT	
<b>Commitments:</b>					

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
4.2	>> Introduction to Decimals	79	80	75	
4.3	>> Fractions	73	64	61	
4.4   4.5	>> Whole Number Operations	69	59	57	
4.6   4.7	Geometry	66	66	67	
4.8	Measurement	65	64	58	
4.9	Data Analysis	75	71	70	
4.10	Personal Financial Literacy	71	75	60	
<b>Commitments:</b>					

>> TEKS clusters typically requiring additional time and focus in the curriculum

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Ways to Show</b>	create representations analyze information	73	NT	NT	
<b>Commitments:</b>					

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	44	63	74	83	93
	Checkpoint 2	37	57	68	82	93
	Checkpoint 3	38	54	66	77	89
<b>Commitments:</b>						

## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

>> Introduction to Decimals		Unit	CHECKPOINT		
			1	2	3
4.2    The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value			79	80	75
Connected Knowledge and Skills 4.3					

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.1(A)	apply math in everyday situations ㊗		70	NT	NT
connected 4.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Representation of Whole Numbers and Decimals			83	82	75
4.2(B)	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals ㊗		87	83	73
4.2(A)	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left		57	NT	NT
4.2(E)	represent decimals, including tenths and hundredths, using concrete and visual models and money		70	74	74
4.2(H)	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line		89	86	NT
4.3(G)	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line		80	82	82

Comparison of Whole Numbers and Decimals			74	NT	NT
4.2(C)	compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =		79	NT	NT
4.2(F)	compare and order decimals using concrete and visual models to the hundredths		67	NT	NT

Addition/Subtraction of Whole Numbers and Decimals			74	76	73
4.4(A)	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm		74	76	73

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.1(E)	create representations				
4.1(F)	analyze information ㊗		73	NT	NT
connected 4.1(D), 4.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

>> Fractions 4.3 The student applies mathematical process standards to represent and generate fractions to solve problems  Connected Knowledge and Skills 4.2	Unit	CHECKPOINT		
		1	2	3
		73	64	61

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ  connected 4.1(C)		70	NT	NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Fractions</b>		76	68	NT
4.3(A) represent a fraction $a/b$ as a sum of fractions $1/b$ , where $a$ and $b$ are whole numbers and $b > 0$ , including when $a > b$		84	82	NT
4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations		64	53	NT

<b>Equivalency of Fractions</b>		80	69	56
4.2(G) relate decimals to fractions that name tenths and hundredths		80	69	56
4.3(C) determine if two given fractions are equivalent using a variety of methods		NT	NT	NT
4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line		Data included in "Introduction to Decimals"		

<b>Comparison of Fractions</b>		71	60	59
4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$ ⓘ		71	60	59

<b>Addition/Subtraction of Fractions</b>		67	62	67
4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations		68	64	67
4.3(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $1/4$ , $1/2$ , $3/4$ , and 1, referring to the same whole		61	54	NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ  connected 4.1(D), 4.1(G)		73	NT	NT

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## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

>> Whole Number Operations		Unit	CHECKPOINT		
4.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy		1	2	3
4.5	The student applies mathematical process standards to develop concepts of expressions and equations		69	59	57
Connected Knowledge and Skills 4.2					

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.1(A)	apply math in everyday situations ⓧ		70	NT	NT
connected 4.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Estimation of Whole Numbers			75	60	62
4.2(D)	round whole numbers to a given place value through the hundred thousands place		73	62	62
4.4(G)	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers		76	58	NT
Multiplication of Whole Numbers			68	55	50
4.4(H)	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders		59	48	46
4.4(B)	determine products of a number and 10 or 100 using properties of operations and place value understandings		87	NT	NT
4.4(C)	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15		80	77	NT
4.4(D)	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number Strategies may include mental math, partial products, and the commutative, associative, and distributive properties		78	59	59
Division of Whole Numbers			65	56	58
4.4(H)	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders		59	48	46
4.4(E)	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations		75	75	75
4.4(F)	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor		78	68	68
Numerical Patterns			74	68	59
4.5(B)	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence ⓧ		74	68	59
All Operations of Whole Numbers			70	67	66
4.5(A)	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity ⓧ		70	67	66

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.1(E)	create representations				
4.1(F)	analyze information ⓧ		73	NT	NT
connected 4.1(D), 4.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

 Process  
 Content  
 Process

Geometry	Unit	CHECKPOINT		
		1	2	3
4.6 The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties				
4.7 The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees		66	66	67

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ <i>connected 4.1(C)</i>		70	NT	NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Two-Dimensional</b>		65	72	72
4.6(D) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size ⓘ		60	80	76
4.6(A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines		56	57	NT
4.6(B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure		76	87	87
4.6(C) apply knowledge of right angles to identify acute, right, and obtuse triangles		75	47	47

<b>Angle Measurements</b>		67	59	58
4.7(C) determine the approximate measures of angles in degrees to the nearest whole number using a protractor		66	66	60
4.7(D) draw an angle with a given measure		49	49	56
4.7(E) determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures		76	66	NT
4.7(A) illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle Angle measures are limited to whole numbers		NT	NT	NT
4.7(B) illustrate degrees as the units used to measure an angle, where 1/360 of any circle is 1 degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees Angle measures are limited to whole numbers		NT	NT	NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ <i>connected 4.1(D), 4.1(G)</i>		73	NT	NT

ⓘ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

 Process  
 Content  
 Process

Measurement		Unit	CHECKPOINT		
			1	2	3
4.8	The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement	Connected Knowledge and Skills 4.5	65	64	58

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
4.1(A)	apply math in everyday situations ⓘ	connected 4.1(C)	70	NT	NT

Content		Unit	CHECKPOINT		
			1	2	3
Perimeter/Area			64	65	58
4.5(D)	solve problems related to perimeter and area of rectangles where dimensions are whole numbers ⓘ		64	65	58
4.5(C)	use models to determine the formulas for the perimeter of a rectangle ( $l + w + l + w$ or $2l + 2w$ ), including the special form for perimeter of a square ( $4s$ ) and the area of a rectangle ( $l \times w$ )		NT	NT	NT

Related Measurement Concepts			62	63	53
4.8(C)	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate ⓘ		62	63	53

Conversions			69	63	62
4.8(A)	identify relative sizes of measurement units within the customary and metric systems		72	62	62
4.8(B)	convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table		65	64	NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
4.1(E)	create representations	connected 4.1(D), 4.1(G)	73	NT	NT
4.1(F)	analyze information ⓘ				

ⓘ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Data Analysis	Unit	CHECKPOINT		
		1	2	3
4.9 The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data		75	71	70

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ <i>connected 4.1(C)</i>		70	NT	NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Data</b>		80	70	67
4.9(A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions		80	70	67
<b>Interpretation of Data</b>		64	75	75
4.9(B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot ⓘ		64	75	75

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ <i>connected 4.1(D), 4.1(G)</i>		73	NT	NT

ⓘ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Personal Financial Literacy 4.10 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security	Unit	CHECKPOINT		
		1	2	3
		71	75	60

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ <i>connected 4.1(C)</i>		70	NT	NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Budgets</b>		71	82	NT
4.10(A) distinguish between fixed and variable expenses		69	85	NT
4.10(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending		78	78	NT
4.10(C) compare the advantages and disadvantages of various savings options		NT	NT	NT
4.10(D) describe how to allocate a weekly allowance among spending saving, including for college sharing		NT	NT	NT

<b>Economics</b>		70	60	60
4.10(B) calculate profit in a given situation		70	60	60

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ <i>connected 4.1(D), 4.1(G)</i>		73	NT	NT

ⓘ = Long Strand concept

## Standards Report: Grade 4 Math

For Denton ISD Adkins on 9/26/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
4.2(B)	87	83	73	4.2(A)	57	NT	NT	4.1(A)	72	NT	NT
4.2(G)	80	69	56	4.2(C)	79	NT	NT	4.1(C)	63	NT	NT
4.3(D)	71	60	59	4.2(D)	73	62	62	4.1(D)	82	NT	NT
4.3(E)	68	64	67	4.2(E)	70	74	74	4.1(E)	70	NT	NT
4.4(A)	74	76	73	4.2(F)	67	NT	NT	4.1(F)	72	NT	NT
4.4(H)	59	48	46	4.2(H)	89	86	NT	4.1(G)	78	NT	NT
4.5(A)	70	67	66	4.3(A)	84	82	NT	Non-Tested Standards			
4.5(B)	74	68	59	4.3(B)	64	53	NT				
4.5(D)	64	65	58	4.3(C)	NT	NT	NT				
4.6(D)	60	80	76	4.3(F)	61	54	NT				
4.7(C)	66	66	60	4.3(G)	80	82	82				
4.8(C)	62	63	53	4.4(B)	87	NT	NT				
4.9(A)	80	70	67	4.4(C)	80	77	NT				
				4.4(D)	78	59	59				
				4.4(E)	75	75	75				
				4.4(F)	78	68	68				
				4.4(G)	76	58	NT				
				4.6(A)	56	57	NT				
				4.6(B)	76	87	87				
				4.6(C)	75	47	47				
				4.7(D)	49	49	56				
				4.7(E)	76	66	NT				
				4.8(A)	72	62	62				
				4.8(B)	65	64	NT				
				4.9(B)	64	75	75				
				4.10(A)	69	85	NT				
				4.10(B)	70	60	60				
				4.10(E)	78	78	NT				

## Source Data: Grade 4 Math

(by Student Expectation and TEKS Cluster) For Denton ISD Adkins on 9/26/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
4.2(B)	12	4	2	4.2(A)	1	NT	NT	4.1(A)	64	NT	NT
4.2(G)	14	4	2	4.2(C)	3	NT	NT	4.1(C)	18	NT	NT
4.3(D)	12	4	2	4.2(D)	2	1	1	4.1(D)	20	NT	NT
4.3(E)	11	4	2	4.2(E)	4	1	1	4.1(E)	28	NT	NT
4.4(A)	10	3	2	4.2(F)	2	NT	NT	4.1(F)	86	NT	NT
4.4(H)	13	4	2	4.2(H)	3	1	NT	4.1(G)	10	NT	NT
4.5(A)	12	3	1	4.3(A)	3	1	NT	Non-Tested Standards			
4.5(B)	9	2	1	4.3(B)	2	1	NT				
4.5(D)	14	4	2	4.3(C)	NT	NT	NT	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
4.6(D)	10	3	2	4.3(F)	2	1	NT	4.5(C)	NT	NT	NT
4.7(C)	9	2	1	4.3(G)	2	1	1	4.7(A)	NT	NT	NT
4.8(C)	10	3	1	4.4(B)	3	NT	NT	4.7(B)	NT	NT	NT
4.9(A)	12	4	2	4.4(C)	2	1	NT	4.10(C)	NT	NT	NT
				4.4(D)	4	1	1	4.10(D)	NT	NT	NT
				4.4(E)	1	1	1				
				4.4(F)	5	1	1				
				4.4(G)	4	1	NT				
				4.6(A)	4	1	NT				
				4.6(B)	5	1	1				
				4.6(C)	4	1	1				
				4.7(D)	2	2	1				
				4.7(E)	4	1	NT				
				4.8(A)	4	1	1				
				4.8(B)	4	1	NT				
				4.9(B)	5	1	1				
				4.10(A)	4	1	NT				
				4.10(B)	4	1	1				
				4.10(E)	1	1	NT				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Process Standards</b>			
Tools to Know	72	NT	NT
Ways to Show	96	NT	NT
<b>TEKS Cluster</b>			
>> Introduction to Decimals	37	10	6
>> Fractions	44	15	6
>> Whole Number Operations	55	15	8
Geometry	38	11	6
Measurement	32	9	4
Data Analysis	17	5	3
Personal Financial Literacy	9	3	1

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2021 STAAR Mathematics, Grade 4</li> <li>May 2019 STAAR Mathematics, Grade 4</li> <li>May 2018 STAAR Mathematics, Grade 4</li> <li>May 2017 STAAR Mathematics, Grade 4</li> <li>May 2016 STAAR Mathematics, Grade 4</li> <li>April 2015 STAAR Mathematics, Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Mathematics, Grade 4</li> <li>May 2019 STAAR Mathematics, Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Mathematics, Grade 4</li> </ul>

## Leadership Report Card: Grade 3 Reading

For Denton ISD Adkins on 9/26/2021

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Word Study</b>					
3.2	Beginning Reading and Writing	NT	NT	NT	
3.3	Vocabulary	78	74	87	
<b>Shared Reading</b>					
3.3  3.4  3.6	Tools to Know: Reading Process	79	77	85	
3.6	Tools to Know: Comprehension	78	77	61	
3.8  3.9  3.10	Ways to Show: Thinking about Meaning	71	71	67	
3.10	Author's Craft: Thinking about the Writing	70	83	71	
3.7	Response Skills*	NT	NT	65	
<b>Commitment</b>					

**Note:** Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

\* Response Skills applied to Shared Reading

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	49	70	78	85	93
	Checkpoint 2	49	69	78	88	94
	Checkpoint 3	42	59	72	82	91
<b>Commitments:</b>						



## Teacher Learning Report: Grade 3 Reading

For Denton ISD Adkins on 9/26/2021

**Word Study**

- 3.2** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell
- 3.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Beginning Reading and Writing</b>			NT	NT	NT
3.2	demonstrate and apply phonetic knowledge while reading and spelling	3.2(A.i)	decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en		NT	NT	NT
		3.2(A.ii)	decoding multisyllabic words with closed syllables open syllables VCe syllables vowel teams, including digraphs and diphthongs r-controlled syllables and final stable syllables		NT	NT	NT
		3.2(A.iii)	decoding compound words, contractions, and abbreviations		NT	NT	NT
		3.2(A.iv)	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts		NT	NT	NT
		3.2(A.v)	decoding words using knowledge of prefixes		NT	NT	NT
		3.2(A.vi)	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		NT	NT	NT
		3.2(A.vii)	identifying and reading high-frequency words from a research-based list		NT	NT	NT
		3.2(C)	alphabetize a series of words to the third letter		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Vocabulary</b>			78	74	87
3.3	use skills to support strategies for determining the meaning of unknown words while reading	3.3(A)	use print or digital resources to determine meaning, syllabication, and pronunciation		NT	NT	NT
		3.3(B) *	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		Data included in "Tools to Know: Reading Process"		
		3.3(C) *	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful		76	77	89
		3.3(D) *	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		80	71	84

\* Eligible for assessment on STAAR


⊗ = Long Strand concept


## Teacher Learning Report: Grade 3 Reading

For Denton ISD Adkins on 9/26/2021

**Shared Reading**

- 3.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively
- 3.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency The student reads grade-level text with fluency and comprehension
- 3.6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
- 3.8** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- 3.9** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
- 3.10** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Reading Process 					79	77	85
3.3, 3.4, 3.6	read grade-level text with fluency and comprehension; determine meaning of words   use the reading process to develop and deepen comprehension of increasingly complex texts	3.3(B) *	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		82	85	85
		3.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		NT	NT	NT
		3.6(A)	establish purpose for reading assigned and self-selected texts		NT	NT	NT
		3.6(B) *	explain the choices people can make about earning, spending, and saving money		71	65	NT
		3.6(C)	make, correct, or confirm predictions using text features, characteristics of genre, and structures		NT	NT	NT
		3.6(D)	create mental images to deepen understanding		NT	NT	NT
		3.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Comprehension 					78	77	61
3.6	use the reading process to develop and deepen comprehension of increasingly complex texts	3.6(E)	make connections to personal experiences, ideas in other texts, and society		NT	NT	NT
		3.6(F) *	make inferences and use evidence to support understanding		78	77	61
		3.6(G)	evaluate details read to determine key ideas		NT	NT	NT
		3.6(H)	synthesize information to create new understanding		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show: Thinking about Meaning					71	71	67
3.8, 3.9, 3.10	comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; explain the relationships among literary elements and structures	Genre Characteristics					
		3.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths (Fiction)		NT	NT	NT
		3.9(B)*	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (Poetry)		52	NT	50
		3.9(C)	discuss elements of drama such as characters, dialogue, setting, and acts (Drama)		NT	NT	NT

	Application	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Ways to Show: Thinking about Meaning</b>		71	71	67
		3.9(D)^ recognize characteristics and structures of informational text, including		NT	NT	NT
		3.9(D.ii)* [recognize characteristics and structures of informational text, including] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (Informational)		67	69	77
		3.9(E) recognize characteristics and structures of argumentative text by (Argumentative)		NT	NT	NT
		3.9(F) recognize characteristics of multimodal and digital texts (Multimodal/Digital)		NT	NT	NT
		<b>Overall Meaning</b>				
		3.8(A)* infer the theme of a work, distinguishing theme from topic		71	NT	NT
		3.9(D.i)* [recognize characteristics and structures of informational text, including] the central idea with supporting evidence		74	57	NT
		3.9(E.i) [recognize characteristics and structures of argumentative text by] identifying the claim		NT	NT	NT
		3.9(E.iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		NT	NT	NT
		3.10(A)* explain the author's purpose and message within a text		NT	NT	62
		<b>Analysis of Deeper Meaning</b>				
		3.8(B)* explain the relationships among the major and minor characters		80	80	NT
		3.8(C)* analyze plot elements, including the sequence of events, the conflict, and the resolution		75	78	70
		3.8(D) explain the influence of the setting on the plot		NT	NT	NT
		3.9(D.iii) [recognize characteristics and structures of informational text, including] organizational patterns such as cause and effect and problem and solution		NT	NT	NT
		3.9(E.ii) [recognize characteristics and structures of argumentative text by] distinguishing facts from opinion		NT	NT	NT

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	<b>Author's Craft: Thinking about the Writing</b>		70	83	71
3.10	<b>Point of View</b>				
	3.10(E) identify the use of literary devices, including first- or third-person point of view		NT	NT	NT
	<b>Structure</b>				

	writing and speaking	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Author's Craft: Thinking about the Writing</b>		70	83	71
		3.10(B) explain how the use of text structure contributes to the author's purpose		NT	NT	NT
		3.10(C) * explain the author's use of print and graphic features to achieve specific purposes		NT	NT	78
		<b>Language</b>				
		3.10(D) * describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes		70	83	67
		3.10(F) discuss how the author's use of language contributes to voice		NT	NT	NT
		3.10(G) identify and explain the use of hyperbole		NT	NT	NT

\* Eligible for assessment on STAAR

^ placeholder for state assessment data reporting - includes all romanettes

⊗ = Long Strand concept

## Teacher Learning Report: Grade 3 Reading

For Denton ISD Adkins on 9/26/2021

**Responding to Text**

**3.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show (Response Skills)					NT	NT	65
3.7	respond to an increasingly challenging variety of sources that are read, heard, or viewed	3.7(A)	describe personal connections to a variety of sources, including self-selected texts		NT	NT	NT
		3.7(B)	write a response to a literary or informational text that demonstrates an understanding of a text		NT	NT	NT
		3.7(C) *	use text evidence to support an appropriate response		NT	NT	65
		3.7(D)	retell and paraphrase texts in ways that maintain meaning and logical order		NT	NT	NT
		3.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		NT	NT	NT
		3.7(F)	respond using newly acquired vocabulary as appropriate		NT	NT	NT
		3.7(G)	discuss specific ideas in the text that are important to the meaning		NT	NT	NT

\* Eligible for assessment on STAAR

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## Standards Report: Grade 3 Reading

For Denton ISD Adkins on 9/26/2021

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	3.2(A.i)	NT	NT	NT	3.4(B)	3.3(B)	82	85	85
	3.2(A.ii)	NT	NT	NT		3.4(A)	NT	NT	NT
	3.2(A.iii)	NT	NT	NT		3.6(A)	NT	NT	NT
	3.2(A.iv)	NT	NT	NT	3.2(B)	3.6(B)	71	65	NT
	3.2(A.v)	NT	NT	NT		3.6(C)	NT	NT	NT
	3.2(A.vi)	NT	NT	NT		3.6(D)	NT	NT	NT
	3.2(A.vii)	NT	NT	NT		3.6(I)	NT	NT	NT
	3.2(C)	NT	NT	NT	<b>Tools to Know: Comprehension</b>				
<b>Vocabulary</b>						3.6(E)	NT	NT	NT
	3.3(A)	NT	NT	NT	Fig.19(D) 3.13(B)	3.6(F)	78	77	61
3.4(B)	3.3(B)	Data in "Tools to Know: Reading Process"				3.6(G)	NT	NT	NT
3.4(A)	3.3(C)	76	77	89		3.6(H)	NT	NT	NT
3.4(C)	3.3(D)	80	71	84	<b>Ways to Show: Thinking about Meaning</b>				
<b>applied to Shared Reading</b>					3.5(A)	3.8(A)	71	NT	NT
					3.8(B)	3.8(B)	80	80	NT
					3.8(A)	3.8(C)	75	78	70
<b>Response Skills</b>						3.8(D)	NT	NT	NT
	3.7(A)	NT	NT	NT		3.9(A)	NT	NT	NT
	3.7(B)	NT	NT	NT	3.6(A)	3.9(B)	52	NT	50
	3.7(C)	NT	NT	65		3.9(C)	NT	NT	NT
	3.7(D)	NT	NT	NT		3.9(D)^	NT	NT	NT
	3.7(E)	NT	NT	NT	3.13(A)	3.9(D.i)	74	57	NT
	3.7(F)	NT	NT	NT	3.13(D)	3.9(D.ii)	67	69	77
	3.7(G)	NT	NT	NT		3.9(D.iii)	NT	NT	NT
						3.9(E)	NT	NT	NT
						3.9(E.i)	NT	NT	NT
						3.9(E.ii)	NT	NT	NT
						3.9(E.iii)	NT	NT	NT
						3.9(F)	NT	NT	NT
						3.10(A)	NT	NT	62
					<b>Author's Craft: Thinking about the Writing</b>				
						3.10(B)	NT	NT	NT
						3.10(C)	NT	NT	78
					3.10(A)	3.10(D)	70	83	67
						3.10(E)	NT	NT	NT
						3.10(F)	NT	NT	NT
						3.10(G)	NT	NT	NT

^ placeholder for state assessment data reporting - includes all romanettes

## Source Data: Grade 3 Reading

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	3.2(A.i)	NT	NT	NT	3.4(B)	3.3(B)	21	3	1
	3.2(A.ii)	NT	NT	NT		3.4(A)	NT	NT	NT
	3.2(A.iii)	NT	NT	NT		3.6(A)	NT	NT	NT
	3.2(A.iv)	NT	NT	NT	3.2(B)	3.6(B)	9	2	NT
	3.2(A.v)	NT	NT	NT		3.6(C)	NT	NT	NT
	3.2(A.vi)	NT	NT	NT		3.6(D)	NT	NT	NT
	3.2(A.vii)	NT	NT	NT		3.6(I)	NT	NT	NT
	3.2(C)	NT	NT	NT		<b>Tools to Know: Comprehension</b>			
	<b>Vocabulary</b>					3.6(E)	NT	NT	NT
	3.3(A)	NT	NT	NT	Fig.19(D) 3.13(B)	3.6(F)	72	13	9
3.4(B)	3.3(B)	Data in "Tools to Know: Reading Process"				3.6(G)	NT	NT	NT
3.4(A)	3.3(C)	3	1	2		3.6(H)	NT	NT	NT
3.4(C)	3.3(D)	3	1	2		<b>Ways to Show: Thinking about Meaning</b>			
					3.5(A)	3.8(A)	4	NT	NT
					3.8(B)	3.8(B)	7	3	NT
					3.8(A)	3.8(C)	9	2	2
	<b>Response Skills</b>					3.8(D)	NT	NT	NT
	3.7(A)	NT	NT	NT		3.9(A)	NT	NT	NT
	3.7(B)	NT	NT	NT	3.6(A)	3.9(B)	5	NT	1
	3.7(C)	NT	NT	2		3.9(C)	NT	NT	NT
	3.7(D)	NT	NT	NT		3.9(D)^	NT	NT	NT
	3.7(E)	NT	NT	NT	3.13(A)	3.9(D.i)	15	3	NT
	3.7(F)	NT	NT	NT	3.13(D)	3.9(D.ii)	8	2	4
	3.7(G)	NT	NT	NT		3.9(D.iii)	NT	NT	NT
						3.9(E)	NT	NT	NT
						3.9(E.i)	NT	NT	NT
						3.9(E.ii)	NT	NT	NT
						3.9(E.iii)	NT	NT	NT
						3.9(F)	NT	NT	NT
						3.10(A)	NT	NT	5
						<b>Author's Craft: Thinking about the Writing</b>			
						3.10(B)	NT	NT	NT
						3.10(C)	NT	NT	2
					3.10(A)	3.10(D)	8	2	4
						3.10(E)	NT	NT	NT
						3.10(F)	NT	NT	NT
						3.10(G)	NT	NT	NT

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Beginning Reading and Writing	NT	NT	NT
	Vocabulary	6	2	4
Shared Reading	Tools to Know: Reading Process	30	5	1
	Tools to Know: Comprehension	72	13	9
	Ways to Show: Thinking about Meaning	48	10	12
	Author's Craft: Thinking about the Writing	8	2	6
	Response Skills	NT	NT	2

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2019 STAAR Reading, Grade 3</li> <li>May 2018 STAAR Reading, Grade 3</li> <li>May 2017 STAAR Reading, Grade 3</li> <li>May 2016 STAAR Reading, Grade 3</li> <li>April 2015 STAAR Reading, Grade 3</li> <li>April 2014 STAAR Reading, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>May 2019 STAAR Reading, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Reading, Grade 3</li> </ul>

## Leadership Report Card: Grade 4 Reading

For Denton ISD Adkins on 9/26/2021

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Word Study</b>					
4.2	Beginning Reading and Writing	NT	NT	NT	
4.3	Vocabulary	82	84	81	
<b>Shared Reading</b>					
4.3  4.4  4.6	Tools to Know: Reading Process	80	76	71	
4.6	Tools to Know: Comprehension	73	72	70	
4.8  4.9  4.10	Ways to Show: Thinking about Meaning	72	72	70	
4.10	Author's Craft: Thinking about the Writing	68	61	59	
4.7	Response Skills*	64	56	60	
<b>Commitment</b>					

**Note:** Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

\* Response Skills applied to Shared Reading

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	45	65	75	84	93
	Checkpoint 2	41	64	76	85	94
	Checkpoint 3	41	57	69	80	92
<b>Commitments:</b>						



## Teacher Learning Report: Grade 4 Reading

For Denton ISD Adkins on 9/26/2021

**Word Study**

- 4.2** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell
- 4.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Beginning Reading and Writing</b>			NT	NT	NT
4.2	demonstrate and apply phonetic knowledge while reading and spelling	4.2(A.i)	decoding words with specific orthographic patterns and rules, including regular and irregular plurals		NT	NT	NT
		4.2(A.ii)	decoding multisyllabic words with closed syllables open syllables VCe syllables vowel teams, including digraphs and diphthongs r-controlled syllables and final stable syllables		NT	NT	NT
		4.2(A.iii)	decoding words using advanced knowledge of syllable division patterns such as VV		NT	NT	NT
		4.2(A.iv)	decoding words using knowledge of prefixes		NT	NT	NT
		4.2(A.v)	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		NT	NT	NT
		4.2(A.vi)	identifying and reading high-frequency words from a research-based list		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Vocabulary</b>			82	84	81
4.3	use skills to support strategies for determining the meaning of unknown words while reading	4.3(A) *	use print or digital resources to determine meaning, syllabication, and pronunciation		78	82	76
		4.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		Data included in "Tools to Know: Reading Process"		
		4.3(C) *	determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter		87	86	85
		4.3(D)	identify, use, and explain the meaning of homophones such as reign/rain		NT	NT	NT

\* Eligible for assessment on STAAR


ⓧ = Long Strand concept


## Teacher Learning Report: Grade 4 Reading

For Denton ISD Adkins on 9/26/2021

**Shared Reading**

- 4.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively
- 4.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency The student reads grade-level text with fluency and comprehension
- 4.6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
- 4.8** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- 4.9** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
- 4.10** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Reading Process 					80	76	71
4.3, 4.4, 4.6	read grade-level text with fluency and comprehension; determine meaning of words   use the reading process to develop and deepen comprehension of increasingly complex texts	4.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		80	76	71
		4.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		NT	NT	NT
		4.6(A)	establish purpose for reading assigned and self-selected texts		NT	NT	NT
		4.6(B)	explain the choices people can make about earning, spending, and saving money		NT	NT	NT
		4.6(C)	make, correct, or confirm predictions using text features, characteristics of genre, and structures		NT	NT	NT
		4.6(D)	create mental images to deepen understanding		NT	NT	NT
		4.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Comprehension 					73	72	70
4.6	use the reading process to develop and deepen comprehension of increasingly complex texts	4.6(E) *	make connections to personal experiences, ideas in other texts, and society		71	72	67
		4.6(F) *	make inferences and use evidence to support understanding		73	71	71
		4.6(G)	evaluate details read to determine key ideas		NT	NT	NT
		4.6(H)	synthesize information to create new understanding		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show: Thinking about Meaning					72	72	70
4.8, 4.9, 4.10	comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how	Genre Characteristics					
		4.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales (Fiction)		NT	NT	NT
		4.9(B)	explain figurative language such as simile, metaphor, and personification that the poet uses to create images (Poetry)		NT	NT	NT
		4.9(C)*	explain structure in drama such as character tags, acts, scenes, and stage directions (Drama)		50	NT	44

	Application they contribute to the overall meaning	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Ways to Show: Thinking about Meaning</b>		72	72	70
		4.9(D)^ recognize characteristics and structures of informational text, including		NT	NT	NT
		4.9(D.ii)* [recognize characteristics and structures of informational text, including] features such as pronunciation guides and diagrams to support understanding (Informational)		71	93	76
		4.9(E) recognize characteristics and structures of argumentative text by (Argumentative)		NT	NT	NT
		4.9(F) recognize characteristics of multimodal and digital texts (Multimodal/Digital)		NT	NT	NT
		<b>Overall Meaning</b>				
		4.8(A)* infer basic themes supported by text evidence		41	NT	NT
		4.9(D.i)* [recognize characteristics and structures of informational text, including] the central idea with supporting evidence		71	63	NT
		4.9(E.i) [recognize characteristics and structures of argumentative text by] identifying the claim		NT	NT	NT
		4.9(E.iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		NT	NT	NT
		4.10(A)* explain the author's purpose and message within a text		85	NT	85
		<b>Analysis of Deeper Meaning</b>				
		4.8(B)* explain the interactions of the characters and the changes they undergo		75	70	69
		4.8(C)* analyze plot elements, including the rising action, climax, falling action, and resolution		76	77	NT
		4.8(D) explain the influence of the setting, including historical and cultural settings, on the plot		NT	NT	NT
		4.9(D.iii)* [recognize characteristics and structures of informational text, including] organizational patterns such as compare and contrast		74	70	NT
		4.9(E.ii) [recognize characteristics and structures of argumentative text by] explaining how the author has used facts for an argument		NT	NT	NT

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	<b>Author's Craft: Thinking about the Writing</b>		68	61	59
4.10	<b>Point of View</b>				
	4.10(E) * identify and understand the use of literary devices, including first- or third-person point of view		56	48	40
	<b>Structure</b>				

	writing and speaking	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Author's Craft: Thinking about the Writing</b>		68	61	59
		4.10(B) * explain how the use of text structure contributes to the author's purpose		74	64	NT
		4.10(C) * analyze the author's use of print and graphic features to achieve specific purposes		70	NT	70
		<b>Language</b>				
		4.10(D) * describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes		67	67	56
		4.10(F) discuss how the author's use of language contributes to voice		NT	NT	NT
		4.10(G) identify and explain the use of anecdote		NT	NT	NT

\* Eligible for assessment on STAAR

^ placeholder for state assessment data reporting - includes all romanettes

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 4 Reading

For Denton ISD Adkins on 9/26/2021

**Responding to Text**

**4.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Application			Instructional Focus		Unit	CHECKPOINT		
						1	2	3
Ways to Show (Response Skills)						64	56	60
4.7	respond to an increasingly challenging variety of sources that are read, heard, or viewed	4.7(A)	describe personal connections to a variety of sources, including self-selected texts		NT	NT	NT	
		4.7(B)	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		NT	NT	NT	
		4.7(C) *	use text evidence to support an appropriate response		62	NT	62	
		4.7(D) *	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		65	56	54	
		4.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		NT	NT	NT	
		4.7(F)	respond using newly acquired vocabulary as appropriate		NT	NT	NT	
		4.7(G)	discuss specific ideas in the text that are important to the meaning		NT	NT	NT	

\* Eligible for assessment on STAAR

⊗ = Long Strand concept

## Standards Report: Grade 4 Reading

For Denton ISD Adkins on 9/26/2021

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	4.2(A.i)	NT	NT	NT	4.2(B)	4.3(B)	80	76	71
	4.2(A.ii)	NT	NT	NT		4.4(A)	NT	NT	NT
	4.2(A.iii)	NT	NT	NT		4.6(A)	NT	NT	NT
	4.2(A.iv)	NT	NT	NT		4.6(B)	NT	NT	NT
	4.2(A.v)	NT	NT	NT		4.6(C)	NT	NT	NT
	4.2(A.vi)	NT	NT	NT		4.6(D)	NT	NT	NT
<b>Vocabulary</b>						4.6(I)	NT	NT	NT
4.2(E)	4.3(A)	78	82	76	<b>Tools to Know: Comprehension</b>				
4.2(B)	4.3(B)	Data in "Tools to Know: Reading Process"			Fig.19(F)	4.6(E)	71	72	67
4.2(A)	4.3(C)	87	86	85	Fig.19(D)	4.6(F)	73	71	71
	4.3(D)	NT	NT	NT		4.6(G)	NT	NT	NT
<b>applied to Shared Reading</b>						4.6(H)	NT	NT	NT
<b>Response Skills</b>					<b>Ways to Show: Thinking about Meaning</b>				
	4.7(A)	NT	NT	NT	4.3(A)	4.8(A)	41	NT	NT
	4.7(B)	NT	NT	NT	4.6(B)	4.8(B)	75	70	69
	4.7(C)	62	NT	62	4.6(A)	4.8(C)	76	77	NT
Fig.19(E)	4.7(D)	65	56	54		4.8(D)	NT	NT	NT
	4.7(E)	NT	NT	NT		4.9(A)	NT	NT	NT
	4.7(F)	NT	NT	NT		4.9(B)	NT	NT	NT
	4.7(G)	NT	NT	NT	4.5(A)	4.9(C)	50	NT	44
						4.9(D)^	NT	NT	NT
					4.11(A)	4.9(D.i)	71	63	NT
					4.11(D)	4.9(D.ii)	71	93	76
					4.11(C)	4.9(D.iii)	74	70	NT
						4.9(E)	NT	NT	NT
						4.9(E.i)	NT	NT	NT
						4.9(E.ii)	NT	NT	NT
						4.9(E.iii)	NT	NT	NT
						4.9(F)	NT	NT	NT
						4.10(A)	85	NT	85
					<b>Author's Craft: Thinking about the Writing</b>				
					4.4(A)	4.10(B)	74	64	NT
					4.13(B)	4.10(C)	70	NT	70
					4.8(A)	4.10(D)	67	67	56
					4.6(C)	4.10(E)	56	48	40
						4.10(F)	NT	NT	NT
						4.10(G)	NT	NT	NT

^ placeholder for state assessment data reporting - includes all romanettes

## Source Data: Grade 4 Reading

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	4.2(A.i)	NT	NT	NT	4.2(B)	4.3(B)	17	2	2
	4.2(A.ii)	NT	NT	NT		4.4(A)	NT	NT	NT
	4.2(A.iii)	NT	NT	NT		4.6(A)	NT	NT	NT
	4.2(A.iv)	NT	NT	NT		4.6(B)	NT	NT	NT
	4.2(A.v)	NT	NT	NT		4.6(C)	NT	NT	NT
	4.2(A.vi)	NT	NT	NT		4.6(D)	NT	NT	NT
<b>Vocabulary</b>						4.6(I)	NT	NT	NT
4.2(E)	4.3(A)	6	1	1	<b>Tools to Know: Comprehension</b>				
4.2(B)	4.3(B)	Data in "Tools to Know: Reading Process"			Fig.19(F)	4.6(E)	24	4	4
4.2(A)	4.3(C)	5	1	1	Fig.19(D)	4.6(F)	86	12	10
	4.3(D)	NT	NT	NT		4.6(G)	NT	NT	NT
						4.6(H)	NT	NT	NT
<b>applied to Shared Reading</b>					<b>Ways to Show: Thinking about Meaning</b>				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	4.3(A)	4.8(A)	1	NT	NT
<b>Response Skills</b>					4.6(B)	4.8(B)	11	3	1
	4.7(A)	NT	NT	NT	4.6(A)	4.8(C)	6	2	NT
	4.7(B)	NT	NT	NT		4.8(D)	NT	NT	NT
	4.7(C)	5	NT	5		4.9(A)	NT	NT	NT
Fig.19(E)	4.7(D)	10	1	2		4.9(B)	NT	NT	NT
	4.7(E)	NT	NT	NT	4.5(A)	4.9(C)	4	NT	2
	4.7(F)	NT	NT	NT		4.9(D)^	NT	NT	NT
	4.7(G)	NT	NT	NT	4.11(A)	4.9(D.i)	14	2	NT
					4.11(D)	4.9(D.ii)	7	1	1
					4.11(C)	4.9(D.iii)	10	2	NT
						4.9(E)	NT	NT	NT
						4.9(E.i)	NT	NT	NT
						4.9(E.ii)	NT	NT	NT
						4.9(E.iii)	NT	NT	NT
						4.9(F)	NT	NT	NT
						4.10(A)	3	NT	3
					<b>Author's Craft: Thinking about the Writing</b>				
					4.4(A)	4.10(B)	8	2	NT
					4.13(B)	4.10(C)	2	NT	2
					4.8(A)	4.10(D)	4	1	1
					4.6(C)	4.10(E)	3	1	1
						4.10(F)	NT	NT	NT
						4.10(G)	NT	NT	NT

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Beginning Reading and Writing	NT	NT	NT
	Vocabulary	11	2	2
Shared Reading	Tools to Know: Reading Process	17	2	2
	Tools to Know: Comprehension	110	16	14
	Ways to Show: Thinking about Meaning	56	10	7
	Author's Craft: Thinking about the Writing	17	4	4
	Response Skills	15	1	7

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2021 STAAR Reading, Grade 4</li> <li>May 2019 STAAR Reading, Grade 4</li> <li>May 2018 STAAR Reading, Grade 4</li> <li>May 2017 STAAR Reading, Grade 4</li> <li>May 2016 STAAR Reading, Grade 4</li> <li>April 2015 STAAR Reading, Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>May 2019 STAAR Reading, Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Reading, Grade 4</li> </ul>

## Leadership Report Card: Grade 5 Math

\* Reference the applicable **Teacher Learning Report** for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Tools to Know</b>	apply math in everyday situations use problem-solving models	77	NT	NT	
<b>Commitments:</b>					

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
5.3   5.4	<b>Whole Number Operations</b>	85	90	88	
5.2   5.3   5.4	<b>&gt;&gt; Decimals</b>	80	81	85	
5.3	<b>&gt;&gt; Fractions</b>	76	84	79	
5.4   5.8	<b>Graphing on Coordinate Plane</b>	76	82	78	
5.5   5.6   5.7	<b>&gt;&gt; Geometry and Measurement</b>	75	69	76	
5.9	<b>Data Analysis</b>	79	80	74	
5.10	<b>Personal Financial Literacy</b>	76	72	81	
<b>Commitments:</b>					

>> TEKS clusters typically requiring additional time and focus in the curriculum

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Ways to Show</b>	create representations analyze information	77	NT	NT	
<b>Commitments:</b>					

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	57	71	80	88	96
	Checkpoint 2	58	73	82	90	97
	Checkpoint 3	60	73	84	91	98
<b>Commitments:</b>						



## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Whole Number Operations		Unit	CHECKPOINT		
			1	2	3
5.3	The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy				
5.4	The student applies mathematical process standards to develop concepts of expressions and equations		85	90	88

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⑧				
5.1(B)	use problem-solving models ⑧		77	NT	NT

Content		Unit	CHECKPOINT		
			1	2	3
Estimation of Whole Numbers					
5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		Data included in "Decimals"		
Addition/Subtraction of Whole Numbers					
5.3(K)	add and subtract positive rational numbers fluently		Data included in "Decimals"		
Multiplication/Division of Whole Numbers			86	92	92
5.3(B)	multiply with fluency a three-digit number by a two-digit number using the standard algorithm		91	99	99
5.3(C)	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm		83	85	85
Numerical Expressions					
5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping		Data included in "Decimals"		
5.4(E)	describe the meaning of parentheses and brackets in a numeric expression		Data included in "Decimals"		
All Operations of Whole Numbers			84	89	85
5.4(B)	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity ⑧		84	89	85

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations				
5.1(F)	analyze information ⑧		77	NT	NT

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

>> Decimals		Unit	CHECKPOINT		
			1	2	3
5.2	The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value				
5.3	The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy				
5.4	The student applies mathematical process standards to develop concepts of expressions and equations		80	81	85

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⑧				
5.1(B)	use problem-solving models ⑧		77	NT	NT
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Representation of Decimals			82	82	82
5.2(A)	represent the value of the digit in decimals through the thousandths using expanded notation and numerals		82	82	82

Comparison of Decimals			80	78	81
5.2(B)	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or = ⑧		80	78	81

Estimation of Decimals			75	85	90
5.2(C)	round decimals to tenths or hundredths		81	78	NT
5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		72	90	90

Addition/Subtraction of Decimals			78	73	86
5.3(K)	add and subtract positive rational numbers fluently		78	73	86

Multiplication of Decimals			83	87	88
5.3(E)	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers		81	88	89
5.3(D)	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models		88	86	86

Division of Decimals			81	83	88
5.3(G)	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm		83	88	88
5.3(F)	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models		75	66	NT

Numerical Expressions			77	80	77
5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping		76	78	77
5.4(E)	describe the meaning of parentheses and brackets in a numeric expression		86	86	NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations				
5.1(F)	analyze information ⑧		77	NT	NT
connected 5.1(D), 5.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

☒ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

>> Fractions		Unit	CHECKPOINT		
			1	2	3
5.3    The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy Connected Knowledge and Skills 5.4			76	84	79

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⓧ		77	NT	NT
5.1(B)	use problem-solving models ⓧ				
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Estimation of Fractions					
5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		Data included in "Decimals"		

Addition/Subtraction of Fractions			75	68	51
5.3(K)	add and subtract positive rational numbers fluently		Data included in "Decimals"		
5.3(H)	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations		83	86	NT
5.4(A)	identify prime and composite numbers		68	51	51

Multiplication of Fractions			76	89	NT
5.3(I)	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models		76	89	NT

Division of Fractions			77	88	89
5.3(L)	divide whole numbers by unit fractions and unit fractions by whole numbers		79	89	89
5.3(J)	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models		70	86	87

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations		77	NT	NT
5.1(F)	analyze information ⓧ				
connected 5.1(D), 5.1(G)					

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ⓧ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

 Process  
 Content  
 Process

Graphing on Coordinate Plane	Unit	CHECKPOINT		
		1	2	3
5.4 The student applies mathematical process standards to develop concepts of expressions and equations		76	82	78
5.8 The student applies mathematical process standards to identify locations on a coordinate plane				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
5.1(A) apply math in everyday situations ⓧ		77	NT	NT
5.1(B) use problem-solving models ⓧ				
connected 5.1(C)				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Coordinate Plane</b>		76	77	69
5.8(C) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table		76	75	70
5.8(A) describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin		73	69	69
5.8(B) describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane		80	95	NT

<b>Graphing Numerical Patterns</b>		76	87	90
5.4(C) generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph ⓧ		78	87	90
5.4(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph		70	86	NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
5.1(E) create representations		77	NT	NT
5.1(F) analyze information ⓧ				
connected 5.1(D), 5.1(G)				

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

>> Geometry and Measurement		Unit	CHECKPOINT		
			1	2	3
5.5	The student applies mathematical process standards to classify two-dimensional figures by attributes and properties				
5.6	The student applies mathematical process standards to understand, recognize, and quantify volume				
5.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement.		75	69	76
Connected Knowledge and Skills 5.4					

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⑧				
5.1(B)	use problem-solving models ⑧		77	NT	NT
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Two-Dimensional			69	71	76
5.5(A)	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties ⑧		69	71	76

Perimeter/Area/Volume			78	70	74
5.4(H)	represent and solve problems related to perimeter and/or area and related to volume ⑧		74	65	72
5.6(A)	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible		82	79	79
5.6(B)	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base		87	82	NT
5.4(G)	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ( $V = l \times w \times h$ , $V = s \times s \times s$ , and $V = Bh$ ) ⑧		NT	NT	NT

Conversions			78	62	79
5.7(A)	solve problems by calculating conversions within a measurement system, customary or metric		78	62	79

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations				
5.1(F)	analyze information ⑧		77	NT	NT
connected 5.1(D), 5.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

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## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

Process  
Content  
Process

Data Analysis		Unit	CHECKPOINT		
			1	2	3
5.9 The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data			79	80	74

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⑧		77	NT	NT
5.1(B)	use problem-solving models ⑧				
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Representation of Data			85	88	NT
5.9(A)	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots		68	NT	NT
5.9(B)	represent discrete paired data on a scatterplot		92	88	NT

Interpretation of Data		Unit	77	79	74
5.9(C)	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot ⑧		77	79	74

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations		77	NT	NT
5.1(F)	analyze information ⑧				
connected 5.1(D), 5.1(G)					

☒ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

 Process  
 Content  
 Process

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
5.10 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security		76	72	81

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
5.1(A) apply math in everyday situations ⓧ 5.1(B) use problem-solving models ⓧ <i>connected 5.1(C)</i>		77	NT	NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Budgets</b>		80	81	81
5.10(E) describe actions that might be taken to balance a budget when expenses exceed income		82	82	82
5.10(F) balance a simple budget		80	80	80
5.10(C) identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments		NT	NT	NT
5.10(D) develop a system for keeping and using financial records		NT	NT	NT

<b>Taxes</b>		72	54	NT
5.10(A) define income tax, payroll tax, sales tax, and property tax		76	NT	NT
5.10(B) explain the difference between gross income and net income		54	54	NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
5.1(E) create representations 5.1(F) analyze information ⓧ <i>connected 5.1(D), 5.1(G)</i>		77	NT	NT

ⓧ = Long Strand concept

## Standards Report: Grade 5 Math

For Denton ISD Adkins on 9/26/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(B)	80	78	81	5.2(A)	82	82	82	5.1(A)	78	NT	NT
5.3(E)	81	88	89	5.2(C)	81	78	NT	5.1(B)	77	NT	NT
5.3(G)	83	88	88	5.3(A)	72	90	90	5.1(C)	76	NT	NT
5.3(K)	78	73	86	5.3(B)	91	99	99	5.1(D)	78	NT	NT
5.3(L)	79	89	89	5.3(C)	83	85	85	5.1(E)	76	NT	NT
5.4(B)	84	89	85	5.3(D)	88	86	86	5.1(F)	78	NT	NT
5.4(C)	78	87	90	5.3(F)	75	66	NT	5.1(G)	65	NT	NT
5.4(F)	76	78	77	5.3(H)	83	86	NT	Non-Tested Standards			
5.4(H)	74	65	72	5.3(I)	76	89	NT				
5.5(A)	69	71	76	5.3(J)	70	86	87				
5.8(C)	76	75	70	5.4(A)	68	51	51				
5.9(C)	77	79	74	5.4(D)	70	86	NT	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
				5.4(E)	86	86	NT	5.4(G)	NT	NT	NT
				5.6(A)	82	79	79	5.10(C)	NT	NT	NT
				5.6(B)	87	82	NT	5.10(D)	NT	NT	NT
				5.7(A)	78	62	79				
				5.8(A)	73	69	69				
				5.8(B)	80	95	NT				
				5.9(A)	68	NT	NT				
				5.9(B)	92	88	NT				
				5.10(A)	76	NT	NT				
				5.10(B)	54	54	NT				
				5.10(E)	82	82	82				
				5.10(F)	80	80	80				



## Source Data: Grade 5 Math

(by Student Expectation and TEKS Cluster) For Denton ISD Adkins on 9/26/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(B)	14	4	2	5.2(A)	4	1	1	5.1(A)	76	NT	NT
5.3(E)	12	4	2	5.2(C)	4	1	NT	5.1(B)	98	NT	NT
5.3(G)	12	4	2	5.3(A)	5	1	1	5.1(C)	14	NT	NT
5.3(K)	14	4	2	5.3(B)	4	1	1	5.1(D)	22	NT	NT
5.3(L)	12	4	2	5.3(C)	5	1	1	5.1(E)	34	NT	NT
5.4(B)	14	4	2	5.3(D)	4	1	1	5.1(F)	92	NT	NT
5.4(C)	14	4	2	5.3(F)	5	1	NT	5.1(G)	8	NT	NT
5.4(F)	12	4	2	5.3(H)	4	1	NT	Non-Tested Standards			
5.4(H)	14	4	2	5.3(I)	3	1	NT				
5.5(A)	12	4	2	5.3(J)	4	2	1				
5.8(C)	14	4	2	5.4(A)	5	1	1				
5.9(C)	14	4	2	5.4(D)	4	1	NT				
				5.4(E)	1	1	NT				
				5.6(A)	5	1	1				
				5.6(B)	4	1	NT				
				5.7(A)	5	2	1				
				5.8(A)	4	1	1				
				5.8(B)	2	1	NT				
				5.9(A)	1	NT	NT				
				5.9(B)	3	1	NT				
				5.10(A)	4	NT	NT				
				5.10(B)	1	1	NT				
				5.10(E)	1	1	1				
				5.10(F)	4	1	1				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Process Standards</b>			
Tools to Know	98	NT	NT
Ways to Show	100	NT	NT
<b>TEKS Cluster</b>			
Whole Number Operations	23	6	4
>> Decimals	87	26	13
>> Fractions	28	9	4
Graphing on Coordinate Plane	38	11	5
>> Geometry and Measurement	40	12	6
Data Analysis	18	5	2
Personal Financial Literacy	10	3	2

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>April 2021 STAAR Mathematics, Grade 5</li> <li>April 2019 STAAR Mathematics, Grade 5</li> <li>April 2018 STAAR Mathematics, Grade 5</li> <li>March 2017 STAAR Mathematics, Grade 5</li> <li>March 2016 STAAR Mathematics, Grade 5</li> <li>March 2015 STAAR Mathematics, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>April 2021 STAAR Mathematics, Grade 5</li> <li>April 2019 STAAR Mathematics, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>April 2021 STAAR Mathematics, Grade 5</li> </ul>

## Leadership Report Card: Grade 5 Reading

For Denton ISD Adkins on 9/26/2021

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Word Study</b>					
5.2	Beginning Reading and Writing	NT	NT	NT	
5.3	Vocabulary	83	93	85	
<b>Shared Reading</b>					
5.3  5.4   5.6	Tools to Know: Reading Process	84	80	81	
5.6	Tools to Know: Comprehension	80	81	78	
5.8  5.9  5.10	Ways to Show: Thinking about Meaning	80	77	79	
5.10	Author's Craft: Thinking about the Writing	82	86	81	
5.7	Response Skills*	75	78	82	
<b>Commitment</b>					

**Note:** Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

\* Response Skills applied to Shared Reading

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	59	76	82	89	95
	Checkpoint 2	64	76	82	88	94
	Checkpoint 3	57	75	83	89	96
<b>Commitments:</b>						

## Teacher Learning Report: Grade 5 Reading

For Denton ISD Adkins on 9/26/2021

**Word Study**

- 5.2** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell
- 5.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Beginning Reading and Writing</b>			NT	NT	NT
5.2	demonstrate and apply phonetic knowledge while reading and spelling	5.2(A.i)	decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician		NT	NT	NT
		5.2(A.ii)	decoding multisyllabic words with closed syllables open syllables VCe syllable vowel teams, including digraphs and diphthongs r-controlled syllables and final stable syllables		NT	NT	NT
		5.2(A.iii)	decoding words using advanced knowledge of syllable division patterns		NT	NT	NT
		5.2(A.iv)	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words		NT	NT	NT
		5.2(A.v)	identifying and reading high-frequency words from a research-based list		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Vocabulary</b>			83	93	85
5.3	use skills to support strategies for determining the meaning of unknown words while reading	5.3(A) *	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin		79	95	85
		5.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		Data included in "Tools to Know: Reading Process"		
		5.3(C) *	identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo		88	92	NT
		5.3(D)	identify, use, and explain the meaning of adages and puns		NT	NT	NT

\* Eligible for assessment on STAAR


⊗ = Long Strand concept


## Teacher Learning Report: Grade 5 Reading

For Denton ISD Adkins on 9/26/2021

**Shared Reading**

- 5.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively
- 5.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency The student reads grade-level text with fluency and comprehension
- 5.6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
- 5.8** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- 5.9** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
- 5.10** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Reading Process 					84	80	81
5.4, 5.6	read grade-level text with fluency and comprehension; determine meaning of words   use the reading process to develop and deepen comprehension of increasingly complex texts	5.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		84	80	81
		5.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		NT	NT	NT
		5.6(A)	establish purpose for reading assigned and self-selected texts		NT	NT	NT
		5.6(B)	explain the choices people can make about earning, spending, and saving money		NT	NT	NT
		5.6(C)	make, correct, or confirm predictions using text features, characteristics of genre, and structures		NT	NT	NT
		5.6(D)	create mental images to deepen understanding		NT	NT	NT
		5.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		NT	NT	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Comprehension 					80	81	78
5.6	use the reading process to develop and deepen comprehension of increasingly complex texts	5.6(E) *	make connections to personal experiences, ideas in other texts, and society		83	89	69
		5.6(F) *	make inferences and use evidence to support understanding		79	80	83
		5.6(G)	evaluate details read to determine key ideas		NT	NT	NT
		5.6(H) *	synthesize information to create new understanding		76	70	NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show: Thinking about Meaning					80	77	79
5.8, 5.9, 5.10	comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how	Genre Characteristics					
		5.9(A)*	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales (Fiction)		NT	NT	NT
		5.9(B)*	explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (Poetry)		78	NT	NT

	Application they contribute to the overall meaning	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Ways to Show: Thinking about Meaning</b>		80	77	79
		5.9(C)* explain structure in drama such as character tags, acts, scenes, and stage directions (Drama)		NT	NT	NT
		5.9(D)^ recognize characteristics and structures of informational text, including		NT	NT	NT
		5.9(D.ii)* [recognize characteristics and structures of informational text, including] features such as insets, timelines, explain structure in drama such as character tags, acts, scenes, and stage directions and sidebars to support understanding (Informational)		78	78	92
		5.9(E) recognize characteristics and structures of argumentative text by (Argumentative)		NT	NT	NT
		5.9(F) recognize characteristics of multimodal and digital texts (Multimodal/Digital)		NT	NT	NT
		<b>Overall Meaning</b>				
		5.8(A)* infer multiple themes within a text using text evidence		NT	NT	NT
		5.9(D.i)* [recognize characteristics and structures of informational text, including] the central idea with supporting evidence		77	66	77
		5.9(E.i) [recognize characteristics and structures of argumentative text by] identifying the claim		NT	NT	NT
		5.9(E.iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		NT	NT	NT
		5.10(A)* explain the author's purpose and message within a text		86	89	88
		<b>Analysis of Deeper Meaning</b>				
		5.8(B)* analyze the relationships of and conflicts among the characters		85	89	NT
		5.8(C)* analyze plot elements, including rising action, climax, falling action, and resolution		83	97	70
		5.8(D)* analyze the influence of the setting, including historical and cultural settings, on the plot		NT	NT	NT
		5.9(D.iii)* [recognize characteristics and structures of informational text, including] organizational patterns such as logical order and order of importance		63	35	72
		5.9(E.ii) [recognize characteristics and structures of argumentative text by] explaining how the author has used facts for or against an argument		NT	NT	NT

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	<b>Author's Craft: Thinking about the Writing</b>		82	86	81
5.10 analyze the authors' choices and how	<b>Point of View</b>				

	Application they influence meaning; apply	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
	author's craft	<b>Author's Craft: Thinking about the Writing</b>		82	86	81
	purposerfully in writing and speaking	5.10(E) * identify and understand the use of literary devices, including first- or third-person point of view		NT	NT	66
		<b>Structure</b>				
		5.10(B) analyze how the use of text structure contributes to the author's purpose		NT	NT	NT
		5.10(C) * analyze the author's use of print and graphic features to achieve specific purposes		NT	NT	NT
		<b>Language</b>				
		5.10(D) * describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes		82	86	85
		5.10(F) examine how the author's use of language contributes to voice		NT	NT	NT
		5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote		NT	NT	NT

\* Eligible for assessment on STAAR

^ placeholder for state assessment data reporting - includes all romanettes

⊗ = Long Strand concept

## Teacher Learning Report: Grade 5 Reading

For Denton ISD Adkins on 9/26/2021

**Responding to Text**

**5.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show (Response Skills)					75	78	82
5.7	respond to an increasingly challenging variety of sources that are read, heard, or viewed	5.7(A)	describe personal connections to a variety of sources, including self-selected texts		NT	NT	NT
		5.7(B)	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		NT	NT	NT
		5.7(C) *	use text evidence to support an appropriate response		NT	NT	82
		5.7(D) *	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		75	78	80
		5.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		NT	NT	NT
		5.7(F)	respond using newly acquired vocabulary as appropriate		NT	NT	NT
		5.7(G)	discuss specific ideas in the text that are important to the meaning		NT	NT	NT

\* Eligible for assessment on STAAR

⊗ = Long Strand concept

## Standards Report: Grade 5 Reading

For Denton ISD Adkins on 9/26/2021

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	5.2(A.i)	NT	NT	NT	5.2(B)	5.3(B)	84	80	81
	5.2(A.ii)	NT	NT	NT		5.4(A)	NT	NT	NT
	5.2(A.iii)	NT	NT	NT		5.6(A)	NT	NT	NT
	5.2(A.iv)	NT	NT	NT		5.6(B)	NT	NT	NT
	5.2(A.v)	NT	NT	NT		5.6(C)	NT	NT	NT
<b>Vocabulary</b>						5.6(D)	NT	NT	NT
5.2(E)	5.3(A)	79	95	85		5.6(I)	NT	NT	NT
5.2(B)	5.3(B)	Data in "Tools to Know: Reading Process"			<b>Tools to Know: Comprehension</b>				
5.2(A)	5.3(C)	88	92	NT	5.3(A) Fig.19(F)	5.6(E)	83	89	69
	5.3(D)	NT	NT	NT	Fig.19(D)	5.6(F)	79	80	83
<b>applied to Shared Reading</b>						5.6(G)	NT	NT	NT
<b>Response Skills</b>					5.11(E)	5.6(H)	76	70	NT
	5.7(A)	NT	NT	NT	<b>Ways to Show: Thinking about Meaning</b>				
	5.7(B)	NT	NT	NT		5.8(A)	NT	NT	NT
	5.7(C)	NT	NT	82	5.6(B)	5.8(B)	85	89	NT
Fig.19(E)	5.7(D)	75	78	80	5.6(A)	5.8(C)	83	97	70
	5.7(E)	NT	NT	NT	5.3(C)	5.8(D)	NT	NT	NT
	5.7(F)	NT	NT	NT	5.3(B)	5.9(A)	NT	NT	NT
	5.7(G)	NT	NT	NT	5.4(A)	5.9(B)	78	NT	NT
						5.9(C)	NT	NT	NT
						5.9(D)^	NT	NT	NT
					5.11(A)	5.9(D.i)	77	66	77
					5.11(D)	5.9(D.ii)	78	78	92
					5.11(C)	5.9(D.iii)	63	35	72
						5.9(E)	NT	NT	NT
						5.9(E.i)	NT	NT	NT
						5.9(E.ii)	NT	NT	NT
						5.9(E.iii)	NT	NT	NT
						5.9(F)	NT	NT	NT
					5.10(A)	5.10(A)	86	89	88
					<b>Author's Craft: Thinking about the Writing</b>				
						5.10(B)	NT	NT	NT
					5.13(B)	5.10(C)	NT	NT	NT
					5.8(A)	5.10(D)	82	86	85
					5.6(C)	5.10(E)	NT	NT	66
						5.10(F)	NT	NT	NT
						5.10(G)	NT	NT	NT

^ placeholder for state assessment data reporting - includes all romanettes



## Source Data: Grade 5 Reading

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	5.2(A.i)	NT	NT	NT	5.2(B)	5.3(B)	14	1	2
	5.2(A.ii)	NT	NT	NT		5.4(A)	NT	NT	NT
	5.2(A.iii)	NT	NT	NT		5.6(A)	NT	NT	NT
	5.2(A.iv)	NT	NT	NT		5.6(B)	NT	NT	NT
	5.2(A.v)	NT	NT	NT		5.6(C)	NT	NT	NT
<b>Vocabulary</b>						5.6(D)	NT	NT	NT
5.2(E)	5.3(A)	5	1	2		5.6(I)	NT	NT	NT
5.2(B)	5.3(B)	Data in "Tools to Know: Reading Process"				<b>Tools to Know: Comprehension</b>			
5.2(A)	5.3(C)	5	2	NT	5.3(A) Fig.19(F)	5.6(E)	20	4	4
	5.3(D)	NT	NT	NT	Fig.19(D)	5.6(F)	64	15	7
<b>applied to Shared Reading</b>						5.6(G)	NT	NT	NT
					5.11(E)	5.6(H)	9	2	NT
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	<b>Ways to Show: Thinking about Meaning</b>				
<b>Response Skills</b>						5.8(A)	NT	NT	NT
	5.7(A)	NT	NT	NT	5.6(B)	5.8(B)	9	1	NT
	5.7(B)	NT	NT	NT	5.6(A)	5.8(C)	10	1	4
	5.7(C)	NT	NT	5	5.3(C)	5.8(D)	NT	NT	NT
Fig.19(E)	5.7(D)	9	3	1	5.3(B)	5.9(A)	NT	NT	NT
	5.7(E)	NT	NT	NT	5.4(A)	5.9(B)	2	NT	NT
	5.7(F)	NT	NT	NT		5.9(C)	NT	NT	NT
	5.7(G)	NT	NT	NT		5.9(D)^	NT	NT	NT
					5.11(A)	5.9(D.i)	18	2	1
					5.11(D)	5.9(D.ii)	6	2	1
					5.11(C)	5.9(D.iii)	5	1	2
						5.9(E)	NT	NT	NT
						5.9(E.i)	NT	NT	NT
						5.9(E.ii)	NT	NT	NT
						5.9(E.iii)	NT	NT	NT
						5.9(F)	NT	NT	NT
					5.10(A)	5.10(A)	12	2	4
					<b>Author's Craft: Thinking about the Writing</b>				
						5.10(B)	NT	NT	NT
					5.13(B)	5.10(C)	NT	NT	NT
					5.8(A)	5.10(D)	8	1	4
					5.6(C)	5.10(E)	NT	NT	1
						5.10(F)	NT	NT	NT
						5.10(G)	NT	NT	NT

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Beginning Reading and Writing	NT	NT	NT
	Vocabulary	10	3	2
Shared Reading	Tools to Know: Reading Process	14	1	2
	Tools to Know: Comprehension	93	21	11
	Ways to Show: Thinking about Meaning	62	9	12
	Author's Craft: Thinking about the Writing	8	1	5
	Response Skills	9	3	6

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>April 2019 STAAR Reading, Grade 5</li> <li>April 2018 STAAR Reading, Grade 5</li> <li>March 2017 STAAR Reading, Grade 5</li> <li>March 2016 STAAR Reading, Grade 5</li> <li>March 2015 STAAR Reading, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>April 2019 STAAR Reading, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>April 2021 STAAR Reading, Grade 5</li> </ul>

# Adkins PNA Analysis

K PNA EOY 2020-21				
Total Students	Overall			Testing Campus
	At Risk	Progressing	On Level	
54	3.70%	9.26%	87.04%	Adkins

Kinder 2018-19 EOY				
Total Students	Overall			Testing Campus
	At Risk	Progressing	On Level	
54	7.41%	7.41%	85.19%	Adkins

1 PNA EOY 2020-21				
Total Students	Overall			Testing Campus
	At Risk	Progressing	On Level	
72	13.89%	25%	61.11%	Adkins

1 PNA EOY 2018-19				
Total Students	Overall			Testing Campus
	At Risk	Progressing	On Level	
64	7.81%	16%	76.56%	Adkins

2 PNA EOY 2020-21				
Total Students	Overall			Testing Campus
	At Risk	Progressing	On Level	
61	18.03%	18.03%	63.93%	Adkins

2 PNA EOY 2020-21				
Total Students	Overall			Testing Campus
	At Risk	Progressing	On Level	
77	5.19%	31.17%	63.64%	Adkins

## Adkins Reading Level Analysis

### Reading Level, K-5 2020-2021

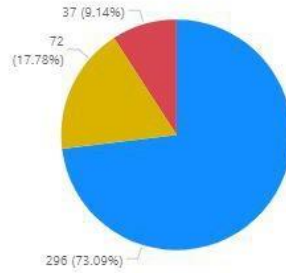
Current Building Name:

Dorothy Adkins Elementary

Grade

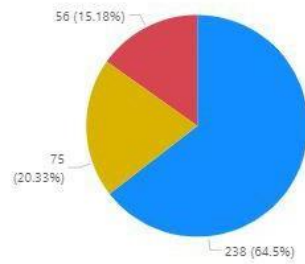
- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Student by 2021 Q1 RL



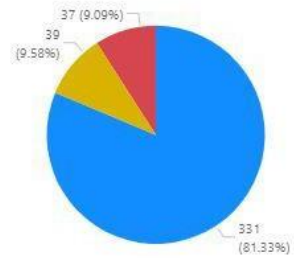
2021 Q1 RL ● OnLevel ● Developing ● Beginning

Student by 2021 Q2 RL



2021 Q2 RL ● OnLevel ● Developing ● Beginning

Student by 2021 Q3 RL



2021 Q3 RL ● OnLevel ● Developing ● Beginning

### Reading Level, K-5 2019-2020

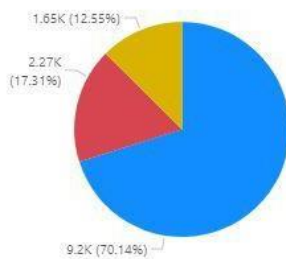
2020 Building Name

All

Grade

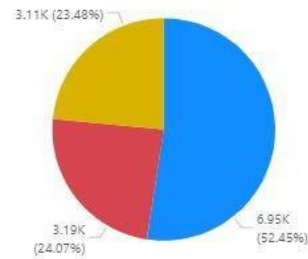
- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Student by 2020 Q1 RL



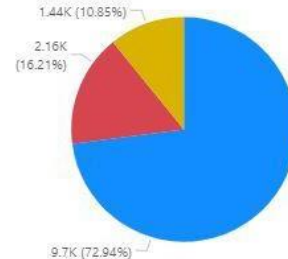
2020 Q1 RL ● OnLevel ● Beginning ● Developing

Student by 2020 Q2 RL



2020 Q2 RL ● OnLevel ● Beginning ● Developing

Student by 2020 Q3 RL



2020 Q3 RL ● OnLevel ● Beginning ● Developing

**CIRCLE Progress Monitoring Pre-K  
School Benchmark Report**



Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 1	54%	46%	0%	0%
	Overall Measure	54%	46%	0%	0%
Math	Rote Counting	46%	54%	0%	0%
	Shape Naming	85%	15%	0%	0%
	Number Discrimination	62%	38%	0%	0%
	Number Naming	69%	31%	0%	0%
	Shape Discrimination	69%	31%	0%	0%
	Counting Sets	69%	31%	0%	0%
	Operations	0%	100%	0%	0%
	Overall Measure	92%	8%	0%	0%
* Measure has no benchmarks.					

CIRCLE Progress Monitoring Pre-K  
School Benchmark Report



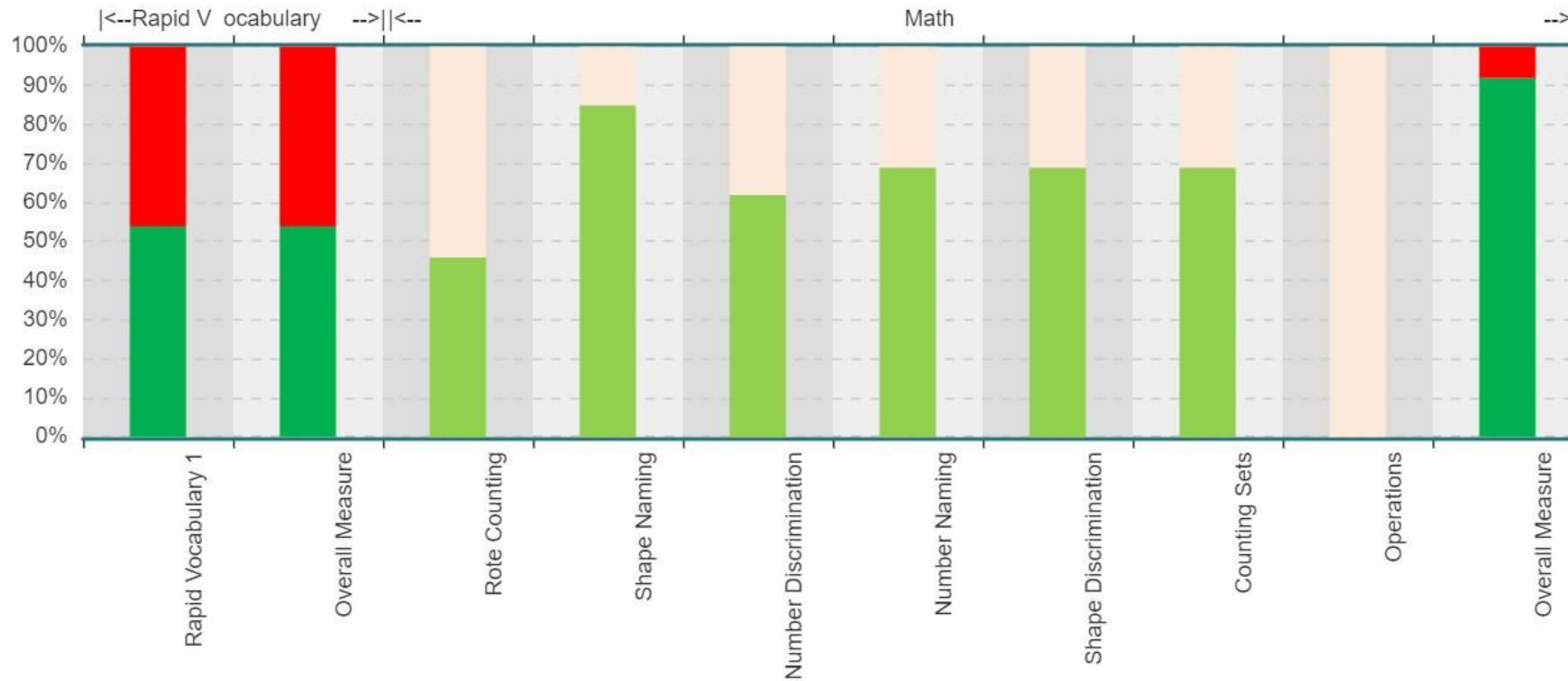
Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: PK

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

## School Benchmark Report

DOROTHY P ADKINS EL



**Texas Kindergarten Entry Assessment  
School Benchmark Report**



Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: KG  
Time Period: From 09/01/2021 To 10/01/2021

Measure		On-Track	Monitor	Support
Vocabulary	Vocabulary 1	95%	2%	3%
	Overall Measure	95%	2%	3%
Letter Names	Letter Names	86%	8%	6%
	Overall Measure	86%	8%	6%
Spelling	Spelling 1	89%	3%	8%
	Overall Measure	89%	3%	8%
Letter Sounds	Letter Sounds 1	86%	6%	8%
	Overall Measure	86%	6%	8%
Blending	Blending 1	76%	5%	19%
	Overall Measure	77%	5%	19%
Decoding	Decoding 1	42%	17%	41%
	Overall Measure	42%	17%	41%
Listening Comp	Listening Comprehension 1	80%	6%	14%
	Overall Measure	80%	6%	14%
* Measure has no benchmarks.				

**Texas Kindergarten Entry Assessment  
School Benchmark Report**



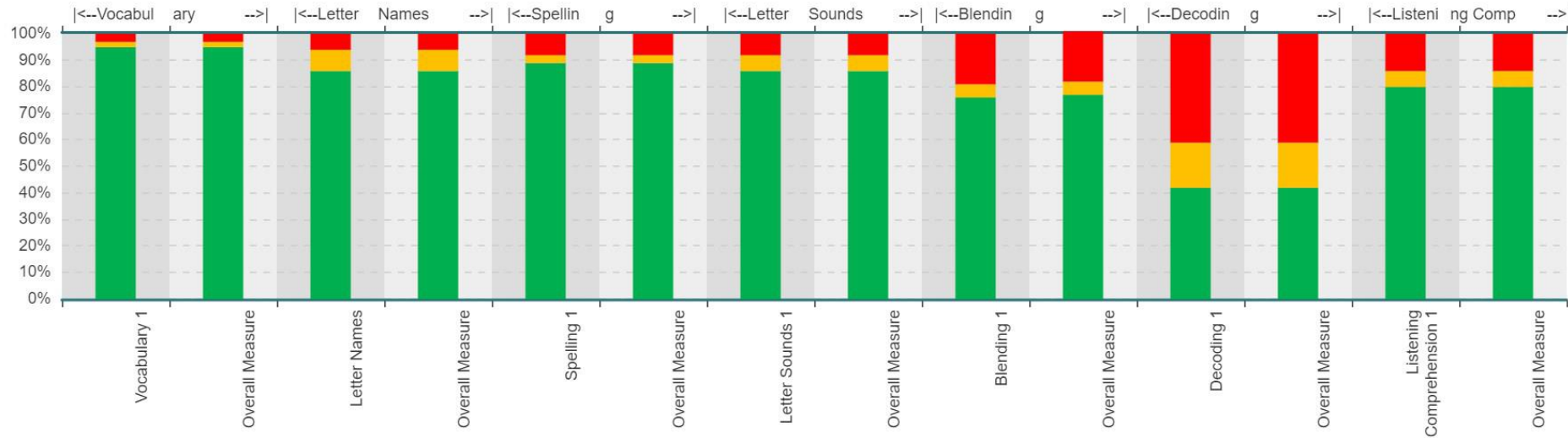
Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: KG  
Time Period: From 09/01/2021 To 10/01/2021

■ % of Students Meeting On-Track 
 ■ % of Students Meeting Monitor 
 ■ % of Students Meeting Support

## School Benchmark Report

DOROTHY P ADKINS EL



**TPRI 1st Grade  
School Benchmark Report**



Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 1  
Time Period: From 09/01/2021 To 10/01/2021

Measure	D	SD
SCR-1 Letter Sound	98%	2%
SCR-2 Word Reading	64%	36%
SCR-3 Blending Phonemes	61%	39%
Blending Word Parts	63%	38%
Blending Phonemes	71%	29%
Deleting Initial Sounds	25%	75%
Deleting Final Sounds	50%	50%
Initial Consonant Substitution	75%	25%
Final Consonant Substitution	83%	17%
Middle Vowel Substitution	100%	0%
Initial Blending Substitution	50%	50%
Blends in Final Position	0%	100%
Word Reading 1	53%	47%
Word Reading 2	35%	65%
Word Reading 3	47%	53%
Word Reading 4	38%	63%
Fluency - Tut	44%	56%
Reading Comp - Tut	69%	31%
Listening Comp - Tut	*	*
Accuracy Level - Tut	71%	29%
Fluency - Baseball Game	40%	60%
Reading Comp - Baseball Game	66%	34%
Listening Comp - Baseball Game	*	*
Accuracy Level - Baseball Game	72%	28%
* Measure has no benchmarks.		



TPRI 1st Grade  
School Benchmark Report



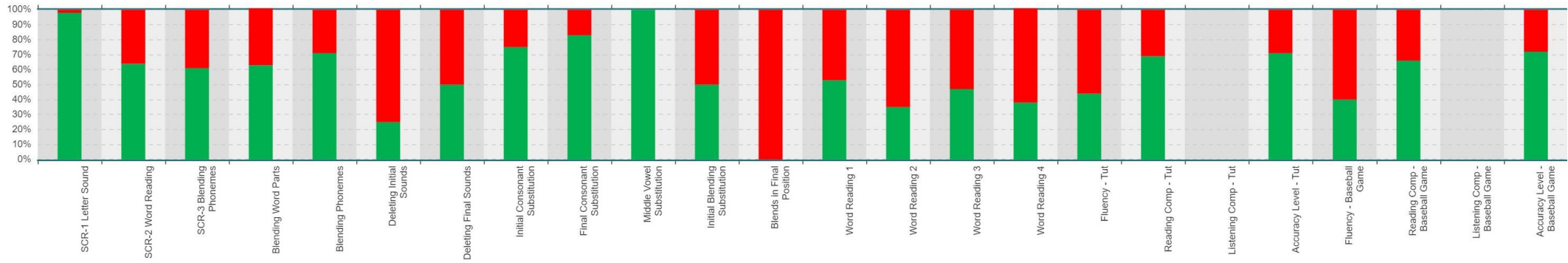
Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 1  
Time Period: From 09/01/2021 To 10/01/2021

■ % of Students Meeting D ■ % of Students Meeting SD

School Benchmark Report

DOROTHY P ADKINS EL



**TPRI 2nd Grade  
School Benchmark Report**



Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 2  
Time Period: From 09/01/2021 To 10/01/2021

Measure	D	SD
SC Word Reading	64%	36%
Spelling Set 1	38%	62%
Spelling Set 2	27%	73%
Spelling Set 3	26%	74%
Spelling Set 4	17%	83%
Word Reading Set 1	74%	26%
Word Reading Set 2	65%	35%
Word Reading Set 3	59%	41%
Word Reading Set 4	55%	45%
Fluency - Rosa s New Friend	33%	67%
Read Comp - Rosa s New Friend	82%	18%
Lis Comp - Rosa s New Friend	*	*
Accu Level - Rosa s New Friend	96%	4%
Fluency - Skateboard!	40%	60%
Read Comp - Skateboard!	68%	32%
Lis Comp - Skateboard!	*	*
Accu Level - Skateboard!	94%	6%
* Measure has no benchmarks.		

TPRI 2nd Grade  
School Benchmark Report



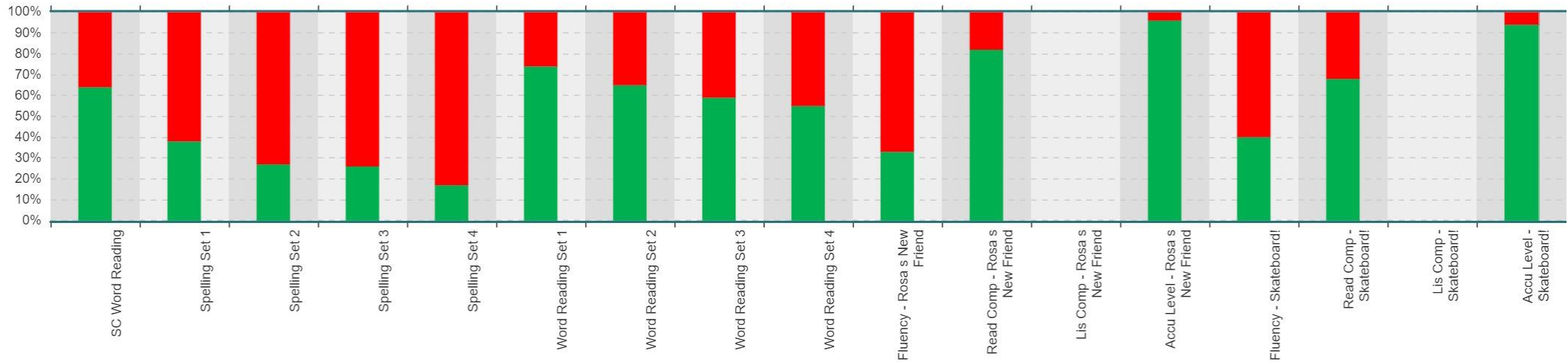
Community: DENTON ISD  
School: DOROTHY P ADKINS EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 2  
Time Period: From 09/01/2021 To 10/01/2021

■ % of Students Meeting D ■ % of Students Meeting SD

## School Benchmark Report

DOROTHY P ADKINS EL



# **2019-20 Texas Academic Performance Report**

District Name: **DENTON ISD**

Campus Name: **DOROTHY P ADKINS EL**

Campus Number: **061901126**

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

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District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Monitored	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%	90%	80%	86%	91%	*	*	-	-	75%	*	90%	88%	50%	*
	2018	77%	82%	91%	-	100%	88%	-	100%	-	*	67%	-	89%	93%	*	100%
At Meets Grade Level or Above	2019	45%	45%	59%	40%	43%	62%	*	*	-	-	63%	*	59%	59%	17%	*
	2018	43%	45%	67%	-	78%	63%	-	75%	-	*	33%	-	66%	68%	*	40%
At Masters Grade Level	2019	27%	27%	38%	20%	43%	38%	*	*	-	-	25%	*	33%	53%	0%	*
	2018	25%	24%	20%	-	11%	17%	-	50%	-	*	0%	-	13%	29%	*	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	80%	90%	80%	71%	92%	*	*	-	-	63%	*	90%	88%	33%	*
	2018	78%	81%	86%	-	100%	81%	-	100%	-	*	63%	*	86%	86%	*	83%
At Meets Grade Level or Above	2019	49%	49%	62%	40%	43%	64%	*	*	-	-	50%	*	63%	59%	17%	*
	2018	47%	48%	66%	-	78%	60%	-	88%	-	*	50%	*	69%	61%	*	50%
At Masters Grade Level	2019	25%	24%	31%	0%	14%	34%	*	*	-	-	13%	*	37%	12%	0%	*
	2018	23%	22%	29%	-	33%	25%	-	50%	-	*	13%	*	29%	29%	*	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	83%	-	100%	81%	-	75%	-	-	45%	*	81%	86%	*	71%
	2018	73%	78%	96%	*	88%	97%	-	*	-	*	*	*	95%	100%	*	*
At Meets Grade Level or Above	2019	44%	47%	60%	-	67%	57%	-	75%	-	-	36%	*	57%	64%	*	57%
	2018	46%	52%	66%	*	50%	67%	-	*	-	*	*	*	74%	42%	*	*
At Masters Grade Level	2019	22%	23%	30%	-	33%	23%	-	75%	-	-	0%	*	26%	36%	*	43%
	2018	24%	27%	32%	*	25%	33%	-	*	-	*	*	*	34%	25%	*	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	83%	-	100%	78%	-	100%	-	-	55%	*	81%	86%	*	86%
	2018	78%	82%	95%	*	80%	97%	-	*	-	*	67%	*	98%	87%	80%	*
At Meets Grade Level or Above	2019	48%	54%	55%	-	67%	48%	-	88%	-	-	27%	*	58%	50%	*	57%
	2018	49%	51%	71%	*	70%	69%	-	*	-	*	17%	*	83%	40%	60%	*
At Masters Grade Level	2019	28%	34%	41%	-	67%	31%	-	75%	-	-	9%	*	37%	46%	*	57%
	2018	27%	29%	44%	*	30%	49%	-	*	-	*	17%	*	48%	33%	40%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	72%	84%	-	100%	79%	-	100%	-	-	50%	*	81%	89%	*	86%
	2018	63%	69%	89%	*	70%	92%	-	*	-	*	67%	*	92%	80%	80%	*
At Meets Grade Level or Above	2019	35%	40%	56%	-	56%	53%	-	75%	-	-	30%	*	56%	56%	*	43%
	2018	39%	45%	59%	*	40%	66%	-	*	-	*	33%	*	67%	40%	20%	*
At Masters Grade Level	2019	11%	13%	20%	-	22%	15%	-	50%	-	-	0%	*	16%	26%	*	14%
	2018	11%	12%	13%	*	10%	13%	-	*	-	*	0%	*	13%	13%	0%	*

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	91%	<b>98%</b>	*	92%	100%	-	*	-	*	*	*	98%	100%	100%	100%
	2018	84%	89%	<b>95%</b>	*	86%	96%	-	*	-	-	89%	*	95%	96%	86%	*
At Meets Grade Level or Above	2019	54%	63%	<b>78%</b>	*	62%	84%	-	*	-	*	*	*	83%	67%	0%	40%
	2018	54%	59%	<b>80%</b>	*	71%	81%	-	*	-	-	56%	*	80%	80%	71%	*
At Masters Grade Level	2019	29%	35%	<b>37%</b>	*	23%	42%	-	*	-	*	*	*	43%	24%	0%	0%
	2018	26%	28%	<b>42%</b>	*	43%	44%	-	*	-	-	22%	*	34%	56%	57%	*
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	94%	<b>98%</b>	*	92%	100%	-	*	-	*	*	*	100%	95%	100%	100%
	2018	91%	94%	<b>99%</b>	*	88%	100%	-	*	-	-	90%	*	98%	100%	88%	80%
At Meets Grade Level or Above	2019	58%	65%	<b>75%</b>	*	69%	74%	-	*	-	*	*	*	81%	62%	20%	40%
	2018	58%	65%	<b>81%</b>	*	50%	85%	-	*	-	-	60%	*	83%	77%	63%	20%
At Masters Grade Level	2019	36%	43%	<b>44%</b>	*	23%	49%	-	*	-	*	*	*	50%	33%	0%	20%
	2018	30%	32%	<b>42%</b>	*	50%	43%	-	*	-	-	40%	*	46%	35%	25%	0%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	79%	<b>90%</b>	*	77%	93%	-	*	-	*	*	*	90%	90%	40%	60%
	2018	76%	80%	<b>90%</b>	*	75%	91%	-	*	-	-	60%	*	90%	88%	75%	40%
At Meets Grade Level or Above	2019	49%	54%	<b>67%</b>	*	77%	65%	-	*	-	*	*	*	69%	62%	20%	40%
	2018	41%	44%	<b>46%</b>	*	25%	50%	-	*	-	-	20%	*	46%	46%	13%	20%
At Masters Grade Level	2019	24%	27%	<b>32%</b>	*	23%	35%	-	*	-	*	*	*	31%	33%	0%	20%
	2018	17%	17%	<b>12%</b>	*	13%	13%	-	*	-	-	0%	*	10%	15%	0%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	81%	<b>89%</b>	88%	90%	89%	*	94%	-	100%	57%	91%	89%	90%	59%	78%
	2018	77%	81%	<b>92%</b>	100%	86%	93%	-	100%	-	100%	72%	92%	93%	91%	75%	74%
At Meets Grade Level or Above	2019	50%	54%	<b>63%</b>	63%	63%	63%	*	76%	-	56%	37%	52%	65%	59%	21%	43%
	2018	48%	53%	<b>67%</b>	73%	58%	68%	-	80%	-	64%	38%	77%	71%	60%	43%	31%
At Masters Grade Level	2019	24%	26%	<b>34%</b>	19%	30%	33%	*	65%	-	33%	7%	22%	34%	33%	8%	25%
	2018	22%	24%	<b>29%</b>	27%	26%	30%	-	36%	-	18%	14%	54%	28%	30%	20%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	78%	<b>90%</b>	86%	93%	90%	*	83%	-	*	61%	100%	90%	91%	67%	79%
	2018	74%	79%	<b>94%</b>	100%	92%	93%	-	100%	-	*	78%	*	93%	95%	79%	82%
At Meets Grade Level or Above	2019	48%	52%	<b>65%</b>	57%	59%	66%	*	67%	-	*	43%	56%	66%	64%	20%	43%
	2018	46%	52%	<b>71%</b>	100%	67%	71%	-	73%	-	*	39%	*	74%	68%	57%	36%
At Masters Grade Level	2019	21%	24%	<b>35%</b>	14%	31%	34%	*	58%	-	*	9%	11%	34%	36%	13%	21%
	2018	19%	22%	<b>31%</b>	40%	25%	32%	-	36%	-	*	11%	*	27%	38%	36%	18%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	85%	<b>90%</b>	86%	90%	89%	*	100%	-	*	61%	89%	90%	89%	60%	79%
	2018	81%	84%	<b>93%</b>	100%	89%	92%	-	100%	-	*	75%	100%	93%	91%	71%	80%
At Meets Grade Level or Above	2019	52%	55%	<b>63%</b>	57%	62%	61%	*	92%	-	*	35%	44%	67%	56%	20%	43%

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	53%	<b>72%</b>	80%	67%	72%	-	91%	-	*	46%	80%	78%	62%	53%	33%
	2019	26%	29%	<b>39%</b>	14%	34%	37%	*	83%	-	*	9%	33%	41%	33%	7%	36%
	2018	24%	25%	<b>38%</b>	40%	37%	38%	-	45%	-	*	25%	80%	41%	32%	24%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	<b>84%</b>	-	100%	79%	-	100%	-	-	50%	*	81%	89%	*	86%
	2018	66%	72%	<b>89%</b>	*	70%	92%	-	*	-	*	67%	*	92%	80%	80%	*
	2019	38%	44%	<b>56%</b>	-	56%	53%	-	75%	-	-	30%	*	56%	56%	*	43%
At Meets Grade Level or Above	2018	41%	48%	<b>59%</b>	*	40%	66%	-	*	-	*	33%	*	67%	40%	20%	*
	2019	14%	17%	<b>20%</b>	-	22%	15%	-	50%	-	-	0%	*	16%	26%	*	14%
	2018	13%	14%	<b>13%</b>	*	10%	13%	-	*	-	*	0%	*	13%	13%	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>90%</b>	*	77%	93%	-	*	-	*	*	*	90%	90%	40%	60%
	2018	80%	83%	<b>90%</b>	*	75%	91%	-	*	-	-	60%	*	90%	88%	75%	40%
	2019	54%	58%	<b>67%</b>	*	77%	65%	-	*	-	*	*	*	69%	62%	20%	40%
At Meets Grade Level or Above	2018	51%	55%	<b>46%</b>	*	25%	50%	-	*	-	-	20%	*	46%	46%	13%	20%
	2019	25%	27%	<b>32%</b>	*	23%	35%	-	*	-	*	*	*	31%	33%	0%	20%
	2018	23%	26%	<b>12%</b>	*	13%	13%	-	*	-	-	0%	*	10%	15%	0%	0%



District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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.

School Progress Domain - Academic Growth Score by Grade and Subject																	
	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 4 ELA/Reading	2019	61	61	64	-	72	61	-	75	-	-	50	*	67	60	*	86
	2018	63	63	57	*	44	59	-	*	-	*	*	*	58	55	*	*
Grade 4 Mathematics	2019	65	73	69	-	78	63	-	94	-	-	67	*	68	70	*	93
	2018	65	67	77	*	60	81	-	*	-	*	60	*	75	85	*	*
Grade 5 ELA/Reading	2019	81	84	82	*	90	84	-	*	-	*	*	*	82	83	100	80
	2018	80	82	92	*	86	94	-	*	-	-	100	*	93	91	83	*
Grade 5 Mathematics	2019	83	89	82	*	90	78	-	*	-	*	*	*	81	83	90	90
	2018	81	83	88	*	100	87	-	*	-	-	90	*	89	88	100	100
All Grades Both Subjects	2019	69	70	74	*	83	71	-	83	-	92	62	85	75	72	86	88
	2018	69	70	80	100	71	82	-	75	-	50	81	100	79	84	88	80
All Grades ELA/Reading	2019	68	69	73	*	82	71	-	70	-	*	58	80	75	69	89	83
	2018	69	70	77	100	63	80	-	*	-	*	82	*	76	80	72	67
All Grades Mathematics	2019	70	72	75	*	84	70	-	95	-	*	65	90	75	75	83	92
	2018	70	70	83	100	78	84	-	*	-	*	80	*	82	86	100	89

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	45%	<b>56%</b>	-	*	50%	-	-	-	*	44%	67%	*
	2018	38%	45%	<b>86%</b>	-	*	80%	-	*	-	-	83%	*	*
Mathematics	2019	45%	50%	<b>43%</b>	-	*	42%	-	-	-	-	29%	*	*
	2018	47%	53%	<b>67%</b>	-	*	*	-	-	-	-	*	*	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>94%</b>	*	85%	95%	-	*	-	*	*	60%	*
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>6%</b>	*	15%	5%	-	*	-	*	*	40%	*
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>98%</b>	*	92%	100%	-	*	-	*	*	100%	*
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	<b>95%</b>	*	85%	98%	-	*	-	*	*	60%	*
Students Requiring Accelerated Instruction														
	2019	17%	12%	<b>5%</b>	*	15%	2%	-	*	-	*	*	40%	*
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>98%</b>	*	92%	100%	-	*	-	*	*	100%	*

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>89%</b>	-	-	-	-	-	71%	71%	-	-	71%	71%
	2018	77%	81%	<b>92%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	50%	54%	<b>63%</b>	-	-	-	-	-	32%	32%	-	-	32%	32%
	2018	48%	53%	<b>67%</b>	-	-	-	-	-	23%	23%	-	-	23%	23%
At Masters Grade Level	2019	24%	26%	<b>34%</b>	-	-	-	-	-	21%	21%	-	-	21%	21%
	2018	22%	24%	<b>29%</b>	-	-	-	-	-	9%	9%	-	-	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	<b>90%</b>	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	74%	79%	<b>94%</b>	-	-	-	-	-	83%	83%	-	-	83%	83%
At Meets Grade Level or Above	2019	48%	52%	<b>65%</b>	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	46%	52%	<b>71%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
At Masters Grade Level	2019	21%	24%	<b>35%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	19%	22%	<b>31%</b>	-	-	-	-	-	17%	17%	-	-	17%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>90%</b>	-	-	-	-	-	70%	70%	-	-	70%	70%
	2018	81%	84%	<b>93%</b>	-	-	-	-	-	70%	70%	-	-	70%	70%
At Meets Grade Level or Above	2019	52%	55%	<b>63%</b>	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	50%	53%	<b>72%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	26%	29%	<b>39%</b>	-	-	-	-	-	30%	30%	-	-	30%	30%
	2018	24%	25%	<b>38%</b>	-	-	-	-	-	10%	10%	-	-	10%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	<b>84%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
	2018	66%	72%	<b>89%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	44%	<b>56%</b>	-	-	-	-	-	40%	40%	-	-	40%	40%
	2018	41%	48%	<b>59%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	17%	<b>20%</b>	-	-	-	-	-	20%	20%	-	-	20%	20%
	2018	13%	14%	<b>13%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>90%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	83%	<b>90%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	58%	<b>67%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	55%	<b>46%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	27%	<b>32%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	26%	<b>12%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>74%</b>	-	-	-	-	-	81%	81%	-	-	81%	81%
	2018	69%	70%	<b>80%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
All Grades ELA/Reading	2019	68%	69%	<b>73%</b>	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	69%	70%	<b>77%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	72%	<b>75%</b>	-	-	-	-	-	88%	88%	-	-	88%	88%
	2018	70%	70%	<b>83%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	45%	<b>56%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	45%	<b>86%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	50%	<b>43%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	53%	<b>67%</b>	-	-	-	-	-	*	*	-	-	*	*

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 407  
 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 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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>99%</b>	100%	100%	99%	*	100%	-	100%	99%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	100%	87%	97%	*	100%	-	100%	90%	100%	70%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	0%	13%	2%	*	0%	-	0%	9%	0%	30%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>1%</b>	0%	0%	1%	*	0%	-	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	1%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>96%</b>	100%	95%	96%	-	100%	-	79%	100%	94%	96%
Not Included in Accountability													
Mobile	4%	5%	<b>4%</b>	0%	4%	4%	-	0%	-	21%	0%	6%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	4%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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)
<b>Attendance Rate</b>													
2018-19	95.4%	96.2%	<b>97.1%</b>	98.1%	96.8%	97.1%	*	96.9%	*	*	96.6%	96.1%	96.8%
2017-18	95.4%	96.0%	<b>96.9%</b>	97.1%	96.8%	97.0%	*	96.7%	-	*	97.1%	96.0%	96.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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)
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 Grade Span: EE - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
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

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	56.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	62.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	57.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	61.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus CCMR-Related Indicators**

Total Students: 456  
 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 Science	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	42.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
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
<b>Average SAT Score (Annual Graduates)</b>													
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
<b>Average ACT Score (Annual Graduates)</b>													
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

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 Grade Span: EE - 05  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	456	100.0%	30,682	5,479,173	475	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	7	1.5%	0.2%	0.3%	25	5.3%	0.3%	0.5%
Pre-Kindergarten	20	4.4%	3.3%	4.5%	20	4.2%	3.5%	4.5%
Kindergarten	79	17.3%	6.7%	7.0%	80	16.8%	7.0%	7.0%
Grade 1	57	12.5%	7.4%	7.1%	57	12.0%	7.4%	7.1%
Grade 2	68	14.9%	7.0%	7.1%	68	14.3%	7.0%	7.1%
Grade 3	78	17.1%	7.2%	7.1%	78	16.4%	7.2%	7.1%
Grade 4	71	15.6%	7.1%	7.3%	71	14.9%	7.0%	7.3%
Grade 5	76	16.7%	7.6%	7.6%	76	16.0%	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	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	23	5.0%	17.6%	12.6%	24	5.1%	17.6%	12.6%
Hispanic	67	14.7%	32.1%	52.8%	70	14.7%	32.2%	52.8%
White	334	73.2%	44.6%	27.0%	348	73.3%	44.5%	27.0%
American Indian	5	1.1%	0.6%	0.4%	5	1.1%	0.6%	0.4%
Asian	24	5.3%	3.6%	4.6%	25	5.3%	3.6%	4.6%
Pacific Islander	2	0.4%	0.2%	0.2%	2	0.4%	0.2%	0.2%
Two or More Races	1	0.2%	1.3%	2.5%	1	0.2%	1.3%	2.5%
Sex:								
Female	233	51.1%	48.6%	48.8%	243	51.2%	48.6%	48.8%
Male	223	48.9%	51.4%	51.2%	232	48.8%	51.4%	51.2%
Economically Disadvantaged	65	14.3%	45.7%	60.3%	82	17.3%	46.0%	60.2%
Non-Educationally Disadvantaged	391	85.7%	54.3%	39.7%	393	82.7%	54.0%	39.8%
Section 504 Students	23	5.0%	10.3%	6.9%	23	4.8%	10.3%	6.9%
English Learners (EL)	41	9.0%	15.3%	20.3%	42	8.8%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	23	5.0%	5.5%	4.1%	23	4.8%	5.5%	4.1%
Foster Care	1	0.2%	0.5%	0.3%	1	0.2%	0.5%	0.3%
Homeless	2	0.4%	1.7%	1.4%	2	0.4%	1.7%	1.4%
Immigrant	6	1.3%	1.5%	2.3%	6	1.3%	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	4	0.9%	1.0%	1.9%	4	0.8%	1.0%	1.9%
At-Risk	56	12.3%	32.0%	50.6%	57	12.0%	32.1%	50.5%

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 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	39	8.6%	16.2%	20.6%	40	8.4%	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	64	14.0%	10.9%	8.1%	64	13.5%	10.8%	8.1%
Special Education	51	11.2%	11.7%	10.5%	70	14.7%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	51							
By Type of Primary Disability								
Students with Intellectual Disabilities	10	19.6%	34.9%	42.4%				
Students with Physical Disabilities	21	41.2%	24.0%	21.4%				
Students with Autism	**	**	11.1%	13.8%				
Students with Behavioral Disabilities	14	27.5%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	25	7.0%	14.7%	15.3%				
By Ethnicity:								
African American	2	0.6%						
Hispanic	6	1.7%						
White	16	4.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	32	9.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	1.4%	1.6%	0.0%	4.9%	5.5%
Grade 1	1.8%	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  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

Total Students: 456  
 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	19.8	16.2	19.0
Grade 1	19.0	17.3	18.9
Grade 2	17.3	17.3	18.8
Grade 3	19.3	17.7	19.0
Grade 4	17.8	18.0	19.2
Grade 5	25.3	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

District Name: DENTON ISD  
Campus Name: DOROTHY P ADKINS EL  
Campus Number: 061901126

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

Total Students: 456  
Grade Span: EE - 05  
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	50.2	100.0%	100.0%	100.0%
Professional Staff:	44.2	88.1%	69.1%	63.7%
Teachers	34.7	69.1%	54.8%	49.4%
Professional Support	7.5	15.0%	11.1%	10.2%
Campus Administration (School Leadership)	2.0	4.0%	2.6%	3.0%
Educational Aides:	6.0	11.9%	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:	6.0	12.0%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.9%	8.4%	10.8%
Hispanic	2.0	5.8%	14.2%	28.1%
White	31.7	91.4%	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	2.0	5.8%	24.8%	23.8%
Females	32.7	94.2%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	27.0	77.8%	68.8%	73.4%
Masters	7.7	22.2%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.8%	8.1%	7.4%
1-5 Years Experience	11.0	31.7%	28.2%	27.9%
6-10 Years Experience	6.0	17.3%	20.2%	19.4%
11-20 Years Experience	10.7	30.8%	31.1%	29.4%
Over 20 Years Experience	5.0	14.4%	12.4%	15.9%
Number of Students per Teacher	13.1	n/a	13.1	15.1



District Name: DENTON ISD  
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**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Staff Information**

Total Students: 456  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.2	6.2
Average Years Experience of Principals with District	2.0	6.4	5.3
Average Years Experience of Assistant Principals	2.0	5.8	5.3
Average Years Experience of Assistant Principals with District	2.0	5.2	4.7
Average Years Experience of Teachers:	11.3	10.3	11.1
Average Years Experience of Teachers with District:	7.3	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,300	\$54,825	\$49,868
1-5 Years Experience	\$55,714	\$55,823	\$52,823
6-10 Years Experience	\$58,660	\$58,865	\$55,756
11-20 Years Experience	\$61,092	\$61,161	\$59,308
Over 20 Years Experience	\$64,491	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,064	\$59,377	\$57,091
Professional Support	\$68,497	\$68,262	\$67,352
Campus Administration (School Leadership)	\$81,868	\$87,076	\$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: DENTON ISD  
 Campus Name: DOROTHY P ADKINS EL  
 Campus Number: 061901126

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

Total Students: 456  
 Grade Span: EE - 05  
 School Type: Elementary

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	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	1.4%	2.8%
Gifted & Talented Education	1.0	2.9%	1.0%	1.9%
Regular Education	31.2	90.0%	77.0%	70.9%
Special Education	2.5	7.1%	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](#)

**Denton Independent School District**  
**Blanton Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

## Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

## Our Commitment

We value developing relationships with students and our school community as the foundation for learning. We commit to:

- Using data analysis to target specific areas of need
- Engaging in research-based staff development opportunities
- Ensuring continuous student improvement through the use of a variety of formative assessment tools
- Meeting individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- Enjoying the journey!

**Building Dreams**

**Empowering Minds**

**Strengthening our Community**

**Blanton Elementary School**

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

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

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Goal 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	26
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Established ~ 2008

Mascot ~ Knight

Colors ~ Blue and White

Motto ~ Grow, Care, Serve

The overall campus demographics are:

- Consistent enrollment of about 485 students in grades K-5 for the last 4 years. The student population is stable even with additional homes built in the school's attendance zone.
- This is a neighborhood school with most students living within walking distance of the campus.
- A Pre-K program was added for 20-21 school year which provided a unique opportunity to help the youngest students to be Kindergarten ready. It has been a success with high enrollment. The program has grown to two classrooms for the 2021-22 school year.
- The economically disadvantaged rate has increased in the past year. Due to COVID-19, the number of "at risk" students has also increased leading to additional interventions and supports for students who are at risk.

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	476	100.0%	30,682	5,479,173	481	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	1	0.2%	0.2%	0.3%	3	0.6%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.3%	4.5%	0	0.0%	3.5%	4.5%
Kindergarten	78	16.4%	6.7%	7.0%	78	16.2%	7.0%	7.0%
Grade 1	80	16.8%	7.4%	7.1%	82	17.0%	7.4%	7.1%
Grade 2	77	16.2%	7.0%	7.1%	78	16.2%	7.0%	7.1%
Grade 3	63	13.2%	7.2%	7.1%	63	13.1%	7.2%	7.1%
Grade 4	99	20.8%	7.1%	7.3%	99	20.6%	7.0%	7.3%
Grade 5	78	16.4%	7.6%	7.6%	78	16.2%	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	22	4.6%	17.6%	12.6%	22	4.6%	17.6%	12.6%
Hispanic	39	8.2%	32.1%	52.8%	40	8.3%	32.2%	52.8%
White	395	83.0%	44.6%	27.0%	399	83.0%	44.5%	27.0%
American Indian	1	0.2%	0.6%	0.4%	1	0.2%	0.6%	0.4%
Asian	18	3.8%	3.6%	4.6%	18	3.7%	3.6%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	1	0.2%	1.3%	2.5%	1	0.2%	1.3%	2.5%
Sex:								
Female	225	47.3%	48.6%	48.8%	227	47.2%	48.6%	48.8%
Male	251	52.7%	51.4%	51.2%	254	52.8%	51.4%	51.2%
Students with Special Needs:								
Economically Disadvantaged	20	4.2%	45.7%	60.3%	22	4.6%	46.0%	60.2%
Non-Educationally Disadvantaged	456	95.8%	54.3%	39.7%	459	95.4%	54.0%	39.8%
Section 504-Students	32	6.7%	10.3%	6.9%	32	6.7%	10.3%	6.9%
English Learners (EL)	7	1.5%	15.3%	20.3%	9	1.9%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.2%	1.2%	1.5%				
Students w/ Dyslexia	34	7.1%	5.5%	4.1%	34	7.1%	5.5%	4.1%
Foster Care	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.3%
Homeless	2	0.4%	1.7%	1.4%	2	0.4%	1.7%	1.4%
Immigrant	2	0.4%	1.5%	2.3%	2	0.4%	1.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	24.4%	65.1%	0	0.0%	24.6%	65.1%
Military Connected	2	0.4%	1.0%	1.9%	2	0.4%	1.0%	1.9%
At-Risk	15	3.2%	32.0%	50.6%	17	3.5%	32.1%	50.5%
Students by Instructional Program:								
Bilingual/ESL Education	6	1.3%	16.2%	20.6%	8	1.7%	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	55	11.6%	10.9%	8.1%	55	11.4%	10.8%	8.1%
Special Education	58	12.2%	11.7%	10.5%	62	12.9%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	58							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	25.9%	34.9%	42.4%				



Students with Physical Disabilities	28	48.3%	24.0%	21.4%
Students with Autism	*	*	11.1%	13.8%
Students with Behavioral Disabilities	**	**	28.9%	20.8%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%

Mobility (2018-19):				
Total Mobile Students	41	9.2%	14.7%	15.3%
By Ethnicity:				
African American	4	0.9%	4.2%	3.2%
Hispanic	4	0.9%	4.7%	7.8%
White	33	7.4%	5.0%	3.5%
American Indian	0	0.0%	0.1%	0.1%
Asian	0	0.0%	0.4%	0.4%
Pacific Islander	0	0.0%	0.1%	0.0%
Two or More Races	0	0.0%	0.3%	0.4%
Count and Percent of Special Ed Students who are Mobile - <i>new</i>	10	16.9%	20.1%	18.4%
Count and Percent of EL Students who are Mobile - <i>new</i>	2	25.0%	13.7%	15.3%
Count and Percent of Econ Dis Students who are Mobile - <i>new</i>	9	34.6%	20.9%	18.0%

Student Attrition (2018-19):				
Total Student Attrition	41	10.9%	----- Campus -----	

Staff Information	Count/Average	Percent	District	State
<b>Total Staff</b>	45.5	100.0%	100.0%	100.0%
Professional Staff:	42.5	93.4%	69.1%	63.7%
Teachers	35.5	78.0%	54.8%	49.4%
Professional Support	5.0	11.0%	11.1%	10.2%
Campus Administration (School Leadership)	2.0	4.4%	2.6%	3.0%
Educational Aides:	3.0	6.6%	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
<b>Total Minority Staff:</b>	4.0	8.8%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.8%	8.4%	10.8%
Hispanic	2.0	5.6%	14.2%	28.1%
White	32.5	91.5%	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	3.0	8.5%	24.8%	23.8%
Females	32.5	91.5%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	26.5	74.6%	68.8%	73.4%
Masters	9.0	25.4%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				

Beginning Teachers	4.0	11.3%	8.1%	7.4%
1-5 Years Experience	7.5	21.1%	28.2%	27.9%
6-10 Years Experience	6.0	16.9%	20.2%	19.4%
11-20 Years Experience	17.0	47.9%	31.1%	29.4%
Over 20 Years Experience	1.0	2.8%	12.4%	15.9%
Number of Students per Teacher	13.4	n/a	13.1	15.1

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.2	6.2
Average Years Experience of Principals with District	3.0	6.4	5.3
Average Years Experience of Assistant Principals	5.0	5.8	5.3
Average Years Experience of Assistant Principals with District	5.0	5.2	4.7
Average Years Experience of Teachers:	10.3	10.3	11.1
Average Years Experience of Teachers with District:	6.1	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,525	\$54,825	\$49,868
1-5 Years Experience	\$56,022	\$55,823	\$52,823
6-10 Years Experience	\$58,138	\$58,865	\$55,756
11-20 Years Experience	\$61,079	\$61,161	\$59,308
Over 20 Years Experience	\$74,140	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,143	\$59,377	\$57,091
Professional Support	\$63,258	\$68,262	\$67,352
Campus Administration (School Leadership)	\$83,312	\$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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.8%	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	2.8%	1.0%	1.9%
Regular Education	30.0	84.5%	77.0%	70.9%
Special Education	3.5	9.9%	7.5%	9.3%
Other	0.0	0.0%	5.9%	3.6%

## Demographics Strengths

- Blanton Elementary has a consistent population, which has created created stability for instructional interventions that can be built on each year.
- The Blanton Leadership Team meets regularly to analyze data in relation to campus goals, provide feedback of strengths and needs from individual teams, and implement the campus improvement plan.

- Last school year, community involvement remained as high as possible despite Covid-19 protocols with limited visitor access to the building. Examples: Virtual storyteller/mystery readers, Virtual PTA meetings, party planning and sending in items needed, Fun Run success with PTA volunteers.
- Blanton continues to implement Restorative Practices leading to increased relationships between students and teachers, and a sense of well-being. It has built community within individual classrooms. Behavioral referrals are minimal at our campus leading to increased learning time in the classroom.
- The Blanton staff feel supported when transitioning to a new grade level, campus, content area. Teams are supportive of one another and eagerly welcome new members. Professional development needs are identified by the Campus Leadership Team providing support to all staff members.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Due to the pandemic, we have been limited when inviting the community and other stakeholders into our building to provide additional support for students. **Root Cause:** Pandemic protocols caused limited access to our building by visitors.

# Student Learning

## Student Learning Summary

- Blanton staff sees the need to continue supporting students in attaining more than one year's growth in reading, writing, and math.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade level teams are using the essential standards to guide instruction in interventions.
- Guided reading, small group work, and individual conferring have helped students to make academic gains in the past. These practices should continue to support students.
- Because Blanton does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- For the 2021-2022 school year, we will once again create a master schedule that includes a dedicated intervention time for each grade level. This will ensure the interventionist can pull students at a time where they will not miss Tier 1 instruction, comply with HB 4545, and also allow time for classroom teachers to provide Tier 2 instruction.

## Student Achievement ~ Based on results from the 2020-2021 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

### Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	60
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 6.3%)	60
Closing the Gaps % of Indicators Met	
Academic Achievement Status	100%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	100%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	99%

### Distinction Designations

Distinction designations were not awarded in 2021.

See Addendums for the following data: K-2 BOY PNA, K-5 BOY Reading Levels (DRA/IRI), 3rd-5th BOY Istation Reading Comprehension (level 5 is mastery) and Imagine

### Student Learning Strengths

- Student strengths and intervention needs are discussed with the Professional Learning Communities. The PLCs collaborate and share students to support the intervention needs.
- Assessment for Learning practices are used consistently to allow students to better understand the goal of the day's learning, their strengths, as well as their next steps in learning (goal-setting).
- Blanton's Vertical PLCs ensure alignment of essential learning standards for all students.
- Teachers meet regularly with small groups as well as individual conferring to support student growth.
- Data indicates that Blanton students learn to develop themselves, as well as the culture and climate of their classrooms. Restorative Practices and Guidance lessons from the Counselor are important tools to helping our students develop and maintain a healthy well-being.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Due to COVID-19 changes in the master schedule, we do not have dedicated intervention time. **Root Cause:** Pandemic protocols caused a change in the master schedule during the 2019-2020 school year. In addition, the decision was made to not form small groups combining students from multiple classrooms.

# School Processes & Programs

## School Processes & Programs Summary

### School Processes and Programs Summary

#### Curriculum, Instruction, and Assessment

- A master schedule is developed and monitored throughout the year with the input from all staff members and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting.
- Staff are committed to Assessment for Learning strategies to ensure student success.
- Professional development from the Teacher's College Reading and Writing Project focusing on conferring in reading and writing in all grade levels provided support to our teachers. For the 2021-2022 school year, Blanton Elementary will utilize the district Curriculum Department for professional learning in the area of Math Essential standards. In addition, Blanton Elementary will utilize the Curriculum Department to support new teachers as well as those who have changed grade levels.
- Blanton has two sections of Pre-K Academy to support Pre-K students as they transition into Kindergarten.

#### Technology

- Several Blanton staff members are Seesaw Ambassadors. These teachers provide additional support to staff members who are utilizing Seesaw as a digital learning platform for students this school year.
- Students are now 1-1 with chromebooks to support learning in grades Kindergarten - 5th.
- Along with district technology support for classroom Promethean panels, Blanton staff have assistance in engaging all learners.

#### School Context and Organization

- Blanton has a large number of teacher leaders on campus.
- Administrators communicate via newsletters with both staff and the community
- Staff development is organized and meets the needs of the staff

#### Staff Quality, Recruitment, and Organization

- Blanton Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority.
- The use of mentors, professional development, and teacher placement based on strengths assists in teacher retention rates at Blanton.

## School Processes & Programs Strengths

## Curriculum, Instruction, and Assessment

- Use of district UBD and Birds Eye View documents to plan instruction and create consistency.
- Pre-assessments and formative assessments are used often to adapt curriculum and meet the need of each child.
- Assessment for Learning strategies provide clear learning targets, student self-assessment and goal-setting.
- The use of Workshop model in all subjects allows for small group instruction/reteaching/enrichment, differentiated instruction, provides student choice, and collaboration.
- Intentional intervention time targets students academic needs.
- MTSS team meets to provide support to at-risk learners.

## Technology

- Technology access is 1:1 for all students.
- Seesaw Ambassadors who are staff members provide Seesaw support to colleagues
- Higher engagement rate due to implementation of technology both at home as well as on campus.
- Students can be successful independently and demonstrate understanding and learning in a multitude of technology platforms.
- Promethean panels installed in every classroom with staff support from the district.

## School Context and Organization

- Collaborative decision making among staff
- Staff is student focused on the whole child: socially, emotionally, and academically
- Professional development opportunities are planned, meaningful, and able to implemented smoothly.
- DISD Curriculum support for staff including mentoring new teachers, lab-based professional development, and feedback.
- Administrators have open door policy for staff and all stakeholders.
- Regular communication between home and school has built positive and collaborative relationships.
- Campus Leadership team meets regularly to discuss strengths and needs.
- Restorative Practices focus on building relationships with and among students.

## Staff Quality, Recruitment, and Retention

- Consistent use of an interview team to evaluate and hire quality staff members.
- Support for new staff from teams, curriculum department, and administrators.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Due to the pandemic, staff development has been virtual. Therefore, teachers have not had the opportunity to collaborate in person with peers, as a zone, or vertically on our own campus. In addition, we have not been able to share students based on data and needs for intervention/extension and we are not able to have after school clubs. **Root Cause:** Pandemic protocols were put in place to ensure student and staff safety.

# Perceptions

## Perceptions Summary

### Family and Community Involvement

- Parents are actively involved in many ways at Blanton Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, making class books. etc. on Fridays.
- The Watch Dog program will resume to help mentor and foster relationships with our students.
- During the enrollment process, background checks for volunteers are clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school and the campus believes this is a priority to continue.
- Several businesses from the community show their support by donating items for our teachers. In turn the staff tries to highlight those businesses on social media to thank them for the appreciation they bestowed on the teachers.
- Career day would not be a success without the engagement of businesses to share in their experiences and career pathways.

### School Culture and Climate

- Trust has been established between leadership and staff through PLCs, CLT and staff meetings.
- Administrators publish a weekly parent newsletter highlighting campus events, student accomplishments, and various articles from staff members.
- Classroom teachers publish a consistent newsletter specific for their grade level.
- Social media, websites, and Seesaw are also utilized to keep the community informed of campus events and highlights.
- Teachers conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is provided for students through the campus counselor and nurse. The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- The counselor and nurse also provide resources to families to help with physical needs, such as glasses, immunizations, counseling, and health needs.
- Based on need, Blanton provides weekly snack packs (nutritional needs) and other resources to help families.
- The PAL program are peer mentors from Guyer and are a valuable resource when it comes to meeting the social and emotional needs of some of the students.
- Staff engagement shouldn't be measured by the turn over rate for this school year. This year several teachers are choosing to leave due to personal circumstances. The turn over rate is not directly related to disengagement from working at Blanton. One way that this could be possibly measured is to look at the longevity rates of the current staff and the amount of additional staff development/continuing education that the staff currently participates.
- Administration will continue to meet with staff to establish their goals and the processes to meet them professionally and personally and especially our new staff.

## Perceptions Strengths

### Family and Community Involvement

- Blanton staff and parents value the partnership that has been established between home and school.
- Communication is consistent with student success as the goal.
- Parents are eager to volunteer and support the staff in multiple ways.



## School Culture and Climate

- Students and staff are recognized through various programs (Happy Camper ticket, "Hear Ye" scrolls, Staff Self-Care activities, Staff Shout Outs, PTA recognition) which leads to feelings of well-being and pride in school/job on the part of both staff and students.
- Enthusiasm among staff and students continues.
- Staff are involved with campus decisions leading to ownership of the mission and vision of the school.
- Relationships are built by staff with students
- Staff feel they are a family and support one another professionally and personally.
- Staff trusts the administration to make good decisions.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We do not currently have a tool to measure staff engagement. **Root Cause:** The pandemic caused a lot of stress on the part of our employees. An engagement tool was not utilized.

# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

## Student Data: Student Groups

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

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **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
- Communications 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:** By May 2022, Blanton Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by:

K - 2nd Grade - 90% of students will be "on-level" with 10% or fewer "at risk".

3-5 - 90% of students will end the year reading "on-level".

### HB3 Goal

**Evaluation Data Sources:** Individual Reading Inventory ~ IRI

TPRI

TXKEA

Istation Comprehension

Unit of Study Reading Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers, specialists, and administrators will utilize PLC meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade level teams will develop content SMART goals quarterly and monitor student progress. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The campus will utilize Seesaw as a digital learning platform. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will utilize the Reading Recovery teacher and Reading Interventionist to support growth in reading. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level for reading for the end of year or attain a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, Reading Recovery Specialist, Reading Specialist <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Reading Recovery Specialist and 1/2 Time Reading Interventionist - State Compensatory Education (SCE) - \$90,000	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children "on level" by May 2022. <b>Strategy's Expected Result/Impact:</b> Students at "progressing" or "on-level" in Reading by May 2022. <b>Staff Responsible for Monitoring:</b> Kindergarten, 1st Grade, 2nd Grade, Reading Recovery teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continued learning and awareness for all learners. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement. <b>Staff Responsible for Monitoring:</b> Classroom teachers, specialists, counselor <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 100% of eligible HB4545 students will be served by May 2022. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in literacy according to DMTSS monitoring, IRI EOY results, STAAR, common assessments and report card assessments. <b>Staff Responsible for Monitoring:</b> Reading Interventionist, Administrators, Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Implementation of daily intervention/enrichment in reading for all students focused on the learning goals. <b>Strategy's Expected Result/Impact:</b> By May 2022, all students will achieve at least a year's worth of growth in reading based on DRA, IRI, Report Card Assessments, and observation reports. <b>Staff Responsible for Monitoring:</b> Teachers, Campus Interventionists, Special Education teachers, Special Program teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Provide continued professional development that supports best practice instructional strategies for reading, to include identifying essential standards and supporting new staff. <b>Strategy's Expected Result/Impact:</b> By May 2022, all students will achieve at least a year's worth of growth in reading based on DRA, IRI, Report Card Assessments, and observation reports. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Campus Leadership Team <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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
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- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 2:** By May 2022, Blanton Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by:

K - 2nd Grade - Primary Numeracy - 90% of students will be end the year "Ready" with 10% or fewer ending "At-Risk".

2nd - 5th Grades - Imagine Math - 90% of students will end the year on or above "approaches" as evidenced by Imagine Math.

K - 5th Grades - 90% of students will end the year "On Level" on district problem solving assessments.





### HB3 Goal

**Evaluation Data Sources:** Imagine Math Benchmark, Primary Numeracy, District Problem Solving Assessments, Math STEMScopes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize PLC meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year, or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives, Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade level teams will develop content SMART goals quarterly and monitor student progress. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives, Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The campus will utilize Seesaw as a digital learning platforms. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will utilize the Math Interventionist to support growth in math. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> 1/2 Time Math Interventionist - State Compensatory Education (SCE) - \$30,000	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> K-2 teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments. <b>Strategy's Expected Result/Impact:</b> Students will be "on-level" according to the Primary Numeracy End of Year Assessment. <b>Staff Responsible for Monitoring:</b> Kindergarten, 1st Grade, 2nd Grade teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 100% of eligible HB4545 students will be served by May 2022. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, Imagine Math, STAAR, common assessments and report card assessments. <b>Staff Responsible for Monitoring:</b> Math Interventionist, Administrators, Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implementation of daily intervention/enrichment in math for all students focused on the learning goals. <b>Strategy's Expected Result/Impact:</b> By May 2022, all students will achieve at least a year's worth of growth in reading based on Imagine Math, Math STEMScopes, Report Card Assessments, and observation reports. <b>Staff Responsible for Monitoring:</b> Math Interventionist, Teachers, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide professional development that supports best practice instructional strategies for math essential standards using Mega Lab format. <b>Strategy's Expected Result/Impact:</b> By May 2022, all students will achieve at least a year's worth of growth in reading based on Imagine Math, Math STEMScopes, Report Card Assessments, and observation reports. <b>Staff Responsible for Monitoring:</b> Classroom teachers, administrators, Campus Leadership Team <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  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
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- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 3:** By May 2022, Blanton Elementary will focus on ensuring at least one year's growth in Reading for every Pre-K student. This will be evidenced by 90% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

### HB3 Goal

**Evaluation Data Sources:** CLI Engage

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Pre-K students will participate in daily Shared Reading. <b>Strategy's Expected Result/Impact:</b> Students will understand concepts of print, letter recognition, and letter sounds. <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Pre-K teacher will provide students with daily writing opportunities. <b>Strategy's Expected Result/Impact:</b> Students will be able to write stories, pictures, letters, and words to tell a story. <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:





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

**Performance Objective 4:** By May 2022, Blanton Elementary School will focus on ensuring at least one year's growth in Writing for every student. This will be evidenced by:

K - 5th Grades - 90% of students will have made a year's growth in writing from the beginning of the year using the district rubric.

### HB3 Goal

**Evaluation Data Sources:** District Writing rubrics  
On Demand Writing Assessments at BOY, MOY, and EOY

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments. <b>Strategy's Expected Result/Impact:</b> Students will be on-level for writing by the end of the year or have made a year's growth. <b>Staff Responsible for Monitoring:</b> CLT representatives and Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Grade level teams will develop content SMART goals quarterly and monitor student progress. <b>Strategy's Expected Result/Impact:</b> Students will be on-level for writing by the end of the year or have made a year's growth. <b>Staff Responsible for Monitoring:</b> CLT representatives <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 1:** By May 2022, Blanton Elementary will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change and to ensure students succeed across various settings.

**Evaluation Data Sources:** Teacher input, formative feedback, parent responses

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care activities, Staff Celebrations, Monthly Staff Challenges <b>Strategy's Expected Result/Impact:</b> Maintain and/or increase engagement <b>Staff Responsible for Monitoring:</b> Administration and Counselor	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Blanton students will be provided with monthly guidance lessons on the Essential 8 through Second Step. <b>Strategy's Expected Result/Impact:</b> Student increase their understanding of the Essential 8 and how it impacts their interactions with others. <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students' increase engagement in school and grow socially-emotionally. <b>Strategy's Expected Result/Impact:</b> Increase students' sense of belonging through lunch-bunch, KORT, News media, PALS, peer welcoming committee, etc. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

## Goal 2: Culture & Climate

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- \* 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:** By May 2022, Blanton staff will provide enrichment opportunities for students in the area of Fine Arts.

**Evaluation Data Sources:** Calendar

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Blanton students will be provided enrichment opportunities through activities including, but not limited to Choir, 5th Grade Honor Choir, and Fine Arts opportunities. <b>Strategy's Expected Result/Impact:</b> Student interest in school will be increased due to enrichment in areas of interest. <b>Staff Responsible for Monitoring:</b> Administrators, Fine Arts teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

# State Compensatory

## Personnel for Blanton Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Ryal	Reading and Math Interventionist	NaN
Michelle Elizalde	Reading Recovery	NaN

# Campus Leadership Team

Committee Role	Name	Position
Administrator	Linda Bozeman	Principal
Administrator	Landon Turrubiarte	Assistant Principal
Classroom Teacher	Melissa McDonald	Teacher
Classroom Teacher	Melissa Argo	Teacher
Classroom Teacher	Becky Jones	Teacher
Classroom Teacher	Melissa Hooton	Teacher
Classroom Teacher	Kari Hawkins	Teacher
Classroom Teacher	Marissa Russell	Teacher
Non-classroom Professional	Stacey Gow	Counselor
Non-classroom Professional	Chris Ryal	Interventionist
Paraprofessional	Lindsay Smith	Library Paraprofessional
District-level Professional	Jennifer Hood	Elementary Math Coordinator
Parent	Ed Nejeschalaba	Parent
Community Representative	Katie Messerle	Community Member
Business Representative	Tanya Auerbach	Business



# Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Recovery Specialist and 1/2 Time Reading Interventionist		\$90,000.00
1	2	5	1/2 Time Math Interventionist		\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$120,000.00

# Addendums

Kindergarten BOY PNA	Overall		
	At Risk	Progressing	On Level
Blanton	0%	15.79%	84.21%
Economic Disadvantage	0%	0%	100%
Asian	0%	100%	0%
Hispanic	0%	0%	100%
Two or More Races	0%	0%	100%
White	0%	14.29%	85.71%
Special Ed Indicator	0%	66.67%	33.33%

First Grade BOY PNA	Overall		
	At Risk	Progressing	On Level
Blanton	14.29%	20%	65.71%
Economic Disadvantage	20%	40%	40%
Asian	0%	0%	100%
Black/African American	0%	66.67%	33.33%
Hispanic	0%	0%	100%
White	18.52%	18.52%	62.96%
LEP	50%	0%	50%
Special Ed Indicator	0%	0%	100%

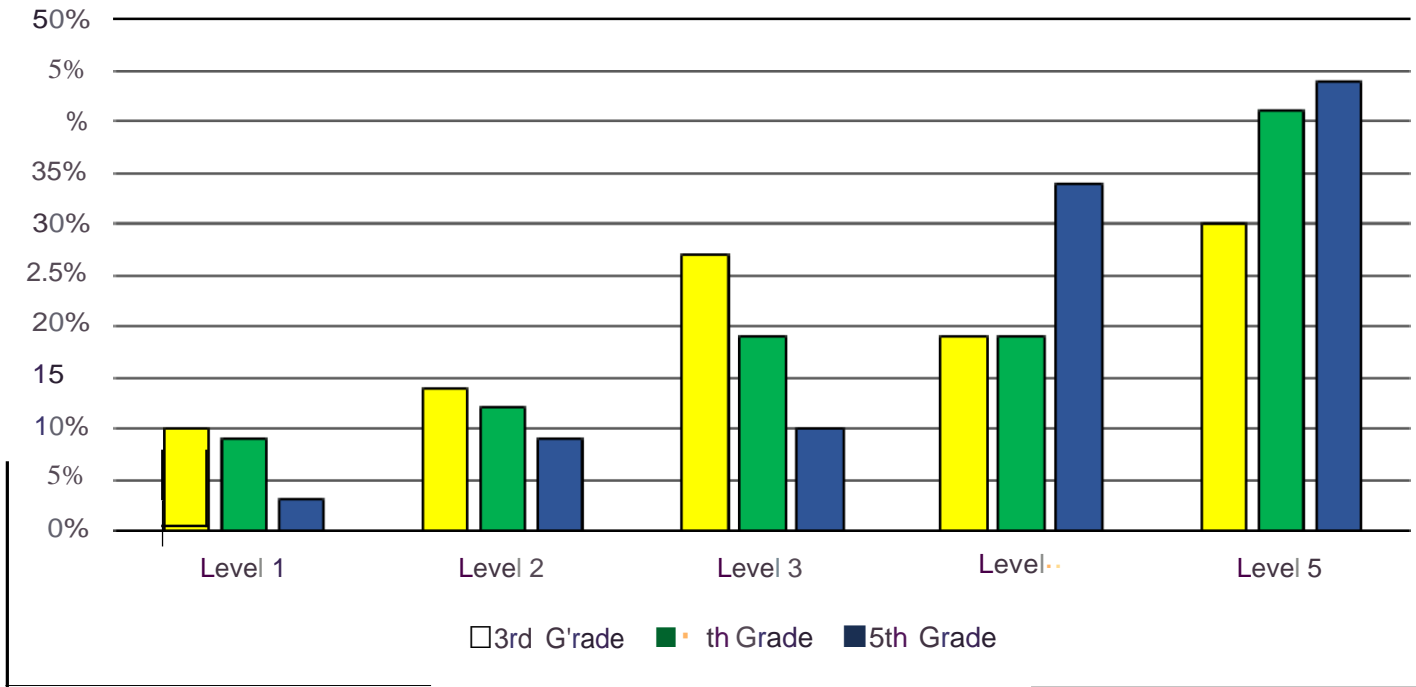
Second Grade BOY PNA	Overall		
	At Risk	Progressing	On Level
Blanton	57.50%	30%	12.50%
Economic Disadvantage	100%	0%	0%
Asian	25%	25%	50%
Black/African American	0%	100%	0%
Hispanic	83.33%	0%	16.67%
White	58.62%	34.48%	6.90%
LEP	100%	0%	0%
Special Ed Indicator	100%	0%	0%

## BOY DRA/IRI

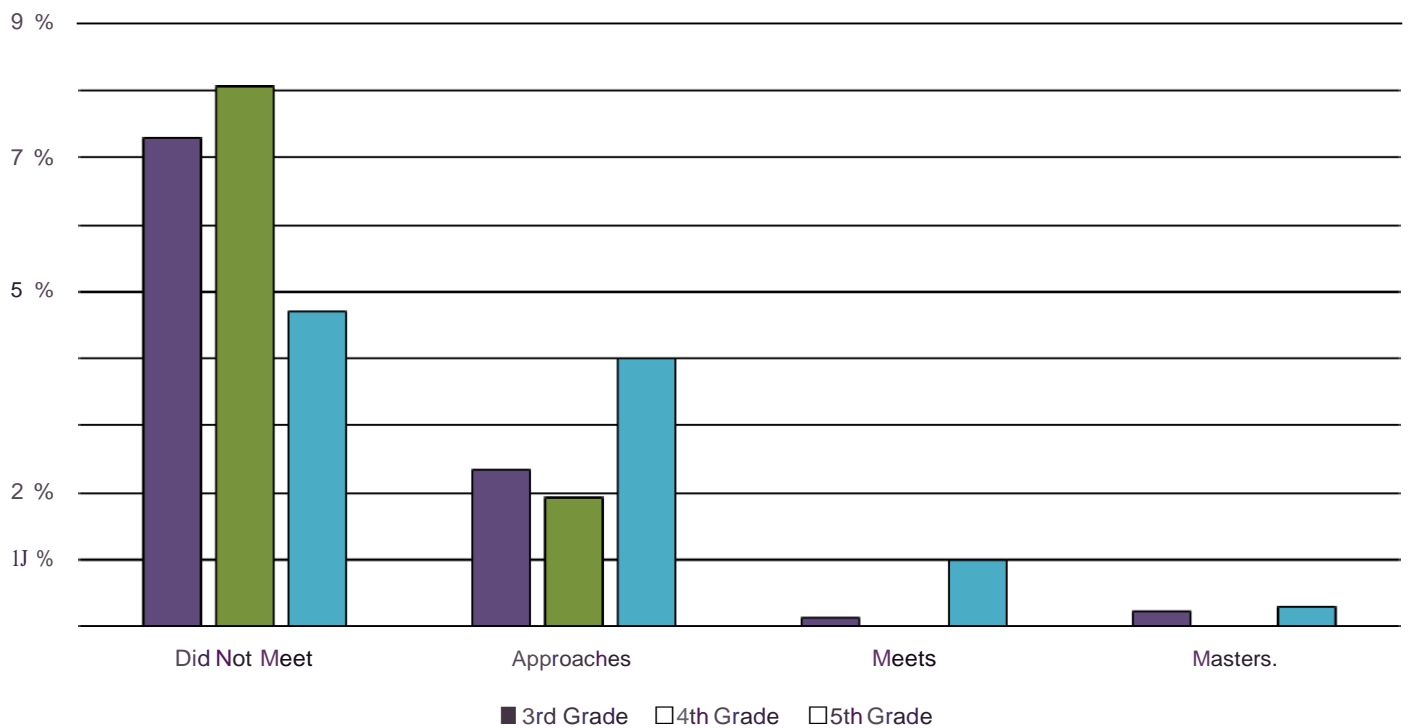
	K	1	2	3	4	5
On Level	100%	63%	80%	75%	59%	57%
Prog.		30%	8%	13%	14%	17%
At Risk		7%	12%	12%	26%	26%

Kindergarten: All are on level at BOY.  
*51% of students are -A.*

## Istation BOY Reading Comprehension



## Imagine Math BOY Benchmark



## Leadership Report Card: Grade 3 Math

\* Reference the applicable **Teacher Learning Report** for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Tools to Know</b>	apply math in everyday situations use problem-solving models	77		NT	
<b>Commitments:</b>					

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
3.2	<b>Representation and Comparison of Whole Numbers</b>	81		91	
3.3	<b>&gt;&gt; Fractions</b>	76		67	
3.4   3.5	<b>Addition and Subtraction of Whole Numbers</b>	76		78	
3.4   3.5	<b>&gt;&gt; Multiplication and Division of Whole Numbers</b>	75		64	
3.6	<b>Geometry</b>	70		70	
3.7	<b>&gt;&gt; Measurement</b>	70		59	
3.8	<b>Data Analysis</b>	72		66	
3.9	<b>Personal Financial Literacy</b>	74		NT	
<b>Commitments:</b>					

>> TEKS clusters typically requiring additional time and focus in the curriculum

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Ways to Show</b>	create representations analyze information	77		NT	
<b>Commitments:</b>					

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	43	68	79	87	95
	Checkpoint 2					
	Checkpoint 3	33	58	71	82	95
<b>Commitments:</b>						

## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

Process  
Content  
Process

Representation and Comparison of Whole Numbers		Unit	CHECKPOINT		
3.2 The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value			1	2	3
			81		91

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
3.1(A)	apply math in everyday situations ⑧		77		NT
3.1(B)	use problem-solving models ⑧				
connected 3.1(C)					

Content		Unit	CHECKPOINT		
Representation of Whole Numbers			1	2	3
3.2(A)	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate ⑧		78		91
3.2(B)	describe the mathematical relationships found in the base-10 place value system through the hundred thousands place		79		91
			75		NT

Comparison of Whole Numbers			83		91
3.2(D)	compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or = ⑧		83		91

Rounding of Whole Numbers			87		NT
3.2(C)	represent a number on a number line as being between two consecutive multiples of 10 100 1,000 or 10,000 and use words to describe relative size of numbers in order to round whole numbers		87		NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
3.1(E)	create representations		77		NT
3.1(F)	analyze information ⑧				
connected 3.1(D), 3.1(G)					

☒ = Long Strand concept

## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

>> Fractions	Unit	CHECKPOINT		
		1	2	3
3.3 The student applies mathematical process standards to represent and explain fractional units Connected Knowledge and Skills 3.6, 3.7		76		67

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ⓧ 3.1(B) use problem-solving models ⓧ <i>connected 3.1(C)</i>		77		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Fractions</b>		80		76
3.3(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines		93		NT
3.3(B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line		NT		NT
3.3(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8		69		NT
3.7(A) represent fractions of halves, fourths, and eighths as distances from zero on a number line		84		76

<b>Unit Fractions</b>		79		83
3.3(C) explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into $b$ equal parts where $b$ is a non-zero whole number		82		83
3.3(D) compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to $b$ as a sum of parts $\frac{1}{b}$		78		NT
3.6(E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape		77		NT

<b>Equivalency of Fractions</b>		69		59
3.3(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines		69		44
3.3(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model		NT		74

<b>Comparison of Fractions</b>		77		64
3.3(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models		77		64

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations 3.1(F) analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>		77		NT

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept



## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Addition and Subtraction of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
3.4 The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy		76		78
3.5 The student applies mathematical process standards to analyze and create patterns and relationships				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ⓧ		77		NT
3.1(B) use problem-solving models ⓧ <i>connected 3.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Estimation of Whole Numbers		75		86
3.4(B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems		75		86

Addition/Subtraction of Whole Numbers		75		79
3.4(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction ⓧ		73		84
3.5(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations		78		68

Money		81		66
3.4(C) determine the value of a collection of coins and bills		81		66

Numerical Patterns				
3.5(E) represent real-world relationships using number pairs in a table and verbal descriptions ⓧ		Data included in "Multiplication and Division of Whole Numbers"		

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations		77		NT
3.1(F) analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>				

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## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

>> Multiplication and Division of Whole Numbers		Unit	CHECKPOINT		
3.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy		1	2	3
3.5	The student applies mathematical process standards to analyze and create patterns and relationships Connected Knowledge and Skills 3.6		75		64

Process (Tools to Know)		Unit	CHECKPOINT		
3.1(A)	apply math in everyday situations ⓧ		1	2	3
3.1(B)	use problem-solving models ⓧ <i>connected 3.1(C)</i>		77		NT

Content		Unit	CHECKPOINT		
			1	2	3
Multiplication of Whole Numbers			77		67
3.6(C)	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row		75		61
3.4(D)	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10		84		83
3.4(E)	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting		78		NT
3.4(F)	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts		73		71
3.4(G)	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number Strategies may include mental math, partial products, and the commutative, associative, and distributive properties		80		59
3.5(C)	describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24		68		NT
3.5(D)	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product		92		NT

Division of Whole Numbers			81		NT
3.4(H)	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally		83		NT
3.4(I)	determine if a number is even or odd using divisibility rules		82		NT
3.4(J)	determine a quotient using the relationship between multiplication and division		78		NT

Numerical Patterns			70		59
3.5(E)	represent real-world relationships using number pairs in a table and verbal descriptions ⓧ		70		59

Multiplication and Division of Whole Numbers			72		62
3.4(K)	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects pictorial models, including arrays, area models, and equal groups properties of operations or recall of facts		77		63
3.5(B)	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations ⓧ		69		62

Process (Ways to Show)		Unit	CHECKPOINT		
3.1(E)	create representations		1	2	3
3.1(F)	analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>		77		NT

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## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

Process  
Content  
Process

Geometry	Unit	CHECKPOINT		
		1	2	3
3.6 The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties		70		70

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ⓧ 3.1(B) use problem-solving models ⓧ <i>connected 3.1(C)</i>		77		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Two-Dimensional/Three-Dimensional</b>		70		70
3.6(A) classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language ⓧ		69		70
3.6(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories ⓧ		76		NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations 3.1(F) analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>		77		NT

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## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

Process  
Content  
Process

>> Measurement	Unit	CHECKPOINT		
		1	2	3
3.7 The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement		70		59
Connected Knowledge and Skills 3.6				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ⑧				
3.1(B) use problem-solving models ⑧		77		NT
connected 3.1(C)				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Area</b>		72		61
3.6(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row ⑧		75		61
3.6(D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area		56		NT

Perimeter		68		50
3.7(B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems ⑧		68		50

Time		76		61
3.7(C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes		76		61

Liquid Capacity/Weight		63		70
3.7(D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight		63		70
3.7(E) determine liquid volume (capacity) or weight using appropriate units and tools		NT		NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations				
3.1(F) analyze information ⑧		77		NT
connected 3.1(D), 3.1(G)				

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## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021


Process  
Content  
Process

Data Analysis		Unit	CHECKPOINT		
3.8 The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data			1	2	3
			72		66

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
3.1(A) apply math in everyday situations ⓘ	connected 3.1(C)		77		NT
3.1(B) use problem-solving models ⓘ					

Content		Unit	CHECKPOINT		
Representation of Data			1	2	3
			77		67
3.8(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals			77		67

Interpretation of Data			58		64
3.8(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals ⓘ			58		64

	<b>Social Studies Integration</b>				
3.14(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting					
3.14(C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps					

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
3.1(E) create representations	connected 3.1(D), 3.1(G)		77		NT
3.1(F) analyze information ⓘ					

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## Teacher Learning Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021


Process  
Content  
Process

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
3.9 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security		74		NT

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.1(A) apply math in everyday situations ⓧ 3.1(B) use problem-solving models ⓧ <i>connected 3.1(C)</i>		77		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Earning, Spending, and Saving</b>		NT		NT
3.9(E) list reasons to save and explain the benefit of a savings plan, including for college		NT		NT
3.9(C) identify the costs and benefits of planned and unplanned spending decisions		NT		NT
3.9(F) identify decisions involving income, spending, saving, credit, and charitable giving		NT		NT
 <b>Social Studies Integration</b> 3.5(A) identify ways of earning, spending, saving, and donating money 3.5(B) create a simple budget that allocates money for spending and saving				

<b>Borrowing</b>		86		NT
3.9(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest		86		NT

<b>Economics</b>		70		NT
3.9(A) explain the connection between human capital/labor and income		70		NT
3.9(B) describe the relationship between the availability or scarcity of resources and how that impacts cost		NT		NT
 <b>Social Studies Integration</b> 3.6(A) explain how supply and demand affect the price of a good or service 3.6(B) define and identify examples of scarcity 3.6(C) explain how the cost of production and selling price affect profits				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.1(E) create representations 3.1(F) analyze information ⓧ <i>connected 3.1(D), 3.1(G)</i>		77		NT

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## Standards Report: Grade 3 Math

For Denton ISD Blanton on 7/20/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
3.2(A)	79		91	3.2(B)	75		NT	3.1(A)	76		NT
3.2(D)	83		91	3.2(C)	87		NT	3.1(B)	78		NT
3.3(F)	69		44	3.3(A)	93		NT	3.1(C)	83		NT
3.3(H)	77		64	3.3(B)	NT		NT	3.1(D)	74		NT
3.4(A)	73		84	3.3(C)	82		83	3.1(E)	79		NT
3.4(K)	77		63	3.3(D)	78		NT	3.1(F)	77		NT
3.5(A)	78		68	3.3(E)	69		NT	3.1(G)	79		NT
3.5(B)	69		62	3.3(G)	NT		74	Non-Tested Standards			
3.5(E)	70		59	3.4(B)	75		86				
3.6(A)	69		70	3.4(C)	81		66	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
3.6(C)	75		61	3.4(D)	84		83	3.9(C)	NT		NT
3.7(B)	68		50	3.4(E)	78		NT	3.9(F)	NT		NT
3.8(A)	77		67	3.4(F)	73		71				
				3.4(G)	80		59				
				3.4(H)	83		NT				
				3.4(I)	82		NT				
				3.4(J)	78		NT				
				3.5(C)	68		NT				
				3.5(D)	92		NT				
				3.6(B)	76		NT				
				3.6(D)	56		NT				
				3.6(E)	77		NT				
				3.7(A)	84		76				
				3.7(C)	76		61				
				3.7(D)	63		70				
				3.7(E)	NT		NT				
				3.8(B)	58		64				
				3.9(A)	70		NT				
				3.9(B)	NT		NT				
				3.9(D)	86		NT				
				3.9(E)	NT		NT				

## Source Data: Grade 3 Math

(by Student Expectation and TEKS Cluster) For Denton ISD Blanton on 7/20/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
3.2(A)	6		1	3.2(B)	2		NT	3.1(A)	37		NT
3.2(D)	6		1	3.2(C)	1		NT	3.1(B)	46		NT
3.3(F)	5		1	3.3(A)	1		NT	3.1(C)	3		NT
3.3(H)	6		2	3.3(B)	NT		NT	3.1(D)	14		NT
3.4(A)	9		2	3.3(C)	1		1	3.1(E)	14		NT
3.4(K)	6		2	3.3(D)	1		NT	3.1(F)	37		NT
3.5(A)	7		1	3.3(E)	2		NT	3.1(G)	9		NT
3.5(B)	8		2	3.3(G)	NT		1	Non-Tested Standards			
3.5(E)	9		2	3.4(B)	1		1				
3.6(A)	7		1	3.4(C)	3		1	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
3.6(C)	6		2	3.4(D)	1		1	3.9(C)	NT		NT
3.7(B)	8		2	3.4(E)	2		NT	3.9(F)	NT		NT
3.8(A)	8		2	3.4(F)	3		1				
				3.4(G)	2		1				
				3.4(H)	3		NT				
				3.4(I)	3		NT				
				3.4(J)	2		NT				
				3.5(C)	2		NT				
				3.5(D)	2		NT				
				3.6(B)	2		NT				
				3.6(D)	1		NT				
				3.6(E)	2		NT				
				3.7(A)	2		1				
				3.7(C)	3		1				
				3.7(D)	2		1				
				3.7(E)	NT		NT				
				3.8(B)	3		1				
				3.9(A)	3		NT				
				3.9(B)	NT		NT				
				3.9(D)	1		NT				
				3.9(E)	NT		NT				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Process Standards</b>			
Tools to Know	46		NT
Ways to Show	46		NT
<b>TEKS Cluster</b>			
Representation and Comparison of Whole Numbers	15		2
>> Fractions	20		6
Addition and Subtraction of Whole Numbers	20		5
>> Multiplication and Division of Whole Numbers	49		11
Geometry	9		1
>> Measurement	20		6
Data Analysis	11		3
Personal Financial Literacy	4		NT

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2019 STAAR Mathematics Spanish, Grade 3</li> <li>May 2019 STAAR Mathematics, Grade 3</li> <li>May 2018 STAAR Mathematics Spanish, Grade 3</li> <li>May 2018 STAAR Mathematics, Grade 3</li> <li>May 2017 STAAR Mathematics Spanish, Grade 3</li> <li>May 2017 STAAR Mathematics, Grade 3</li> <li>May 2016 STAAR Mathematics Spanish, Grade 3</li> <li>May 2016 STAAR Mathematics, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Mathematics Spanish, Grade 3</li> <li>May 2021 STAAR Mathematics, Grade 3</li> </ul>



## Leadership Report Card: Grade 3 Reading

For Denton ISD Blanton on 7/20/2021

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Word Study</b>					
3.2	Beginning Reading and Writing	NT		NT	
3.3	Vocabulary	77		90	
<b>Shared Reading</b>					
3.3  3.4  3.6	Tools to Know: Reading Process	79		83	
3.6	Tools to Know: Comprehension	78		62	
3.8  3.9  3.10	Ways to Show: Thinking about Meaning	74		70	
3.10	Author's Craft: Thinking about the Writing	74		69	
3.7	Response Skills*	NT		68	
<b>Commitment</b>					

**Note:** Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

\* Response Skills applied to Shared Reading

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	47	70	80	88	95
	Checkpoint 2					
	Checkpoint 3	38	62	73	85	93
<b>Commitments:</b>						

## Teacher Learning Report: Grade 3 Reading

For Denton ISD Blanton on 7/20/2021

**Word Study**

- 3.2** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell
- 3.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Beginning Reading and Writing					NT		NT
3.2	demonstrate and apply phonetic knowledge while reading and spelling	3.2(A.i)	decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en		NT		NT
		3.2(A.ii)	decoding multisyllabic words with closed syllables open syllables VCe syllables vowel teams, including digraphs and diphthongs r-controlled syllables and final stable syllables		NT		NT
		3.2(A.iii)	decoding compound words, contractions, and abbreviations		NT		NT
		3.2(A.iv)	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts		NT		NT
		3.2(A.v)	decoding words using knowledge of prefixes		NT		NT
		3.2(A.vi)	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		NT		NT
		3.2(A.vii)	identifying and reading high-frequency words from a research-based list		NT		NT
		3.2(C)	alphabetize a series of words to the third letter		NT		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Vocabulary					77		90
3.3	use skills to support strategies for determining the meaning of unknown words while reading	3.3(A)	use print or digital resources to determine meaning, syllabication, and pronunciation		NT		NT
		3.3(B) *	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		Data included in "Tools to Know: Reading Process"		
		3.3(C) *	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful		76		92
		3.3(D) *	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		78		89

\* Eligible for assessment on STAAR


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## Teacher Learning Report: Grade 3 Reading

For Denton ISD Blanton on 7/20/2021

**Shared Reading**

- 3.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively
- 3.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency The student reads grade-level text with fluency and comprehension
- 3.6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
- 3.8** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- 3.9** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
- 3.10** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Reading Process 					79		83
3.3, 3.4, 3.6	read grade-level text with fluency and comprehension; determine meaning of words   use the reading process to develop and deepen comprehension of increasingly complex texts	3.3(B) *	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words		84		83
		3.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		NT		NT
		3.6(A)	establish purpose for reading assigned and self-selected texts		NT		NT
		3.6(B) *	explain the choices people can make about earning, spending, and saving money		70		NT
		3.6(C)	make, correct, or confirm predictions using text features, characteristics of genre, and structures		NT		NT
		3.6(D)	create mental images to deepen understanding		NT		NT
		3.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		NT		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Comprehension 					78		62
3.6	use the reading process to develop and deepen comprehension of increasingly complex texts	3.6(E)	make connections to personal experiences, ideas in other texts, and society		NT		NT
		3.6(F) *	make inferences and use evidence to support understanding		78		62
		3.6(G)	evaluate details read to determine key ideas		NT		NT
		3.6(H)	synthesize information to create new understanding		NT		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show: Thinking about Meaning					74		70
3.8, 3.9, 3.10	comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; explain the relationships among literary elements and structures	Genre Characteristics					
		3.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths (Fiction)		NT		NT
		3.9(B)*	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (Poetry)		64		53
		3.9(C)	discuss elements of drama such as characters, dialogue, setting, and acts (Drama)		NT		NT

	Application	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Ways to Show: Thinking about Meaning</b>		74		70
		3.9(D)^ recognize characteristics and structures of informational text, including		NT		NT
		3.9(D.ii)* [recognize characteristics and structures of informational text, including] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (Informational)		66		77
		3.9(E) recognize characteristics and structures of argumentative text by (Argumentative)		NT		NT
		3.9(F) recognize characteristics of multimodal and digital texts (Multimodal/Digital)		NT		NT
		<b>Overall Meaning</b>				
		3.8(A)* infer the theme of a work, distinguishing theme from topic		75		NT
		3.9(D.i)* [recognize characteristics and structures of informational text, including] the central idea with supporting evidence		73		NT
		3.9(E.i) [recognize characteristics and structures of argumentative text by] identifying the claim		NT		NT
		3.9(E.iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		NT		NT
		3.10(A)* explain the author's purpose and message within a text		NT		65
		<b>Analysis of Deeper Meaning</b>				
		3.8(B)* explain the relationships among the major and minor characters		83		NT
		3.8(C)* analyze plot elements, including the sequence of events, the conflict, and the resolution		81		78
		3.8(D) explain the influence of the setting on the plot		NT		NT
		3.9(D.iii) [recognize characteristics and structures of informational text, including] organizational patterns such as cause and effect and problem and solution		NT		NT
		3.9(E.ii) [recognize characteristics and structures of argumentative text by] distinguishing facts from opinion		NT		NT

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	<b>Author's Craft: Thinking about the Writing</b>		74		69
3.10	<b>Point of View</b>				
	3.10(E) identify the use of literary devices, including first- or third-person point of view		NT		NT
	<b>Structure</b>				

	writing and speaking	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Author's Craft: Thinking about the Writing</b>		74		69
		3.10(B) explain how the use of text structure contributes to the author's purpose		NT		NT
		3.10(C) * explain the author's use of print and graphic features to achieve specific purposes		NT		74
		<b>Language</b>				
		3.10(D) * describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes		74		66
		3.10(F) discuss how the author's use of language contributes to voice		NT		NT
		3.10(G) identify and explain the use of hyperbole		NT		NT

\* Eligible for assessment on STAAR

^ placeholder for state assessment data reporting - includes all romanettes

⊗ = Long Strand concept

## Teacher Learning Report: Grade 3 Reading

For Denton ISD Blanton on 7/20/2021

**Responding to Text**

**3.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show (Response Skills)					NT		68
3.7	respond to an increasingly challenging variety of sources that are read, heard, or viewed	3.7(A)	describe personal connections to a variety of sources, including self-selected texts		NT		NT
		3.7(B)	write a response to a literary or informational text that demonstrates an understanding of a text		NT		NT
		3.7(C) *	use text evidence to support an appropriate response		NT		68
		3.7(D)	retell and paraphrase texts in ways that maintain meaning and logical order		NT		NT
		3.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		NT		NT
		3.7(F)	respond using newly acquired vocabulary as appropriate		NT		NT
		3.7(G)	discuss specific ideas in the text that are important to the meaning		NT		NT

\* Eligible for assessment on STAAR

⊗ = Long Strand concept

## Standards Report: Grade 3 Reading

For Denton ISD Blanton on 7/20/2021

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	3.2(A.i)	NT		NT	3.4(B)	3.3(B)	84		83
	3.2(A.ii)	NT		NT		3.4(A)	NT		NT
	3.2(A.iii)	NT		NT		3.6(A)	NT		NT
	3.2(A.iv)	NT		NT	3.2(B)	3.6(B)	70		NT
	3.2(A.v)	NT		NT		3.6(C)	NT		NT
	3.2(A.vi)	NT		NT		3.6(D)	NT		NT
	3.2(A.vii)	NT		NT		3.6(I)	NT		NT
	3.2(C)	NT		NT	<b>Tools to Know: Comprehension</b>				
<b>Vocabulary</b>						3.6(E)	NT		NT
	3.3(A)	NT		NT	Fig.19(D) 3.13(B)	3.6(F)	78		62
3.4(B)	3.3(B)	Data in "Tools to Know: Reading Process"				3.6(G)	NT		NT
3.4(A)	3.3(C)	76		92		3.6(H)	NT		NT
3.4(C)	3.3(D)	78		89	<b>Ways to Show: Thinking about Meaning</b>				
<b>applied to Shared Reading</b>					3.5(A)	3.8(A)	75		NT
	<b>Response Skills</b>				3.8(B)	3.8(B)	83		NT
	3.7(A)	NT		NT	3.8(A)	3.8(C)	81		78
	3.7(B)	NT		NT		3.8(D)	NT		NT
	3.7(C)	NT		68		3.9(A)	NT		NT
	3.7(D)	NT		NT	3.6(A)	3.9(B)	64		53
	3.7(E)	NT		NT		3.9(C)	NT		NT
	3.7(F)	NT		NT		3.9(D)^	NT		NT
	3.7(G)	NT		NT	3.13(A)	3.9(D.i)	73		NT
					3.13(D)	3.9(D.ii)	66		77
						3.9(D.iii)	NT		NT
						3.9(E)	NT		NT
						3.9(E.i)	NT		NT
						3.9(E.ii)	NT		NT
						3.9(E.iii)	NT		NT
						3.9(F)	NT		NT
						3.10(A)	NT		65
					<b>Author's Craft: Thinking about the Writing</b>				
						3.10(B)	NT		NT
						3.10(C)	NT		74
					3.10(A)	3.10(D)	74		66
						3.10(E)	NT		NT
						3.10(F)	NT		NT
						3.10(G)	NT		NT

^ placeholder for state assessment data reporting - includes all romanettes

## Source Data: Grade 3 Reading

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	3.2(A.i)	NT		NT	3.4(B)	3.3(B)	17		1
	3.2(A.ii)	NT		NT		3.4(A)	NT		NT
	3.2(A.iii)	NT		NT		3.6(A)	NT		NT
	3.2(A.iv)	NT		NT	3.2(B)	3.6(B)	8		NT
	3.2(A.v)	NT		NT		3.6(C)	NT		NT
	3.2(A.vi)	NT		NT		3.6(D)	NT		NT
	3.2(A.vii)	NT		NT		3.6(I)	NT		NT
	3.2(C)	NT		NT		<b>Tools to Know: Comprehension</b>			
	<b>Vocabulary</b>					3.6(E)	NT		NT
	3.3(A)	NT		NT	Fig.19(D) 3.13(B)	3.6(F)	54		9
3.4(B)	3.3(B)	Data in "Tools to Know: Reading Process"				3.6(G)	NT		NT
3.4(A)	3.3(C)	2		2		3.6(H)	NT		NT
3.4(C)	3.3(D)	2		2		<b>Ways to Show: Thinking about Meaning</b>			
					3.5(A)	3.8(A)	3		NT
					3.8(B)	3.8(B)	6		NT
					3.8(A)	3.8(C)	7		2
	<b>Response Skills</b>					3.8(D)	NT		NT
	3.7(A)	NT		NT		3.9(A)	NT		NT
	3.7(B)	NT		NT	3.6(A)	3.9(B)	4		1
	3.7(C)	NT		2		3.9(C)	NT		NT
	3.7(D)	NT		NT		3.9(D)^	NT		NT
	3.7(E)	NT		NT	3.13(A)	3.9(D.i)	11		NT
	3.7(F)	NT		NT	3.13(D)	3.9(D.ii)	7		4
	3.7(G)	NT		NT		3.9(D.iii)	NT		NT
						3.9(E)	NT		NT
						3.9(E.i)	NT		NT
						3.9(E.ii)	NT		NT
						3.9(E.iii)	NT		NT
						3.9(F)	NT		NT
						3.10(A)	NT		5
						<b>Author's Craft: Thinking about the Writing</b>			
						3.10(B)	NT		NT
						3.10(C)	NT		2
					3.10(A)	3.10(D)	7		4
						3.10(E)	NT		NT
						3.10(F)	NT		NT
						3.10(G)	NT		NT

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Beginning Reading and Writing	NT		NT
	Vocabulary	4		4
Shared Reading	Tools to Know: Reading Process	25		1
	Tools to Know: Comprehension	54		9
	Ways to Show: Thinking about Meaning	38		12
	Author's Craft: Thinking about the Writing	7		6
	Response Skills	NT		2

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2019 STAAR Reading, Grade 3</li> <li>May 2018 STAAR Reading, Grade 3</li> <li>May 2017 STAAR Reading, Grade 3</li> <li>May 2016 STAAR Reading, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Reading, Grade 3</li> </ul>



## Leadership Report Card: Grade 4 Math

\* Reference the applicable **Teacher Learning Report** for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Tools to Know</b>	apply math in everyday situations	73		NT	
<b>Commitments:</b>					

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
4.2	>> Introduction to Decimals	80		80	
4.3	>> Fractions	77		75	
4.4   4.5	>> Whole Number Operations	73		67	
4.6   4.7	Geometry	71		75	
4.8	Measurement	69		65	
4.9	Data Analysis	77		70	
4.10	Personal Financial Literacy	72		41	
<b>Commitments:</b>					

>> TEKS clusters typically requiring additional time and focus in the curriculum

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Ways to Show</b>	create representations analyze information	76		NT	
<b>Commitments:</b>					

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	44	68	78	88	96
	Checkpoint 2					
	Checkpoint 3	38	65	77	87	96
<b>Commitments:</b>						

## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

>> Introduction to Decimals	Unit	CHECKPOINT		
		1	2	3
4.2 The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value Connected Knowledge and Skills 4.3		80		80

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓧ <i>connected 4.1(C)</i>		73		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Whole Numbers and Decimals</b>		83		82
4.2(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals ⓧ		88		78
4.2(A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left		57		NT
4.2(E) represent decimals, including tenths and hundredths, using concrete and visual models and money		74		78
4.2(H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line		90		NT
4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line		87		94

<b>Comparison of Whole Numbers and Decimals</b>		77		NT
4.2(C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =		78		NT
4.2(F) compare and order decimals using concrete and visual models to the hundredths		76		NT

<b>Addition/Subtraction of Whole Numbers and Decimals</b>		73		77
4.4(A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm		73		77

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓧ <i>connected 4.1(D), 4.1(G)</i>		76		NT

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

>> Fractions	Unit	CHECKPOINT		
		1	2	3
4.3 The student applies mathematical process standards to represent and generate fractions to solve problems		77		75
Connected Knowledge and Skills 4.2				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓧ		73		NT
connected 4.1(C)				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Fractions</b>		77		NT
4.3(A) represent a fraction $a/b$ as a sum of fractions $1/b$ , where $a$ and $b$ are whole numbers and $b > 0$ , including when $a > b$		87		NT
4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations		69		NT

<b>Equivalency of Fractions</b>		79		72
4.2(G) relate decimals to fractions that name tenths and hundredths		79		72
4.3(C) determine if two given fractions are equivalent using a variety of methods		NT		NT
4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line		Data included in "Introduction to Decimals"		

<b>Comparison of Fractions</b>		82		76
4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$ ⓧ		82		76

<b>Addition/Subtraction of Fractions</b>		71		76
4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations		73		76
4.3(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $1/4$ , $1/2$ , $3/4$ , and 1, referring to the same whole		64		NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations				
4.1(F) analyze information ⓧ		76		NT
connected 4.1(D), 4.1(G)				

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

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## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

>> Whole Number Operations		Unit	CHECKPOINT		
4.4	The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy		1	2	3
4.5	The student applies mathematical process standards to develop concepts of expressions and equations		73		67
Connected Knowledge and Skills 4.2					

Process ( Tools to Know)		Unit	CHECKPOINT		
4.1(A)	apply math in everyday situations ☒		1	2	3
	connected 4.1(C)		73		NT

Content		Unit	CHECKPOINT		
Estimation of Whole Numbers			1	2	3
4.2(D)	round whole numbers to a given place value through the hundred thousands place		85		71
4.4(G)	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers		83		71
			85		NT
Multiplication of Whole Numbers			73		58
4.4(H)	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders		64		57
4.4(B)	determine products of a number and 10 or 100 using properties of operations and place value understandings		89		NT
4.4(C)	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15		82		NT
4.4(D)	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number Strategies may include mental math, partial products, and the commutative, associative, and distributive properties		88		62
Division of Whole Numbers			68		69
4.4(H)	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders		64		57
4.4(E)	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations		NT		82
4.4(F)	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor		79		79
Numerical Patterns			74		76
4.5(B)	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence ☒		74		76
All Operations of Whole Numbers			72		74
4.5(A)	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity ☒		72		74

Process ( Ways to Show)		Unit	CHECKPOINT		
4.1(E)	create representations		1	2	3
4.1(F)	analyze information ☒		76		NT
connected 4.1(D), 4.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Geometry	Unit	CHECKPOINT		
		1	2	3
4.6 The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties				
4.7 The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees		71		75

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ <i>connected 4.1(C)</i>		73		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Two-Dimensional</b>		71		74
4.6(D) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size ⓘ		66		73
4.6(A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines		69		NT
4.6(B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure		75		87
4.6(C) apply knowledge of right angles to identify acute, right, and obtuse triangles		86		65

<b>Angle Measurements</b>		70		76
4.7(C) determine the approximate measures of angles in degrees to the nearest whole number using a protractor		74		84
4.7(D) draw an angle with a given measure		32		69
4.7(E) determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures		74		NT
4.7(A) illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle Angle measures are limited to whole numbers		NT		NT
4.7(B) illustrate degrees as the units used to measure an angle, where 1/360 of any circle is 1 degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees Angle measures are limited to whole numbers		NT		NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ <i>connected 4.1(D), 4.1(G)</i>		76		NT

ⓘ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Measurement	Unit	CHECKPOINT		
		1	2	3
4.8 The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement  Connected Knowledge and Skills 4.5		69		65

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ  connected 4.1(C)		73		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Perimeter/Area</b>		69		54
4.5(D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers ⓘ		69		54
4.5(C) use models to determine the formulas for the perimeter of a rectangle ( $l + w + l + w$ or $2l + 2w$ ), including the special form for perimeter of a square ( $4s$ ) and the area of a rectangle ( $l \times w$ )		NT		NT

Related Measurement Concepts		66		76
4.8(C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate ⓘ		66		76

Conversions		73		76
4.8(A) identify relative sizes of measurement units within the customary and metric systems		77		76
4.8(B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table		70		NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ  connected 4.1(D), 4.1(G)		76		NT

ⓘ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

Process  
Content  
Process

Data Analysis	Unit	CHECKPOINT		
		1	2	3
4.9 The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data		77		70

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ <i>connected 4.1(C)</i>		73		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Data</b>		80		68
4.9(A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions		80		68
<b>Interpretation of Data</b>		70		75
4.9(B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot ⓘ		70		75

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ <i>connected 4.1(D), 4.1(G)</i>		76		NT

ⓘ = Long Strand concept

## Teacher Learning Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
4.10 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security		72		41

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
4.1(A) apply math in everyday situations ⓘ <i>connected 4.1(C)</i>		73		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Budgets</b>		72		NT
4.10(A) distinguish between fixed and variable expenses		66		NT
4.10(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending		92		NT
4.10(C) compare the advantages and disadvantages of various savings options		NT		NT
4.10(D) describe how to allocate a weekly allowance among spending saving, including for college sharing		NT		NT

<b>Economics</b>		72		41
4.10(B) calculate profit in a given situation		72		41

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
4.1(E) create representations 4.1(F) analyze information ⓘ <i>connected 4.1(D), 4.1(G)</i>		76		NT

ⓘ = Long Strand concept



## Standards Report: Grade 4 Math

For Denton ISD Blanton on 7/20/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
4.2(B)	88		78	4.2(A)	57		NT	4.1(A)	75		NT
4.2(G)	79		72	4.2(C)	78		NT	4.1(C)	64		NT
4.3(D)	82		76	4.2(D)	83		71	4.1(D)	83		NT
4.3(E)	73		76	4.2(E)	74		78	4.1(E)	73		NT
4.4(A)	73		77	4.2(F)	76		NT	4.1(F)	75		NT
4.4(H)	64		57	4.2(H)	90		NT	4.1(G)	82		NT
4.5(A)	72		74	4.3(A)	87		NT	Non-Tested Standards			
4.5(B)	74		76	4.3(B)	69		NT				
4.5(D)	69		54	4.3(C)	NT		NT				
4.6(D)	66		73	4.3(F)	64		NT				
4.7(C)	74		84	4.3(G)	87		94				
4.8(C)	66		76	4.4(B)	89		NT	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
4.9(A)	80		68	4.4(C)	82		NT	4.5(C)	NT		NT
				4.4(D)	88		62	4.7(A)	NT		NT
				4.4(E)	NT		82	4.7(B)	NT		NT
				4.4(F)	79		79	4.10(C)	NT		NT
				4.4(G)	85		NT	4.10(D)	NT		NT
				4.6(A)	69		NT				
				4.6(B)	75		87				
				4.6(C)	86		65				
				4.7(D)	32		69				
				4.7(E)	74		NT				
				4.8(A)	77		76				
				4.8(B)	70		NT				
				4.9(B)	70		75				
				4.10(A)	66		NT				
				4.10(B)	72		41				
				4.10(E)	92		NT				

## Source Data: Grade 4 Math

(by Student Expectation and TEKS Cluster) For Denton ISD Blanton on 7/20/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
4.2(B)	8		2	4.2(A)	1		NT	4.1(A)	32		NT
4.2(G)	9		2	4.2(C)	2		NT	4.1(C)	9		NT
4.3(D)	8		2	4.2(D)	1		1	4.1(D)	10		NT
4.3(E)	7		2	4.2(E)	2		1	4.1(E)	14		NT
4.4(A)	6		2	4.2(F)	1		NT	4.1(F)	43		NT
4.4(H)	8		2	4.2(H)	2		NT	4.1(G)	5		NT
4.5(A)	8		1	4.3(A)	2		NT	Non-Tested Standards			
4.5(B)	6		1	4.3(B)	2		NT				
4.5(D)	9		2	4.3(C)	NT		NT				
4.6(D)	6		2	4.3(F)	2		NT				
4.7(C)	6		1	4.3(G)	1		1				
4.8(C)	7		1	4.4(B)	2		NT				
4.9(A)	8		2	4.4(C)	2		NT				
				4.4(D)	2		1				
				4.4(E)	NT		1				
				4.4(F)	3		1				
				4.4(G)	3		NT				
				4.6(A)	3		NT				
				4.6(B)	3		1	4.5(C)	NT		NT
				4.6(C)	2		1	4.7(A)	NT		NT
				4.7(D)	1		1	4.7(B)	NT		NT
				4.7(E)	3		NT	4.10(C)	NT		NT
				4.8(A)	2		1	4.10(D)	NT		NT
				4.8(B)	3		NT				
				4.9(B)	3		1				
				4.10(A)	3		NT				
				4.10(B)	2		1				
				4.10(E)	1		NT				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Process Standards</b>			
Tools to Know	36		NT
Ways to Show	48		NT
<b>TEKS Cluster</b>			
>> Introduction to Decimals	23		6
>> Fractions	30		6
>> Whole Number Operations	35		8
Geometry	24		6
Measurement	21		4
Data Analysis	11		3
Personal Financial Literacy	6		1

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2019 STAAR Mathematics Spanish, Grade 4</li> <li>May 2019 STAAR Mathematics, Grade 4</li> <li>May 2018 STAAR Mathematics Spanish, Grade 4</li> <li>May 2018 STAAR Mathematics, Grade 4</li> <li>May 2017 STAAR Mathematics Spanish, Grade 4</li> <li>May 2017 STAAR Mathematics, Grade 4</li> <li>May 2016 STAAR Mathematics Spanish, Grade 4</li> <li>May 2016 STAAR Mathematics, Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Mathematics Spanish, Grade 4</li> <li>May 2021 STAAR Mathematics, Grade 4</li> </ul>

## Leadership Report Card: Grade 4 Reading

For Denton ISD Blanton on 7/20/2021

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Word Study</b>					
4.2	Beginning Reading and Writing	NT		NT	
4.3	Vocabulary	90		85	
<b>Shared Reading</b>					
4.3  4.4  4.6	Tools to Know: Reading Process	89		80	
4.6	Tools to Know: Comprehension	76		75	
4.8  4.9  4.10	Ways to Show: Thinking about Meaning	76		78	
4.10	Author's Craft: Thinking about the Writing	77		79	
4.7	Response Skills*	73		72	
<b>Commitment</b>					

**Note:** Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

\* Response Skills applied to Shared Reading

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	51	73	82	88	95
	Checkpoint 2					
	Checkpoint 3	47	72	82	88	94
<b>Commitments:</b>						

## Teacher Learning Report: Grade 4 Reading

For Denton ISD Blanton on 7/20/2021

**Word Study**

- 4.2** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell
- 4.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Beginning Reading and Writing</b>			NT		NT
4.2	demonstrate and apply phonetic knowledge while reading and spelling	4.2(A.i)	decoding words with specific orthographic patterns and rules, including regular and irregular plurals		NT		NT
		4.2(A.ii)	decoding multisyllabic words with closed syllables open syllables VCe syllables vowel teams, including digraphs and diphthongs r-controlled syllables and final stable syllables		NT		NT
		4.2(A.iii)	decoding words using advanced knowledge of syllable division patterns such as VV		NT		NT
		4.2(A.iv)	decoding words using knowledge of prefixes		NT		NT
		4.2(A.v)	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		NT		NT
		4.2(A.vi)	identifying and reading high-frequency words from a research-based list		NT		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Vocabulary</b>			90		85
4.3	use skills to support strategies for determining the meaning of unknown words while reading	4.3(A) *	use print or digital resources to determine meaning, syllabication, and pronunciation		88		82
		4.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		Data included in "Tools to Know: Reading Process"		
		4.3(C) *	determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter		92		88
		4.3(D)	identify, use, and explain the meaning of homophones such as reign/rain		NT		NT

\* Eligible for assessment on STAAR


⊗ = Long Strand concept


## Teacher Learning Report: Grade 4 Reading

For Denton ISD Blanton on 7/20/2021

**Shared Reading**

- 4.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively
- 4.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency The student reads grade-level text with fluency and comprehension
- 4.6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
- 4.8** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- 4.9** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
- 4.10** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Reading Process 					89		80
4.3, 4.4, 4.6	read grade-level text with fluency and comprehension; determine meaning of words   use the reading process to develop and deepen comprehension of increasingly complex texts	4.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		89		80
		4.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		NT		NT
		4.6(A)	establish purpose for reading assigned and self-selected texts		NT		NT
		4.6(B)	explain the choices people can make about earning, spending, and saving money		NT		NT
		4.6(C)	make, correct, or confirm predictions using text features, characteristics of genre, and structures		NT		NT
		4.6(D)	create mental images to deepen understanding		NT		NT
		4.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		NT		NT

Application			Instructional Focus		Unit	CHECKPOINT		
						1	2	3
Tools to Know: Comprehension 						76		75
4.6	use the reading process to develop and deepen comprehension of increasingly complex texts	4.6(E) *	make connections to personal experiences, ideas in other texts, and society		76		74	
		4.6(F) *	make inferences and use evidence to support understanding		76		76	
		4.6(G)	evaluate details read to determine key ideas		NT		NT	
		4.6(H)	synthesize information to create new understanding		NT		NT	

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show: Thinking about Meaning					76		78
4.8, 4.9, 4.10	comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how	Genre Characteristics					
		4.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales (Fiction)		NT		NT
		4.9(B)	explain figurative language such as simile, metaphor, and personification that the poet uses to create images (Poetry)		NT		NT
		4.9(C)*	explain structure in drama such as character tags, acts, scenes, and stage directions (Drama)		71		74

	Application they contribute to the overall meaning	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Ways to Show: Thinking about Meaning</b>		76		78
		4.9(D)^ recognize characteristics and structures of informational text, including		NT		NT
		4.9(D.ii)* [recognize characteristics and structures of informational text, including] features such as pronunciation guides and diagrams to support understanding (Informational)		81		81
		4.9(E) recognize characteristics and structures of argumentative text by (Argumentative)		NT		NT
		4.9(F) recognize characteristics of multimodal and digital texts (Multimodal/Digital)		NT		NT
		<b>Overall Meaning</b>				
		4.8(A)* infer basic themes supported by text evidence		51		NT
		4.9(D.i)* [recognize characteristics and structures of informational text, including] the central idea with supporting evidence		76		NT
		4.9(E.i) [recognize characteristics and structures of argumentative text by] identifying the claim		NT		NT
		4.9(E.iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		NT		NT
		4.10(A)* explain the author's purpose and message within a text		NT		80
		<b>Analysis of Deeper Meaning</b>				
		4.8(B)* explain the interactions of the characters and the changes they undergo		78		78
		4.8(C)* analyze plot elements, including the rising action, climax, falling action, and resolution		77		NT
		4.8(D) explain the influence of the setting, including historical and cultural settings, on the plot		NT		NT
		4.9(D.iii)* [recognize characteristics and structures of informational text, including] organizational patterns such as compare and contrast		77		NT
		4.9(E.ii) [recognize characteristics and structures of argumentative text by] explaining how the author has used facts for an argument		NT		NT

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	<b>Author's Craft: Thinking about the Writing</b>		77		79
4.10	<b>Point of View</b>				
	4.10(E) * identify and understand the use of literary devices, including first- or third-person point of view		41		79
	<b>Structure</b>				

	writing and speaking	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Author's Craft: Thinking about the Writing</b>		77		79
		4.10(B) * explain how the use of text structure contributes to the author's purpose		80		NT
		4.10(C) * analyze the author's use of print and graphic features to achieve specific purposes		NT		85
		<b>Language</b>				
		4.10(D) * describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes		79		65
		4.10(F) discuss how the author's use of language contributes to voice		NT		NT
		4.10(G) identify and explain the use of anecdote		NT		NT

\* Eligible for assessment on STAAR

^ placeholder for state assessment data reporting - includes all romanettes

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 4 Reading

For Denton ISD Blanton on 7/20/2021

**Responding to Text**

**4.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show (Response Skills)					73		72
4.7	respond to an increasingly challenging variety of sources that are read, heard, or viewed	4.7(A)	describe personal connections to a variety of sources, including self-selected texts		NT		NT
		4.7(B)	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		NT		NT
		4.7(C) *	use text evidence to support an appropriate response		NT		73
		4.7(D) *	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		73		69
		4.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		NT		NT
		4.7(F)	respond using newly acquired vocabulary as appropriate		NT		NT
		4.7(G)	discuss specific ideas in the text that are important to the meaning		NT		NT

\* Eligible for assessment on STAAR

⊗ = Long Strand concept



## Standards Report: Grade 4 Reading

For Denton ISD Blanton on 7/20/2021

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	4.2(A.i)	NT		NT	4.2(B)	4.3(B)	89		80
	4.2(A.ii)	NT		NT		4.4(A)	NT		NT
	4.2(A.iii)	NT		NT		4.6(A)	NT		NT
	4.2(A.iv)	NT		NT		4.6(B)	NT		NT
	4.2(A.v)	NT		NT		4.6(C)	NT		NT
	4.2(A.vi)	NT		NT		4.6(D)	NT		NT
<b>Vocabulary</b>						4.6(I)	NT		NT
4.2(E)	4.3(A)	88		82	<b>Tools to Know: Comprehension</b>				
4.2(B)	4.3(B)	Data in "Tools to Know: Reading Process"			Fig.19(F)	4.6(E)	76		74
4.2(A)	4.3(C)	92		88	Fig.19(D)	4.6(F)	76		76
	4.3(D)	NT		NT		4.6(G)	NT		NT
<b>applied to Shared Reading</b>						4.6(H)	NT		NT
<b>Response Skills</b>					<b>Ways to Show: Thinking about Meaning</b>				
	4.7(A)	NT		NT	4.3(A)	4.8(A)	51		NT
	4.7(B)	NT		NT	4.6(B)	4.8(B)	78		78
	4.7(C)	NT		73	4.6(A)	4.8(C)	77		NT
Fig.19(E)	4.7(D)	73		69		4.8(D)	NT		NT
	4.7(E)	NT		NT		4.9(A)	NT		NT
	4.7(F)	NT		NT		4.9(B)	NT		NT
	4.7(G)	NT		NT	4.5(A)	4.9(C)	71		74
						4.9(D)^	NT		NT
					4.11(A)	4.9(D.i)	76		NT
					4.11(D)	4.9(D.ii)	81		81
					4.11(C)	4.9(D.iii)	77		NT
						4.9(E)	NT		NT
						4.9(E.i)	NT		NT
						4.9(E.ii)	NT		NT
						4.9(E.iii)	NT		NT
						4.9(F)	NT		NT
						4.10(A)	NT		80
					<b>Author's Craft: Thinking about the Writing</b>				
					4.4(A)	4.10(B)	80		NT
					4.13(B)	4.10(C)	NT		85
					4.8(A)	4.10(D)	79		65
					4.6(C)	4.10(E)	41		79
						4.10(F)	NT		NT
						4.10(G)	NT		NT

^ placeholder for state assessment data reporting - includes all romanettes

## Source Data: Grade 4 Reading

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	4.2(A.i)	NT		NT	4.2(B)	4.3(B)	10		2
	4.2(A.ii)	NT		NT		4.4(A)	NT		NT
	4.2(A.iii)	NT		NT		4.6(A)	NT		NT
	4.2(A.iv)	NT		NT		4.6(B)	NT		NT
	4.2(A.v)	NT		NT		4.6(C)	NT		NT
	4.2(A.vi)	NT		NT		4.6(D)	NT		NT
<b>Vocabulary</b>						4.6(I)	NT		NT
4.2(E)	4.3(A)	5		1		<b>Tools to Know: Comprehension</b>			
4.2(B)	4.3(B)	Data in "Tools to Know: Reading Process"			Fig.19(F)	4.6(E)	16		4
4.2(A)	4.3(C)	3		1	Fig.19(D)	4.6(F)	58		10
	4.3(D)	NT		NT		4.6(G)	NT		NT
						4.6(H)	NT		NT
<b>applied to Shared Reading</b>					<b>Ways to Show: Thinking about Meaning</b>				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	4.3(A)	4.8(A)	1		NT
<b>Response Skills</b>					4.6(B)	4.8(B)	7		1
	4.7(A)	NT		NT	4.6(A)	4.8(C)	5		NT
	4.7(B)	NT		NT		4.8(D)	NT		NT
	4.7(C)	NT		5		4.9(A)	NT		NT
Fig.19(E)	4.7(D)	6		2		4.9(B)	NT		NT
	4.7(E)	NT		NT	4.5(A)	4.9(C)	2		2
	4.7(F)	NT		NT		4.9(D)^	NT		NT
	4.7(G)	NT		NT	4.11(A)	4.9(D.i)	10		NT
					4.11(D)	4.9(D.ii)	5		1
					4.11(C)	4.9(D.iii)	7		NT
						4.9(E)	NT		NT
						4.9(E.i)	NT		NT
						4.9(E.ii)	NT		NT
						4.9(E.iii)	NT		NT
						4.9(F)	NT		NT
						4.10(A)	NT		3
					<b>Author's Craft: Thinking about the Writing</b>				
	4.4(A)	4.10(B)	8		NT				
	4.13(B)	4.10(C)	NT		2				
	4.8(A)	4.10(D)	3		1				
	4.6(C)	4.10(E)	1		1				
		4.10(F)	NT		NT				
		4.10(G)	NT		NT				

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Beginning Reading and Writing	NT		NT
	Vocabulary	8		2
Shared Reading	Tools to Know: Reading Process	10		2
	Tools to Know: Comprehension	74		14
	Ways to Show: Thinking about Meaning	37		7
	Author's Craft: Thinking about the Writing	12		4
	Response Skills	6		7

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>May 2019 STAAR Reading, Grade 4</li> <li>May 2018 STAAR Reading, Grade 4</li> <li>May 2017 STAAR Reading, Grade 4</li> <li>May 2016 STAAR Reading, Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>May 2021 STAAR Reading, Grade 4</li> </ul>

## Leadership Report Card: Grade 5 Math

\* Reference the applicable **Teacher Learning Report** for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Tools to Know</b>	apply math in everyday situations use problem-solving models	77		NT	
<b>Commitments:</b>					

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
5.3   5.4	<b>Whole Number Operations</b>	80		83	
5.2   5.3   5.4	<b>&gt;&gt; Decimals</b>	79		77	
5.3	<b>&gt;&gt; Fractions</b>	74		74	
5.4   5.8	<b>Graphing on Coordinate Plane</b>	77		69	
5.5   5.6   5.7	<b>&gt;&gt; Geometry and Measurement</b>	72		70	
5.9	<b>Data Analysis</b>	79		76	
5.10	<b>Personal Financial Literacy</b>	70		79	
<b>Commitments:</b>					

>> TEKS clusters typically requiring additional time and focus in the curriculum

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Ways to Show</b>	create representations analyze information	76		NT	
<b>Commitments:</b>					

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	50	70	80	88	95
	Checkpoint 2					
	Checkpoint 3	43	68	80	90	97
<b>Commitments:</b>						

## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Whole Number Operations		Unit	CHECKPOINT		
			1	2	3
5.3	The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy				
5.4	The student applies mathematical process standards to develop concepts of expressions and equations		80		83

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⓧ		77		NT
5.1(B)	use problem-solving models ⓧ				
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Estimation of Whole Numbers			70		83
5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		70		83

Addition/Subtraction of Whole Numbers					
5.3(K)	add and subtract positive rational numbers fluently		Data included in "Decimals"		

Multiplication/Division of Whole Numbers			85		89
5.3(B)	multiply with fluency a three-digit number by a two-digit number using the standard algorithm		87		89
5.3(C)	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm		84		88

Numerical Expressions					
5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping		Data included in "Decimals"		
5.4(E)	describe the meaning of parentheses and brackets in a numeric expression		Data included in "Decimals"		

All Operations of Whole Numbers			80		78
5.4(B)	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity ⓧ		80		78

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations		76		NT
5.1(F)	analyze information ⑧				
connected 5.1(D), 5.1(G)					

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

>> Decimals		Unit	CHECKPOINT		
			1	2	3
5.2	The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value				
5.3	The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy				
5.4	The student applies mathematical process standards to develop concepts of expressions and equations		79		77

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⑧				
5.1(B)	use problem-solving models ⑧		77		NT
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Representation of Decimals			80		77
5.2(A)	represent the value of the digit in decimals through the thousandths using expanded notation and numerals		80		77

Comparison of Decimals			80		81
5.2(B)	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or = ⑧		80		81

Estimation of Decimals			75		NT
5.2(C)	round decimals to tenths or hundredths		75		NT
5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		Data included in "Whole Number Operations"		

Addition/Subtraction of Decimals			72		78
5.3(K)	add and subtract positive rational numbers fluently		72		78

Multiplication of Decimals			82		77
5.3(E)	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers		81		80
5.3(D)	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models		87		70

Division of Decimals			82		80
5.3(G)	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm		83		80
5.3(F)	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models		80		NT

Numerical Expressions			79		72
5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping		77		72
5.4(E)	describe the meaning of parentheses and brackets in a numeric expression		93		NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations				
5.1(F)	analyze information ⑧		76		NT
connected 5.1(D), 5.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

ⓧ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

>> Fractions		Unit	CHECKPOINT		
5.3 The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy Connected Knowledge and Skills 5.4			1	2	3
			74		74

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⓧ		77		NT
5.1(B)	use problem-solving models ⓧ				
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Estimation of Fractions					
5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division		Data included in "Whole Number Operations"		

Addition/Subtraction of Fractions			80		46
5.3(K)	add and subtract positive rational numbers fluently		Data included in "Decimals"		
5.3(H)	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations		88		NT
5.4(A)	identify prime and composite numbers		71		46

Multiplication of Fractions			75		NT
5.3(I)	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models		75		NT

Division of Fractions			71		83
5.3(L)	divide whole numbers by unit fractions and unit fractions by whole numbers		70		84
5.3(J)	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models		76		81

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations		76		NT
5.1(F)	analyze information ⓧ				
connected 5.1(D), 5.1(G)					

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## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Graphing on Coordinate Plane		Unit	CHECKPOINT		
			1	2	3
5.4	The student applies mathematical process standards to develop concepts of expressions and equations				
5.8	The student applies mathematical process standards to identify locations on a coordinate plane		77		69

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ㊟		77		NT
5.1(B)	use problem-solving models ㊟				
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Coordinate Plane			77		69
5.8(C)	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table		78		68
5.8(A)	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin		70		71
5.8(B)	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane		82		NT

Graphing Numerical Patterns			76		69
5.4(C)	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph ㊟		78		69
5.4(D)	recognize the difference between additive and multiplicative numerical patterns given in a table or graph		70		NT

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations		76		NT
5.1(F)	analyze information ㊄				
connected 5.1(D), 5.1(G)					

☒ = Long Strand concept

## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

>> Geometry and Measurement		Unit	CHECKPOINT		
5.5	The student applies mathematical process standards to classify two-dimensional figures by attributes and properties		1	2	3
5.6	The student applies mathematical process standards to understand, recognize, and quantify volume				
5.7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement.		72		70
Connected Knowledge and Skills 5.4					

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
5.1(A)	apply math in everyday situations ⓧ				
5.1(B)	use problem-solving models ⓧ		77		NT
connected 5.1(C)					

Content		Unit	CHECKPOINT		
			1	2	3
Two-Dimensional			65		70
5.5(A)	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties ⓧ		65		70

Perimeter/Area/Volume		Unit	CHECKPOINT		
			1	2	3
			75		71
5.4(H)	represent and solve problems related to perimeter and/or area and related to volume ⓧ		72		68
5.6(A)	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible		75		75
5.6(B)	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base		84		NT
5.4(G)	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ( $V = l \times w \times h$ , $V = s \times s \times s$ , and $V = Bh$ ) ⓧ		NT		NT

Conversions		Unit	CHECKPOINT		
			1	2	3

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
5.1(E)	create representations				
5.1(F)	analyze information ⓧ		76		NT
connected 5.1(D), 5.1(G)					

&gt;&gt; TEKS clusters typically requiring additional time and focus in the curriculum

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## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

Process  
Content  
Process

Data Analysis	Unit	CHECKPOINT		
		1	2	3
5.9 The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data		79		76

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
5.1(A) apply math in everyday situations ☒ 5.1(B) use problem-solving models ☒ <i>connected 5.1(C)</i>		77		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Representation of Data</b>		88		NT
5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots		84		NT
5.9(B) represent discrete paired data on a scatterplot		89		NT

Interpretation of Data	Unit	CHECKPOINT		
		1	2	3
5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot ☒		76		76

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
5.1(E) create representations 5.1(F) analyze information ☒ <i>connected 5.1(D), 5.1(G)</i>		76		NT

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## Teacher Learning Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

 Process  
 Content  
 Process

Personal Financial Literacy 5.10 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security	Unit	CHECKPOINT		
		1	2	3
		70		79

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
5.1(A) apply math in everyday situations ⓧ 5.1(B) use problem-solving models ⓧ <i>connected 5.1(C)</i>		77		NT

Content	Unit	CHECKPOINT		
		1	2	3
<b>Budgets</b>		70		79
5.10(E) describe actions that might be taken to balance a budget when expenses exceed income		NT		80
5.10(F) balance a simple budget		70		77
5.10(C) identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments		NT		NT
5.10(D) develop a system for keeping and using financial records		NT		NT

<b>Taxes</b>		69		NT
5.10(A) define income tax, payroll tax, sales tax, and property tax		81		NT
5.10(B) explain the difference between gross income and net income		40		NT

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
5.1(E) create representations 5.1(F) analyze information ⓧ <i>connected 5.1(D), 5.1(G)</i>		76		NT

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## Standards Report: Grade 5 Math

For Denton ISD Blanton on 7/20/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(B)	80		81	5.2(A)	80		77	5.1(A)	77		NT
5.3(E)	81		80	5.2(C)	75		NT	5.1(B)	76		NT
5.3(G)	83		80	5.3(A)	70		83	5.1(C)	75		NT
5.3(K)	72		78	5.3(B)	87		89	5.1(D)	78		NT
5.3(L)	70		84	5.3(C)	84		88	5.1(E)	76		NT
5.4(B)	80		78	5.3(D)	87		70	5.1(F)	78		NT
5.4(C)	78		69	5.3(F)	80		NT	5.1(G)	59		NT
5.4(F)	77		72	5.3(H)	88		NT	Non-Tested Standards			
5.4(H)	72		68	5.3(I)	75		NT				
5.5(A)	65		70	5.3(J)	76		81				
5.8(C)	78		68	5.4(A)	71		46				
5.9(C)	76		76	5.4(D)	70		NT	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
				5.4(E)	93		NT	5.4(G)	NT		NT
				5.6(A)	75		75	5.10(C)	NT		NT
				5.6(B)	84		NT	5.10(D)	NT		NT
				5.8(A)	70		71				
				5.8(B)	82		NT				
				5.9(A)	84		NT				
				5.9(B)	89		NT				
				5.10(A)	81		NT				
				5.10(B)	40		NT				
				5.10(E)	NT		80				
				5.10(F)	70		77				

## Source Data: Grade 5 Math

(by Student Expectation and TEKS Cluster) For Denton ISD Blanton on 7/20/2021

Readiness Standards				Supporting Standards				Process Standards			
SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint			SE	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3		Checkpoint 1	Checkpoint 2	Checkpoint 3
5.2(B)	9		2	5.2(A)	2		1	5.1(A)	38		NT
5.3(E)	8		2	5.2(C)	3		NT	5.1(B)	49		NT
5.3(G)	8		2	5.3(A)	3		1	5.1(C)	7		NT
5.3(K)	9		2	5.3(B)	2		1	5.1(D)	11		NT
5.3(L)	8		2	5.3(C)	3		1	5.1(E)	17		NT
5.4(B)	9		2	5.3(D)	2		1	5.1(F)	46		NT
5.4(C)	9		2	5.3(F)	4		NT	5.1(G)	4		NT
5.4(F)	8		2	5.3(H)	3		NT	Non-Tested Standards			
5.4(H)	9		2	5.3(I)	2		NT				
5.5(A)	8		2	5.3(J)	2		1	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
5.8(C)	9		2	5.4(A)	3		1	5.4(G)	NT		NT
5.9(C)	9		2	5.4(D)	3		NT	5.10(C)	NT		NT
				5.4(E)	1		NT	5.10(D)	NT		NT
				5.6(A)	3		1				
				5.6(B)	3		NT				
				5.8(A)	2		1				
				5.8(B)	2		NT				
				5.9(A)	1		NT				
				5.9(B)	2		NT				
				5.10(A)	3		NT				
				5.10(B)	1		NT				
				5.10(E)	NT		1				
				5.10(F)	2		1				

TEKS Cluster Data	# of items assessed by checkpoint		
	Checkpoint 1	Checkpoint 2	Checkpoint 3
Process Standards			
Tools to Know	49		NT
Ways to Show	50		NT
TEKS Cluster			
Whole Number Operations	17		5
>> Decimals	54		12
>> Fractions	18		4
Graphing on Coordinate Plane	25		5
>> Geometry and Measurement	23		5
Data Analysis	12		2
Personal Financial Literacy	6		2

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>April 2019 STAAR Mathematics Spanish, Grade 5</li> <li>April 2019 STAAR Mathematics, Grade 5</li> <li>April 2018 STAAR Mathematics Spanish, Grade 5</li> <li>April 2018 STAAR Mathematics, Grade 5</li> <li>March 2017 STAAR Mathematics Spanish, Grade 5</li> <li>March 2017 STAAR Mathematics, Grade 5</li> <li>March 2016 STAAR Mathematics Spanish, Grade 5</li> <li>March 2016 STAAR Mathematics, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>April 2021 STAAR Mathematics Spanish, Grade 5</li> <li>April 2021 STAAR Mathematics, Grade 5</li> </ul>

## Leadership Report Card: Grade 5 Reading

For Denton ISD Blanton on 7/20/2021

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
<b>Word Study</b>					
5.2	Beginning Reading and Writing	NT		NT	
5.3	Vocabulary	86		86	
<b>Shared Reading</b>					
5.3  5.4   5.6	Tools to Know: Reading Process	82		74	
5.6	Tools to Know: Comprehension	80		75	
5.8  5.9  5.10	Ways to Show: Thinking about Meaning	79		75	
5.10	Author's Craft: Thinking about the Writing	83		80	
5.7	Response Skills*	73		79	
<b>Commitment</b>					

**Note:** Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

\* Response Skills applied to Shared Reading

Quintile Analysis	CHECKPOINT	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	Checkpoint 1	57	76	83	89	96
	Checkpoint 2					
	Checkpoint 3	48	72	82	88	95
<b>Commitments:</b>						

## Teacher Learning Report: Grade 5 Reading

For Denton ISD Blanton on 7/20/2021

**Word Study**

- 5.2** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell
- 5.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Beginning Reading and Writing</b>			NT		NT
5.2	demonstrate and apply phonetic knowledge while reading and spelling	5.2(A.i)	decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician		NT		NT
		5.2(A.ii)	decoding multisyllabic words with closed syllables open syllables VCe syllable vowel teams, including digraphs and diphthongs r-controlled syllables and final stable syllables		NT		NT
		5.2(A.iii)	decoding words using advanced knowledge of syllable division patterns		NT		NT
		5.2(A.iv)	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words		NT		NT
		5.2(A.v)	identifying and reading high-frequency words from a research-based list		NT		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
		<b>Vocabulary</b>			86		86
5.3	use skills to support strategies for determining the meaning of unknown words while reading	5.3(A) *	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin		82		86
		5.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		Data included in "Tools to Know: Reading Process"		
		5.3(C) *	identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo		91		NT
		5.3(D)	identify, use, and explain the meaning of adages and puns		NT		NT

\* Eligible for assessment on STAAR


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## Teacher Learning Report: Grade 5 Reading

For Denton ISD Blanton on 7/20/2021

**Shared Reading**

- 5.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- vocabulary The student uses newly acquired vocabulary expressively
- 5.4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- fluency The student reads grade-level text with fluency and comprehension
- 5.6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
- 5.8** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- literary elements The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- 5.9** Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -- genres The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
- 5.10** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Reading Process 					82		74
5.4, 5.6	read grade-level text with fluency and comprehension; determine meaning of words   use the reading process to develop and deepen comprehension of increasingly complex texts	5.3(B) *	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		82		74
		5.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		NT		NT
		5.6(A)	establish purpose for reading assigned and self-selected texts		NT		NT
		5.6(B)	explain the choices people can make about earning, spending, and saving money		NT		NT
		5.6(C)	make, correct, or confirm predictions using text features, characteristics of genre, and structures		NT		NT
		5.6(D)	create mental images to deepen understanding		NT		NT
		5.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		NT		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Tools to Know: Comprehension 					80		75
5.6	use the reading process to develop and deepen comprehension of increasingly complex texts	5.6(E) *	make connections to personal experiences, ideas in other texts, and society		81		63
		5.6(F) *	make inferences and use evidence to support understanding		79		82
		5.6(G)	evaluate details read to determine key ideas		NT		NT
		5.6(H) *	synthesize information to create new understanding		80		NT

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show: Thinking about Meaning					79		75
5.8, 5.9, 5.10	comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how	Genre Characteristics					
		5.9(A)*	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales (Fiction)		NT		NT
		5.9(B)*	explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (Poetry)		83		NT

	Application they contribute to the overall meaning	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		<b>Ways to Show: Thinking about Meaning</b>		79		75
		5.9(C)* explain structure in drama such as character tags, acts, scenes, and stage directions (Drama)		NT		NT
		5.9(D)^ recognize characteristics and structures of informational text, including		NT		NT
		5.9(D.ii)* [recognize characteristics and structures of informational text, including] features such as insets, timelines, explain structure in drama such as character tags, acts, scenes, and stage directions and sidebars to support understanding (Informational)		75		92
		5.9(E) recognize characteristics and structures of argumentative text by (Argumentative)		NT		NT
		5.9(F) recognize characteristics of multimodal and digital texts (Multimodal/Digital)		NT		NT
		<b>Overall Meaning</b>				
		5.8(A)* infer multiple themes within a text using text evidence		NT		NT
		5.9(D.i)* [recognize characteristics and structures of informational text, including] the central idea with supporting evidence		80		78
		5.9(E.i) [recognize characteristics and structures of argumentative text by] identifying the claim		NT		NT
		5.9(E.iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		NT		NT
		5.10(A)* explain the author's purpose and message within a text		85		82
		<b>Analysis of Deeper Meaning</b>				
		5.8(B)* analyze the relationships of and conflicts among the characters		81		NT
		5.8(C)* analyze plot elements, including rising action, climax, falling action, and resolution		76		65
		5.8(D)* analyze the influence of the setting, including historical and cultural settings, on the plot		NT		NT
		5.9(D.iii)* [recognize characteristics and structures of informational text, including] organizational patterns such as logical order and order of importance		59		67
		5.9(E.ii) [recognize characteristics and structures of argumentative text by] explaining how the author has used facts for or against an argument		NT		NT

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
	<b>Author's Craft: Thinking about the Writing</b>		83		80
5.10	analyze the authors' choices and how	<b>Point of View</b>			



	Application they influence meaning; apply	Instructional Focus	Unit	CHECKPOINT		
				1	2	3
	author's craft	<b>Author's Craft: Thinking about the Writing</b>		83		80
	purposely in writing and speaking	5.10(E) * identify and understand the use of literary devices, including first- or third-person point of view		NT		69
		<b>Structure</b>				
		5.10(B) analyze how the use of text structure contributes to the author's purpose		NT		NT
		5.10(C) * analyze the author's use of print and graphic features to achieve specific purposes		NT		NT
		<b>Language</b>				
		5.10(D) * describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes		83		83
		5.10(F) examine how the author's use of language contributes to voice		NT		NT
		5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote		NT		NT

\* Eligible for assessment on STAAR

^ placeholder for state assessment data reporting - includes all romanettes

⊗ = Long Strand concept

## Teacher Learning Report: Grade 5 Reading

For Denton ISD Blanton on 7/20/2021

**Responding to Text**

**5.7** Response skills: listening, speaking, reading, writing, and thinking using multiple texts The student responds to an increasingly challenging variety of sources that are read, heard, or viewed

Application		Instructional Focus		Unit	CHECKPOINT		
					1	2	3
Ways to Show (Response Skills)					73		79
5.7	respond to an increasingly challenging variety of sources that are read, heard, or viewed	5.7(A)	describe personal connections to a variety of sources, including self-selected texts		NT		NT
		5.7(B)	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		NT		NT
		5.7(C) *	use text evidence to support an appropriate response		NT		78
		5.7(D) *	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		73		82
		5.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		NT		NT
		5.7(F)	respond using newly acquired vocabulary as appropriate		NT		NT
		5.7(G)	discuss specific ideas in the text that are important to the meaning		NT		NT

\* Eligible for assessment on STAAR

⊗ = Long Strand concept

## Standards Report: Grade 5 Reading

For Denton ISD Blanton on 7/20/2021

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	5.2(A.i)	NT		NT	5.2(B)	5.3(B)	82		74
	5.2(A.ii)	NT		NT		5.4(A)	NT		NT
	5.2(A.iii)	NT		NT		5.6(A)	NT		NT
	5.2(A.iv)	NT		NT		5.6(B)	NT		NT
	5.2(A.v)	NT		NT		5.6(C)	NT		NT
<b>Vocabulary</b>						5.6(D)	NT		NT
5.2(E)	5.3(A)	82		86		5.6(I)	NT		NT
5.2(B)	5.3(B)	Data in "Tools to Know: Reading Process"			<b>Tools to Know: Comprehension</b>				
5.2(A)	5.3(C)	91		NT	5.3(A) Fig.19(F)	5.6(E)	81		63
	5.3(D)	NT		NT	Fig.19(D)	5.6(F)	79		82
<b>applied to Shared Reading</b>						5.6(G)	NT		NT
<b>Response Skills</b>					5.11(E)	5.6(H)	80		NT
	5.7(A)	NT		NT	<b>Ways to Show: Thinking about Meaning</b>				
	5.7(B)	NT		NT		5.8(A)	NT		NT
	5.7(C)	NT		78	5.6(B)	5.8(B)	81		NT
Fig.19(E)	5.7(D)	73		82	5.6(A)	5.8(C)	76		65
	5.7(E)	NT		NT	5.3(C)	5.8(D)	NT		NT
	5.7(F)	NT		NT	5.3(B)	5.9(A)	NT		NT
	5.7(G)	NT		NT	5.4(A)	5.9(B)	83		NT
						5.9(C)	NT		NT
						5.9(D)^	NT		NT
					5.11(A)	5.9(D.i)	80		78
					5.11(D)	5.9(D.ii)	75		92
					5.11(C)	5.9(D.iii)	59		67
						5.9(E)	NT		NT
						5.9(E.i)	NT		NT
						5.9(E.ii)	NT		NT
						5.9(E.iii)	NT		NT
						5.9(F)	NT		NT
					5.10(A)	5.10(A)	85		82
					<b>Author's Craft: Thinking about the Writing</b>				
						5.10(B)	NT		NT
					5.13(B)	5.10(C)	NT		NT
					5.8(A)	5.10(D)	83		83
					5.6(C)	5.10(E)	NT		69
						5.10(F)	NT		NT
						5.10(G)	NT		NT

^ placeholder for state assessment data reporting - includes all romanettes

## Source Data: Grade 5 Reading

Word Study					Shared Reading				
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
<b>Beginning Reading and Writing</b>					<b>Tools to Know: Reading Process</b>				
	5.2(A.i)	NT		NT	5.2(B)	5.3(B)	10		2
	5.2(A.ii)	NT		NT		5.4(A)	NT		NT
	5.2(A.iii)	NT		NT		5.6(A)	NT		NT
	5.2(A.iv)	NT		NT		5.6(B)	NT		NT
	5.2(A.v)	NT		NT		5.6(C)	NT		NT
<b>Vocabulary</b>						5.6(D)	NT		NT
5.2(E)	5.3(A)	4		2		5.6(I)	NT		NT
5.2(B)	5.3(B)	Data in "Tools to Know: Reading Process"				<b>Tools to Know: Comprehension</b>			
5.2(A)	5.3(C)	4		NT	5.3(A) Fig.19(F)	5.6(E)	16		4
	5.3(D)	NT		NT	Fig.19(D)	5.6(F)	48		7
<b>applied to Shared Reading</b>						5.6(G)	NT		NT
					5.11(E)	5.6(H)	7		NT
2009 TEKS	2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3	<b>Ways to Show: Thinking about Meaning</b>				
<b>Response Skills</b>						5.8(A)	NT		NT
	5.7(A)	NT		NT	5.6(B)	5.8(B)	7		NT
	5.7(B)	NT		NT	5.6(A)	5.8(C)	5		4
	5.7(C)	NT		5	5.3(C)	5.8(D)	NT		NT
Fig.19(E)	5.7(D)	7		1	5.3(B)	5.9(A)	NT		NT
	5.7(E)	NT		NT	5.4(A)	5.9(B)	2		NT
	5.7(F)	NT		NT		5.9(C)	NT		NT
	5.7(G)	NT		NT		5.9(D)^	NT		NT
					5.11(A)	5.9(D.i)	16		1
					5.11(D)	5.9(D.ii)	5		1
					5.11(C)	5.9(D.iii)	3		2
						5.9(E)	NT		NT
						5.9(E.i)	NT		NT
						5.9(E.ii)	NT		NT
						5.9(E.iii)	NT		NT
						5.9(F)	NT		NT
					5.10(A)	5.10(A)	9		4
					<b>Author's Craft: Thinking about the Writing</b>				
						5.10(B)	NT		NT
					5.13(B)	5.10(C)	NT		NT
					5.8(A)	5.10(D)	7		4
					5.6(C)	5.10(E)	NT		1
						5.10(F)	NT		NT
						5.10(G)	NT		NT

Instructional Component Analysis		# of items assessed		
Instructional Component	Subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3
Word Study	Beginning Reading and Writing	NT		NT
	Vocabulary	8		2
Shared Reading	Tools to Know: Reading Process	10		2
	Tools to Know: Comprehension	71		11
	Ways to Show: Thinking about Meaning	47		12
	Author's Craft: Thinking about the Writing	7		5
	Response Skills	7		6

Checkpoint Sources		
Checkpoint 1	Checkpoint 2	Checkpoint 3
<ul style="list-style-type: none"> <li>April 2019 STAAR Reading, Grade 5</li> <li>April 2018 STAAR Reading, Grade 5</li> <li>March 2017 STAAR Reading, Grade 5</li> <li>March 2016 STAAR Reading, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>April 2021 STAAR Reading, Grade 5</li> </ul>

**Denton Independent School District**  
**E.P Rayzor Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

## Vision

Cultivate a collaborative culture through the development of high performing teams.

## Value Statement

### Values

Integrity: We will be positive role models reflecting our ethics and character.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically, and mentally) to ensure positive results.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

Humor: We will find joy in our daily situations, up-lift our community, and create a positive environment.

Respect: We will value each individual, accepting one another with tolerance, and honoring contributions, strengths and ideas.

Empathy: We will up-lift our community and create a caring positive environment.

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Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	15
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

EP Rayzor Elementary is a nineteen-year-old school in Lantana, TX with a student body of three-hundred and six students. It is one of three neighborhood schools in the Lantana Community with every family living within walking distance. The community supports the school especially financially through a Lantana Foundation Grant. The staff is experienced with many years of experience. Very little turnover of staff is evident.

The school's population consists of 14% Hispanic, 1% American Indian, 6% Asian, 4% Black/African American, 74% Caucasian, and 1% Multiple Races. 5% of the population is economically disadvantaged. The school EP has a stable faculty with multiple years of experience, 96% of our staff have three or more years of experience. The faculty is well established and little mobility occurs. The dynamics of the school and faculty changed from over 700 students to just over 300 students with the building of a new school in Lantana eight years ago. Our student population is stable with low mobility. Although our Economically Disadvantage population is low, it continues to be an area of concern.

As Covid 19 Protocols are lifted we continue to restore our relationships and activities with our school community.

Very few students were lost to private or homeschool due to Covid 19.

### Demographics Strengths

Strong community support with a low mobility rate for students and teachers.

Overall the staff feels that staff retention is high, training is offered to those who need it

The staff is willing to share information and support those in need

Most staff feels there is an abundance of support.

Our attendance rate is high, the mobility rate is low.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** A 21st-century learning skill that we need more awareness and training is diversity. Students need to be able to understand and appreciate



diversity and culture. **Root Cause:** Lack of a diverse culture within the school and staff members

**Problem Statement 2 (Prioritized):** Matching staff demographics more closely to student demographics **Root Cause:** Recruit more diverse applicants to the teaching profession

# Student Learning

## Student Learning Summary

Historically our students are successful on local and state assessments. Our area of focus is on supporting and ensuring that our students are making one year's worth of growth in reading, writing, and math. We use PRIME time during the day to ensure that students are receiving targeted interventions that address their specific learning deficits. Staff members are relying on our EXPO teacher to create PBL's or extensions for those students who have mastered the TEKs. We are moving towards our teachers taking over responsibility and providing these learning opportunities for those students. Some teachers are using Depth and Complexity to deepen learning for all students.

## Student Learning Strengths

Collaboration with grade level and vertical teams during PLCs for planning, extending teacher learning, and reflection and reaction to student data.

Use of student data to drive goal setting and planning for the next steps for students.

Collaborating and sharing students to support intervention needs.

Triangulation of data such as DRA, ELI, Primary Numeracy, Reading Inventory I-station to disaggregate, and identify curriculum deficits and strengths.

Consistent progress monitoring and documenting in MTSS and RTI helps us identify students from previous years/grade levels that need intervention and allows continuity of instruction.

We communicate regularly as staff and are aware of the importance of our student's growth regardless of where they are academically. Growth is the goal, not just mastery.

The use DRA's, ELI, iStation, Primary Numeracy, and formative assessments to gain information and show growth

Collaborating and sharing students to support intervention needs.

The use of Interventionists and Specialists to help support our at-risk learner as well as extending learning for our students who have mastered their learning.

The use of assessment tools to determine conferring, small group lessons, and whole-group lessons.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** A viable, vertically aligned math curriculum for K-5 **Root Cause:** Lack of math coach and interventionist in grade K-2

**Problem Statement 2:** Focus on math instruction for all students. **Root Cause:** district and campus focus on Language Arts, use of coaches for support in the area of LA

**Problem Statement 3 (Prioritized):** Students scored lower in all areas of STAAR from 2019 to 2021, and in response to HB4545, the school is implementing a schoolwide system of targeted, accelerated learning instruction during PRIME time and after and before school. **Root Cause:** Lack of instructional opportunity due to COVID and online learning.

**Problem Statement 4 (Prioritized):** Additional intervention time needs to be provided to students in Kinder-2nd Grade. **Root Cause:** No math interventionist in the K-2 grades and focus on learning to read.

# School Processes & Programs

## School Processes & Programs Summary

School and grade level committees are used for the hiring of staff members. We utilize the Gallup Strength Finders for staff members to create strong teams utilizing an individual's strengths. Multiple opportunities are provided to staff members to participate and lead on committees that help drive the school. The Campus Leadership team meets monthly to reflect on our progress as a school and evaluate when a change in direction is needed. Staff development is driven by our Assessment for Learning team who uses a variety of methods to "check the pulse" of the school, such as surveys, feedback, etc. Learning time is scheduled daily for our at-risk population to engage in small group targeted instruction during which time other students are receiving enrichment. PLC's are used to plan, implement curriculum, review, and reflect on student data in order to drive our instruction. Grade level and Vertical PLCs meet weekly to ensure alignment of practices.

## School Processes & Programs Strengths

High achievement in assessment results according to local data  
Workshop Model used across grade levels in Language Arts and Math  
Lucy Calkins curriculum used across grade levels in reading and writing  
Lucy Calkins UOS Phonics in grades K-1 supports the reading and writing instruction  
The use of the Primary Numeracy Assessment for all K-2 students to identify and react to the gaps in mathematical skills  
Master Schedule Collaboration with all stakeholders to ensure maximizing instructional time for students  
Communication with staff and parents.  
Shared Community values  
Access to Chromebooks and iPads  
Online curriculum created and used at school and at home  
STAR (Stop, Think, Act Right) student recognized daily and displayed in the hallway  
Weekly Clubs decided by students choice  
Multiple opportunities for students to participate in extracurricular activities, such as Running Club, STUCO, Choir, Art, STEAM, Yearbook  
Use of district UBD and Birds Eye View documents to plan instruction and create consistency  
Use of district UBD and Birds Eye View documents to plan instruction  
Pre-assessments and formative assessments are used often to adapt the curriculum and meet the need of each child  
On-going staff development provided by campus staff on the Assessment for Learning strategies providing clear learning targets, student self-assessment, and goal-setting  
Professional development opportunities are planned and based on the needs of the campus, such as being a project school with the Teachers College  
DISD Curriculum support for staff using district coaches to help support the implementation of best practices  
The additional support of an outside coach for implementation of the curriculum  
Technology access is 1:1 for all students  
The campus Leadership team meets regularly to discuss strengths and needs and evaluate progress on our action steps  
Regular communication between home and school has built positive and collaborative relationships  
Consistent use of an interview team to evaluate and hire quality staff members  
MTSS team meets to provide support to at-risk learners

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Acceleration of Learning for those students who have mastered the TEKS. **Root Cause:** Time, knowledge, management

**Problem Statement 2:** Keeping up with technology and the use of technology to improve student learning. **Root Cause:** Training is needed for teachers and students for relevant programs. Time for the study of and implementation of new technology.

# Perceptions

## Perceptions Summary

Our students, staff, and parents are highly engaged in our school. Attendance is high and equal among all student groups. There is no significant discrepancy in data regarding behavior, disciplinary patterns. There are a low number of office referrals. Our counselor is highly engaged and effective in proactively intervening with parents and students in preventing behavior difficulties. The counselor provides weekly classroom counseling lessons, small groups, and individual counseling to students and supports parents with multiple resources. Our parents are engaged in our school, but we do see a disconnect in their engagement in the learning process of their students. Our community is engaged in financially supporting our school.

## Perceptions Strengths

Our counselor has done a fantastic job with lessons to facilitate the safe, welcoming atmosphere of the school.  
Front office staff/administrators are willing to jump in and help where and when needed.  
Parents trust our decisions because we base them on data.  
The staff has high expectations.  
The staff doesn't give up on kids.  
Opportunities for service  
STAR notebook and guidance sessions help decrease the discipline and behavior issues  
Students feel a part of a school community through various programs and opportunities to grow (Club Friday, performances, STEAM, etc).  
Parents really value the teachers and the teachers can feel their support.  
The survey showed that student and staff morale was high.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parental engagement in student learning **Root Cause:** time, lack of understanding,

**Problem Statement 2:** The social and emotional needs of our students have increased. **Root Cause:** Change in the dynamics of home and school.

# Priority Problem Statements

**Problem Statement 1:** A 21st-century learning skill that we need more awareness and training is diversity. Students need to be able to understand and appreciate diversity and culture.

**Root Cause 1:** Lack of a diverse culture within the school and staff members

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Matching staff demographics more closely to student demographics

**Root Cause 2:** Recruit more diverse applicants to the teaching profession

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students scored lower in all areas of STAAR from 2019 to 2021, and in response to HB4545, the school is implementing a schoolwide system of targeted, accelerated learning instruction during PRIME time and after and before school.

**Root Cause 3:** Lack of instructional opportunity due to COVID and online learning.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Additional intervention time needs to be provided to students in Kinder-2nd Grade.

**Root Cause 4:** No math interventionist in the K-2 grades and focus on learning to read.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Acceleration of Learning for those students who have mastered the TEKS.

**Root Cause 5:** Time, knowledge, management

**Problem Statement 5 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- (STAAR) 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
- 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)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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



# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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





**Performance Objective 1:** By May of 2022, Improve Tier 1 instruction in order to ensure the academic growth of all students and increase the combined expected and accelerated progress rate by 5% in reading and math

### HB3 Goal

**Evaluation Data Sources:** STAAR Testing  
Benchmarks on DRA, TPRI, and TXKEA  
Primary Numeracy  
Imagine Math, RI  
I-Station, RAN  
Reading Inventory (RI)  
Stemscores  
Running records/conferring notes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize campus and district support for differentiated training on how to use technology to support student learning. <b>Strategy's Expected Result/Impact:</b> Increased student growth on Benchmarks on TPRI, TXKEA, Primary Numeracy, Imagine Math, RI, and I-Station <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PLC's will be designed to discuss students on all levels. Staff will collaborate and plan lessons on how to grow students academically, emotionally, and socially, based on data. <b>Strategy's Expected Result/Impact:</b> Increased student growth on Running Records, Learning Progressions, Primary Numeracy, Problem Solver, I-Station Increased participation in extra-curricular activities. Decrease in counselor referrals/increase in STAR students. <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade levels will complete the Planning Process for every nine weeks. <b>Strategy's Expected Result/Impact:</b> Increased student growth on benchmarks on DRA, TPRI, Stemscores Math, Primary Numeracy, Imagine Math, RI, and I-Station <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5. <b>Strategy's Expected Result/Impact:</b> Increase student growth on Common Assessments, STAAR, Imagine Math, and STemscores benchmarks. <b>Staff Responsible for Monitoring:</b> Interventionist <b>Funding Sources:</b> Lisa Hanley - State Compensatory Education (SCE)	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading <b>Strategy's Expected Result/Impact:</b> Increase student growth on Common Assessments, STAAR, DRA, TPRI, on-demand writing assessments, and I-Station benchmarks. <b>Staff Responsible for Monitoring:</b> Interventionist <b>Funding Sources:</b> Lisa Hanley, Renee Clark - State Compensatory Education (SCE)	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Using various methods, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment. <b>Strategy's Expected Result/Impact:</b> Student growth as identified on individual goal setting data, lesson planning, documenting planning for acceleration, and enrichment. <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Improve our students' word work skills with the implementation of Lucy Calkins Phonics in Grades K-2 and Words their Way in Grades 3-3 <b>Strategy's Expected Result/Impact:</b> Increased student growth on STAAR, TPRI, RI, DRA, I-station benchmarks, and Common Assessment scores <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Staff Members extend their learning by attending state and national training opportunities. <b>Strategy's Expected Result/Impact:</b> Increased student growth on STAAR, TPRI, RI, DRA, I-station benchmarks, and Common Assessment scores <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Continue to utilize district and outside coaches to assist with planning, analyzing data, and implementation of best practices in Language Arts and Math <b>Strategy's Expected Result/Impact:</b> Increased student growth on benchmarks on TPRI, RI, Imagine Math, Stemcopes, and I-Station <b>Staff Responsible for Monitoring:</b> Staff, Administration, district personnel outside coaches	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Meet three times a year individually with each teacher to discuss student data and growth based changes in instructional practices. <b>Strategy's Expected Result/Impact:</b> Increased student growth on benchmarks on ELI, Primary Numeracy, Imagine Math, RI, and I-Station <b>Staff Responsible for Monitoring:</b> Administration and Staff	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Build a deeper understanding and learning of Depth and Complexity <b>Strategy's Expected Result/Impact:</b> Increased student ownership of their learning, measurable growth <b>Staff Responsible for Monitoring:</b> Staff and Administration	Formative		
	Dec	Mar	May
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> The campus will utilize the Reading/Math Interventionist and teachers to support HB 4545. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading and math in grades 4 & 5. <b>Staff Responsible for Monitoring:</b> Reading Interventionist, Administrators, Staff	Formative		
	Dec	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 1:** Provide a safe, orderly, and well-maintained climate for learning and encourage participation by all members of the school community, in the continuous improvement of the educational system and school climate increasing student ownership of their learning.

**Evaluation Data Sources:** Volunteer hours

Student survey/Community Engagement Survey/Culture and Climate Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize student performance and curriculum nights for PTA meetings to increase parental involvement. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement <b>Staff Responsible for Monitoring:</b> PTA	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Strengthsfinder for students and new staff. <b>Strategy's Expected Result/Impact:</b> Increased awareness of individual strengths and team strengths <b>Staff Responsible for Monitoring:</b> New Staff and Fifth Grade students	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Differentiated learning paths/options, including technology, with students who have shown mastery of their learning. <b>Strategy's Expected Result/Impact:</b> Increased number of students showing a year or more growth in learning <b>Staff Responsible for Monitoring:</b> Administration, staff, and EXPO teacher	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide opportunities to bring in stakeholders(parents, community members, students, teachers) to discuss careers and help meet our college readiness standards. <b>Strategy's Expected Result/Impact:</b> Connections made with learning and real-life experiences/careers <b>Staff Responsible for Monitoring:</b> PTA, Administration, Counselor, and Staff	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Each Grade level will conduct a Community Service Project. <b>Strategy's Expected Result/Impact:</b> Increase awareness of the fulfillment of giving back to your community <b>Staff Responsible for Monitoring:</b> Administration and staff	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Create opportunities to raise cultural awareness and appreciation in our school. <b>Strategy's Expected Result/Impact:</b> Increase awareness and appreciation of other cultures <b>Staff Responsible for Monitoring:</b> PTA, Administration, and Staff	Formative		
	Dec	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for E.P Rayzor Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 200

**Brief Description of SCE Services and/or Programs**

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## Personnel for E.P Rayzor Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Hanley	Interventionist	NaN
Renee Clark	Reading Recovery	100

# Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Lisa Hanley		\$0.00
1	1	5	Lisa Hanley, Renee Clark		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

# Addendums



**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**Academic Achievement in English Language Arts/Reading**  
**EP RAYZOR EL (061901115)- DENTON ISO**  
**Campus Type: Elementary**

Indicator	Score	Indicator	Score	Quartile
Attendance Rate	96.6%	Attendance Rate	96.6%	Q3
Accelerated Student Progress in ELNReading	24.0%	Accelerated Student Progress in ELNReading	24.0%	Q4
Grade 3 Reading Performance (Masters Grade Level)	56.0%	Grade 3 Reading Performance (Masters Grade Level)	56.0%	Q2
Grade 4 Reading Performance (Masters Grade Level)	26.0%	Grade 4 Reading Performance (Masters Grade Level)	26.0%	Q4
Grade 4 Writing Performance (Masters Grade Level)	18.0%	Grade 4 Writing Performance (Masters Grade Level)	18.0%	Q4
Grade 5 Reading Performance (Masters Grade Level)	55.0%	Grade 5 Reading Performance (Masters Grade Level)	55.0%	Q3
Grade 6 Reading Performance (Masters Grade Level)		Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		SAT/ACT Participation		
Average SAT Score: Reading and Writing		Average SAT Score: Reading and Writing		
Average ACT Score: ELA		Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELNReading ( 12)		Advanced/Dual-Credit Completion: ELNReading ( 12)		
<b>Total Indicators for ELA/Reading</b>				<b>0 of 6</b>

Distinction Campus Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)

0 of 6 = 0%

Distinction Target: Elementary = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELNreading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**Academic Achievement in Mathematics**  
**EP RAYZOR EL (061901115)- DENTON ISD**  
**Campus Type: Elementary**

Indicator	Score	Quartile
Attendance Rate	96.6%	Q3
Accelerated Student Progress in Mathematics	42.0%	Q3
Grade 3 Mathematics Performance (Masters Grade Level)	23.0%	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	51.0%	Q3
Grade 5 Mathematics Performance (Masters Grade Level)	51.0%	Q4
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Results (Examinees >= Criterion): Mathematics		
SAT/ACT Participation		
Average SAT Score: Mathematics		
Average ACT Score: Mathematics		
Advanced/Dual-Credit Completion: Mathematics (9-12)		
<b>Total Indicators for Mathematics</b>		<b>QofS</b>

Distinction Campus Outcome: 0 of 5 eligible indicators in Q1 (Top Quartile)

0 of 5 = 0%

Distinction Target: Elementary = 50% or higher

**NO DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELNreading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**Academic Achievement in Science**  
**EP RAYZOR EL (061901115)- DENTON ISD**  
**Campus Type: Elementary**

<u>Indicator</u>	<u>Indicator Score</u>	<u>Quartile</u>
Attendance Rate	96.6%	Q3
Grade 5 Science Performance (Masters Grade Level)	52.0%	1
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9-12)		
<b>Total Indicators for Science</b>		<b>1 of 2</b>

Distinction Campus Outcome: 1 of 2 eligible indicators in Q1 (Top Quartile)

1 of 2 = 50%

Distinction Target: Elementary = 50% or higher

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**DISTINCTION EARNED**

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Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELNreading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

**TEXAS EDUCATION AGENCY  
2019 Distinction Designation Summary  
Academic Achievement in Social Studies  
EP RAYZOR EL (061901115)- DENTON ISD  
Campus Type: Elementary**

**This campus is not eligible for this Distinction Designation. See the *2019 Accountability Manual* for more information.**

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**Top 25 Percent: Comparative Academic Growth (AG)**  
**EP RAYZOR EL (061901115)- DENTON ISO**  
**Campus Type: Elementary**

Q4

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Campus Name	District Name	AG Scaled Score
1 CANYON CREEK EL (246909125)	ROUND ROCK ISD	94
2 FOREST TRAIL EL (227909104)	EANES ISD	94
3 STEPHEN FAUSTIN STATE UNIVERSITY (174801101)	STEPHEN F AUSTIN STATE UNIVERSITY	94
4 BLUEBONNET EL (061902133)	LEWISVILLE ISD	93
5 SUSANNA DICKINSON EL (079901115)	LAMARCISD	93
6 BESS CAMPBELL EL (079901119)	LAMARCISD	92
7 BLANTON EL (061901122)	DENTON ISD	92
8 LAKEVIEW EL (061911106)	NORTHWEST ISD	92
9 MATHEWS EL (043910122)	PLANO ISD	92
10 BARTON CREEK EL (227909105)	EANES ISD	91
11 CEDAR CREEK EL (227909102)	EANES ISD	91
12 GLEN OAKS EL (043907109)	MCKINNEY ISD	91
13 LIBERTY EL (061902135)	LEWISVILLE ISD	91
14 OLD SETTLERS EL (061902123)	LEWISVILLE ISD	91
15 WILLOW CREEK EL (101913113)	HUMBLE ISD	91
16 WINDSONG INT (084911104)	FRIENDSWOOD ISD	91
<b>17</b> BRANSFORD EL (220906108)	GRAPEVINE-COLLEYVILLE ISD	90
18 CT EDDINS EL (043907113)	MCKINNEY ISD	90
19 GLENHOPE EL (220906111)	GRAPEVINE-COLLEYVILLE ISD	90
20 PINK EL (043905117)	FRISCO ISD	90
21 PINKERTON EL (057922101)	COPPELL ISD	90
22 BLATTMAN EL (015915181)	NORTHSIDE ISD	89
23 CURTSINGER EL (043905103)	FRISCO ISD	89
24 MCANDREW EL (015915230)	NORTHSIDE ISD	89
25 NORRIS EL (043905140)	FRISCO ISD	89
26 BRIDLEWOOD EL (061902129)	LEWISVILLE ISD	88
27 MEMORIAL DRIVE EL (101920109)	SPRING BRANCH ISD	88
28 PUREFOY EL (043905131)	FRISCO ISD	88
29 FISHER EL (043905107)	FRISCO ISD	86
30 ROY LEE WALKER EL (043907115)	MCKINNEY ISD	85
31 WESTSIDE EL (246913121)	LEANDER ISD	85
32 COLLEYVILLE EL (220906102)	GRAPEVINE-COLLEYVILLE ISD	83
<b>EP RAYZOR EL (061901115)</b>	<b>DENTON ISO</b>	<b>82</b>
33 TAYLOR EL (220906105)	GRAPEVINE-COLLEYVILLE ISD	80
34 DOROTHY P ADKINS EL (061901126)	DENTONISD	79
35 HERITAGE EL (061902122)	LEWISVILLE ISD	77
36 HERITAGE EL (220906107)	GRAPEVINE-COLLEYVILLE ISD	77
37 HIDDEN HOLLOW EL (101913114)	HUMBLE ISD	77
38 VALLEY VIEW EL (227909103)	EANES ISD	75
39 MCAULIFFE EL (061902114)	LEWISVILLE ISD	74
40 JO ANN FORD EL (246904109)	GEORGETOWN ISD	70

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 91

**NO DISTINCTION EARNED**

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**Top 25 Percent: Comparative Closing the Gaps (CTG)**  
**EP RAYZOR EL (061901115)- DENTON ISO**  
 Campus Type: Elementary

<b>Cameus Name</b>	<b>District Name</b>	<b>CTG Scaled Score</b>
1 BARTON CREEK EL (227909105)	EANES ISO	100
2 BESS CAMPBELL EL (079901119)	LAMARCISD	100
3 BLANTON EL (061901122)	DENTON ISO	100
4 BLATTMAN EL (015915181)	NORTHSIDE ISO	100
5 BLUEBONNET EL (061902133)	LEWISVILLE ISO	100
6 BRANSFORD EL (220906108)	GRAPEVINE-COLLEYVILLE ISO	100
7 BRIDLEWOOD EL (061902129)	LEWISVILLE ISO	100
8 CT EDDINS EL (043907113)	MCKINNEY ISO	100
9 CANYON CREEK EL (246909125)	ROUND ROCK ISO	100
10 CEDAR CREEK EL (227909102)	EANES ISD	100
11 COLLEYVILLE EL (220906102)	GRAPEVINE-COLLEYVILLE ISO	100
12 CURTSINGER EL (043905103)	FRISCO ISO	100
13 FISHER EL (043905107)	FRISCO ISO	100
14 FOREST TRAIL EL (227909104)	EANES ISO	100
15 GLEN OAKS EL (043907109)	MCKINNEY ISO	100
16 GLENHOPE EL (220906111)	GRAPEVINE-COLLEYVILLE ISO	100
17 LAKEVIEW EL (061911106)	NORTHWEST ISO	100
18 LIBERTY EL (061902135)	LEWISVILLE ISO	100
19 MATHEWS EL (043910122)	PLANO ISO	100
20 MCANDREW EL (015915230)	NORTHSIDE ISO	100
21 MEMORIAL DRIVE EL (101920109)	SPRING BRANCH ISO	100
22 PINK EL (043905117)	FRISCO ISO	100
23 PUREFOY EL (043905131)	FRISCO ISO	100
24 ROY LEE WALKER EL (043907115)	MCKINNEY ISO	100
25 STEPHEN F AUSTIN STATE UNIVERSITY (174801101)	STEPHEN F AUSTIN STATE UNIVERSITY	100
26 SUSANNA DICKINSON EL (079901115)	LAMARCISD	100
27 WILLOW CREEK EL (101913113)	HUMBLE ISO	100
28 WINDSONG INT (084911104)	FRIENDSWOOD ISO	100
29 OLD SETTLERS EL (061902123)	LEWISVILLE ISO	98
30 PINKERTON EL (057922101)	COPPELL ISO	90
31 HERITAGE EL (220906107)	GRAPEVINE-COLLEYVILLE ISO	89
32 HERITAGE EL (061902122)	LEWISVILLE ISD	88
33 HIDDEN HOLLOW EL (101913114)	HUMBLE ISD	88
34 DOROTHY P ADKINS EL (061901126)	DENTON ISO	87
35 NORRIS EL (043905140)	FRISCO ISD	86
36 TAYLOR EL (220906105)	GRAPEVINE-COLLEYVILLE ISO	84
37 WESTSIDE EL (246913121)	LEANDER ISO	84
<b>EP RAYZOR EL (061901115)</b>	<b>DENTON ISO</b>	<b>80</b>
38 MCAULIFFE EL (061902114)	LEWISVILLE ISO	79
39 VALLEY VIEW EL (227909103)	EANES ISO	78
40 JO ANN FORD EL (246904109)	GEORGETOWN ISO	76

Top 25 Percent: Comparative Closing the Gaps Target= Closing the Gaps Scaled Score of 100

**NO DISTINCTION EARNED**

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.



**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**Postsecondary Readiness**  
**EP RAYZOR EL (061901115)- DENTON ISO**  
**Campus Type: Elementary**

Indicator	Indicator Score	Quartile
Pct of STMR Results at Meets Grade Level or Above (All Subjects)	69.0% <b>11</b>	<b>Q3</b>
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	60.0% (,/" )	Q4
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/18 Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		
<b>Total Indicators for Postsecondary Readiness</b>		<b>0 of 2</b>

Evaluation of campus outcomes: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

**NODISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

**TEXAS EDUCATION AGENCY**  
**2019 Distinction Designation Summary**  
**EP RAYZOR EL (061901115)- DENTON ISD**  
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	55,336.0	57,271.0	96.6	97.0	Q3
Accelerated Student Progress in ELA/Reading	31	130	24	38	Q4
Accelerated Student Progress in Mathematics	54	130	42	49	Q3
Grade 3 Reading Performance (Masters Grade Level)	36	64	56	58	Q2
Grade 3 Mathematics Performance (Masters Grade Level)	15	64	23	51	Q4
Grade 4 Reading Performance (Masters Grade Level)	17	65	26	50	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	33	65	51	61	Q3
Grade 4 Writing Performance (Masters Grade Level)	12	65	18	32	Q4
Grade 5 Reading Performance (Masters Grade Level)	39	71	55	64	Q3
Grade 5 Mathematics Performance (Masters Grade Level)	36	71	51	75	Q4
Grade 5 Science Performance (Masters Grade Level)	37	71	52	52	Q1
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)					
English I Performance (Masters Grade Level)					
English II Performance (Masters Grade Level)					
EOC Biology Performance (Masters Grade Level)					
EOC U.S. History Performance (Masters Grade Level)					
AP/18 Examination Participation: ELA					
AP/1B Examination Participation: Mathematics					
AP/1B Examination Participation: Science					
AP/1B Examination Participation: Social Studies					
AP/1B Examination Participation: Any Subject					
AP/1B Examination Results (Examinees >= Criterion): ELA					
AP/1B Examination Results (Examinees >= Criterion): Mathematics					
AP/1B Examination Results (Examinees >= Criterion): Science					
AP/1B Examination Results (Examinees >= Criterion): Social Studies					
SAT/ACT Participation					
Average SAT Score: Reading and Writing					
Average SAT Score: Mathematics					
Average ACT Score: ELA					
Average ACT Score: Mathematics					
Average ACT Score: Science					
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	372	536	69.0	78.5	Q3
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	120	200	60.0	71.5	Q4
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate					
TSI Criteria Graduates					
College, Career, and Military Ready Graduates					
Advanced/Dual-Credit Completion: ELA/Reading (9--12)					
Advanced/Dual-Credit Completion: Mathematics (9--12)					
Advanced/Dual-Credit Completion: Science (9--12)					
Advanced/Dual-Credit Completion: Social Studies (9--12)					
CTE Coherent Sequence Graduates					

✓  
Goal ↑

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'rJa' Indicates data reporting is not applicable for this indicator.











Texas Education Agency  
2017-18 School Report Card  
EP RAYZOR EL (061901115)

District Name: DENTON ISD  
Campus Type: Elementary

Total Students: 394  
Grade Span: KG - 05

### 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	96
Student Achievement	Met Standard	94
School Progress	Met Standard	90
Closing the Gaps	Met Standard	100

### 2018 Accountability Rating

#### Met Standard

For 2018 state accountability, campuses are rated as Met Standard , Improvement Required , or Not Rated . The rating, Met Alternative Standard , is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### Distinction Designations

Science	Comparative Academic Growth
Comparative Closing the Gaps	

Campuses that receive a rating of Met Standard are eligible for as many as seven distinction designations: Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.

### School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
Attendance Rate (2016-17)	97.3%	96.1%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	3.6%	15.3%	12.6%	Kindergarten	20.6	17.6	18.7
Hispanic	12.9%	30.8%	52.4%	Grade 1	18.0	17.1	18.8
White	74.6%	48.3%	27.8%	Grade 2	16.5	18.0	18.8
American Indian	0.5%	0.7%	0.4%	Grade 3	21.7	18.3	19.0
Asian	5.3%	3.2%	4.4%	Grade 4	18.5	19.1	19.2
Pacific Islander	0.3%	0.2%	0.1%	Grade 5	18.3	23.3	21.2
Two or More Races	2.8%	1.5%	2.3%				
Enrollment by Student Group							
Economically Disadvantaged	5.8%	43.4%	58.8%				
English Learners	2.5%	14.4%	18.8%				
Special Education	8.6%	10.7%	9.1%				
Mobility Rate (2016-17)	4.7%	15.1%	16.0%				

### School Financial Information (2016-17)

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

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	74.7%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	68.9%	63.1%	Total Operating Expenditures	\$7,691	\$9,377	\$9,503
				Instruction	\$5,387	\$5,700	\$5,338
				Instructional Leadership	\$68	\$96	\$149
				School Leadership	\$580	\$493	\$555

		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	2018	77%	81%	96%	*	96%	96%	-	100%	-	100%	76%
	2017	75%	80%	97%	100%	96%	97%	-	97%	-	96%	*
Reading	2018	74%	79%	99%	*	100%	99%	-	100%	-	100%	*
	2017	72%	77%	97%	*	94%	98%	-	91%	-	100%	*
Mathematics	2018	81%	84%	95%	*	94%	95%	-	100%	-	100%	*
	2017	79%	83%	98%	*	100%	98%	-	100%	-	89%	*
Writing	2018	66%	72%	89%	*	*	90%	-	*	-	*	*
	2017	67%	72%	96%	*	*	95%	-	*	-	*	-
Science	2018	80%	83%	97%	*	*	96%	-	*	-	*	*
	2017	79%	84%	98%	*	92%	98%	-	*	-	*	*
STAAR Performance	Rates at Meets	Grade Level or Above	(All Grades Tested)									
All Subjects	2018	48%	53%	77%	*	73%	78%	-	85%	-	96%	43%
	2017	45%	51%	81%	76%	81%	81%	-	87%	-	88%	*
Reading	2018	46%	52%	75%	*	74%	75%	-	82%	-	100%	*
	2017	44%	51%	79%	*	84%	78%	-	73%	-	100%	*
Mathematics	2018	50%	53%	80%	*	81%	80%	-	91%	-	100%	*
	2017	46%	52%	83%	*	81%	82%	-	100%	-	89%	*
Writing	2018	41%	48%	68%	*	*	76%	-	*	-	*	*
	2017	36%	43%	72%	*	*	72%	-	*	-	*	-
Science	2018	51%	55%	82%	*	*	79%	-	*	-	*	*
	2017	49%	56%	87%	*	77%	89%	-	*	-	*	*
STAAR Performance	Rates at Masters	Grade Level (All Grades Tested)										
All Subjects	2018	22%	24%	49%	*	43%	51%	-	56%	-	69%	29%
	2017	20%	23%	53%	44%	45%	53%	-	67%	-	60%	*
Reading	2018	19%	22%	51%	*	56%	51%	-	45%	-	78%	*
	2017	19%	22%	53%	*	45%	54%	-	45%	-	78%	*
Mathematics	2018	24%	25%	56%	*	48%	58%	-	64%	-	78%	*
	2017	22%	25%	59%	*	48%	59%	-	100%	-	67%	*
Writing	2018	13%	14%	27%	*	*	31%	-	*	-	*	*
	2017	11%	14%	37%	*	*	37%	-	*	-	*	-
Science	2018	23%	26%	49%	*	*	51%	-	*	-	*	*
	2017	19%	22%	50%	*	38%	52%	-	*	-	*	*
Academic Growth Score	(All Grades Tested)											
All Subjects	2018	69	70	82	*	83	84	-	*	-	91	*
Reading	2018	69	70	81	*	89	82	-	*	-	88	*
Mathematics	2018	70	70	83	*	76	86	-	*	-	94	*

		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	2018	38%	45%	100%	-	*	*	-	*	-	-	*
	2017	35%	38%	91%	*	*	88%	-	-	-	-	*
Mathematics	2018	47%	53%	*	-	*	*	-	-	-	-	*
	2017	43%	47%	75%	-	-	75%	-	-	-	-	*

Students Success Initiative

Grade 5 Reading

Students Meeting Approaches	Grade Level on First STAAR Administration											
2018	79%	85%	100%	*	100%	100%	-	*	-	100%	*	
Students Requiring Accelerated Instruction												
2018	21%	15%	*	*	*	*	-	*	-	*	*	
STAAR Cumulative Met Standard												
2018	84%	89%	100%	*	100%	100%	-	*	-	100%	*	

Grade 5 Mathematics

Students Meeting Approaches	Grade Level on First STAARAdministration											
2018	85%	90%	99%	*	100%	98%	-	*	-	100%	*	
Students Requiring Accelerated Instruction												
2018	15%	10%	*	*	*	*	-	*	-	*	*	
STAARCumulative Met Standard												
2018	90%	94%	100%	*	100%	100%	-	*	-	100%	*	

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Texas Education Agency  
2017-18 School Report Card  
EP RAYZOR EL (061901115)

District Name: DENTON ISD  
Campus Type: Elementary

Total Students: 394  
Grade Span: KG - 05

## 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	96
Student Achievement	Met Standard	94
School Progress	Met Standard	90
Closing the Gaps	Met Standard	100

## 2018 Accountability Rating

### Met Standard

For 2018 state accountability, campuses are rated as Met Standard , Improvement Required , or Not Rated . The rating, Met Alternative Standard , is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

## Distinction Designations

Science	Comparative Academic Growth
Comparative Closing the Gaps	

Campuses that receive a rating of Met Standard are eligible for as many as seven distinction designations: Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.

## School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
Attendance Rate (2016-17)	97.3%	96.1%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	3.6%	15.3%	12.6%	Kindergarten	20.6	17.6	18.7
Hispanic	12.9%	30.8%	52.4%	Grade 1	18.0	17.1	18.8
White	74.6%	48.3%	27.8%	Grade 2	16.5	18.0	18.8
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Two or More Races	2.8%	1.5%	2.3%				
Enrollment by Student Group							
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Special Education	8.6%	10.7%	9.1%				
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				Instructional Leadership	\$68	\$96	\$149
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
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STAAR Performance	Rates at Masters	Grade Level (All Grades Tested)										
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Mathematics	2018	70	70	83	*	76	86	-	*	-	94	*

					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
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Sum of Grades 4-8												
Reading	2018	38%	45%	100%	-	*	*	-	*	-	-	*
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Mathematics	2018	47%	53%	*	-	*	*	-	-	-	-	*
	2017	43%	47%	75%	-	-	75%	-	-	-	-	*
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches	Grade Level on First STAARAdministration											
	2018	79%	85%	100%	*	100%	100%	-	*	-	100%	*
Students Requiring Accelerated Instruction												
	2018	21%	15%	*	*	*	*	-	*	-	*	*
STAARCumulative Met Standard												
	2018	84%	89%	100%	*	100%	100%	-	*	-	100%	*
Grade 5 Mathematics												
Students Meeting Approaches	Grade Level on First STAARAdministration											
	2018	85%	90%	99%	*	100%	98%	-	*	-	100%	*
Students Requiring Accelerated Instruction												
	2018	15%	10%	*	*	*	*	-	*	-	*	*
STAARCumulative Met Standard												
	2018	90%	94%	100%	*	100%	100%	-	*	-	100%	*

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**Denton Independent School District**  
**Hawk Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

To create successful learners

## Vision

We believe to accomplish our mission as a staff we will become a school that:

1. Works collaboratively to ensure the emotional, social, and academic success of our children
2. Collaborates and aligns our curriculum in vertical and grade level teams
3. Celebrates the successes of our students and teachers
4. Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations
5. Is innovative and uses technology to prepare our children for the world in which they live
6. Has fun!

## Value Statement

Courageous

Collaborative

Connected

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Goals	16
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	17
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	23
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Established ~ 2005

Mascot ~ Mavericks

Colors ~ Blue and Light Blue

Values ~ Courageous, Collaborative, Connected

The overall campus demographics are:

- Consistent enrollment of about 650 students for the last 3 years.
- Balanced ratio of males/females (51.6%/48.4%).
- The population consists of the following ethnicities: white 65.8%, Hispanic 18.5%, African America 7%, Asian 5.7%, Hawaiian/Pacific Islander 0.4%, and two or more 2.64%. The school has a gifted and talented program that is 9.4%.
- The Economically Disadvantaged percent has steadily increased over the last 3 years.
- The campus is currently at 18.8% economically disadvantaged.
- The campus has both inclusion and self-contained special education classrooms.
- The campus has identified 11.4% of students with special education services.
- The at risk population is at 22.7%.
- The campus needs to implement additional interventions for at risk students new to Hawk and due to Covid-19 school closure.
- The campus needs to continue to hire diverse staff members to better reflect the school community.
- The Hawk interview committee needs to continue to seek highly qualified diverse staff members.
- New staff members feel the mentor program could be more intentional, especially the TAC grading/behavioral comments, intervention time/huddle schedule, and the process/options for classroom behavior redirection when it requires intervention beyond the classroom.
- Current staff members feel there is no follow up to professional development opportunities.
- K-2nd teachers would like to benefit from professional development as a project school.
- Need follow-up for professional development

School Population (2020 - 2021 Fall PEIMS file loaded 12/07/2020)	Count	Percent
<b>Student Total</b>	<b>568</b>	<b>100%</b>
Early Education Grade	1	0.18%
Pre-Kindergarten Grade	8	1.41%
Kindergarten Grade	69	12.15%
1st Grade	98	17.25%
2nd Grade	106	18.66%
3rd Grade	83	14.61%
4th Grade	107	18.84%
5th Grade	96	16.90%

Student Demographics (2020 - 2021 Fall PEIMS file loaded 12/07/2020)	Count	Percent
<b>Gender</b>		
Female	279	49.12%
Male	289	50.88%
<b>Ethnicity</b>		
Hispanic-Latino	119	20.95%
<b>Race</b>		
American Indian - Alaskan Native	1	0.18%
Asian	37	6.51%
Black - African American	31	5.46%
Native Hawaiian - Pacific Islander	0	0.00%
White	358	63.03%
Two-or-More	22	3.87%

Student by Program (2020 - 2021 Fall PEIMS file loaded 12/07/2020)	Count	Percent
Limited English Proficient (LEP)	39	6.87%
Bilingual	0	0.00%
English as a Second Language (ESL)	37	6.51%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	2	0.35%
Gifted and Talented	50	8.80%
Special Education (SPED)	72	12.68%
Title I Participation	2	0.35%
Dyslexia	50	8.80%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	98	17.25%
Free Meals	74	13.03%
Reduced-Price Meals	24	4.23%
Other Economic Disadvantage	0	0.00%
<b>Homeless Statuses</b>		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

## Demographics Strengths

- Mildred M. Hawk Elementary is a campus that has had consistent enrollment of about 650 students for the last 3 years.
- This has created stability for instructional interventions that can be built upon each year.
- The economically disadvantaged rate has increased over the last 3 years. This increase has led to additional intentional interventions for those students who are at risk.
- The Hawk staff feels that there is a support system when transitioning to a new role or being a new staff member on campus.
- New staff feels supported, valued and appreciated by administration, support staff and their teammates.
- Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)
- ELAR teachers 3rd-5th reported that being a project school greatly helped their teaching practices and was an excellent professional development opportunity. The district sends reps to job fairs around Texas to help recruit new qualified staff members.
- We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”.
- The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Staff feels supported when transitioning to a new role whether that is new to the campus, grade level, content area, etc.

# Student Learning

## Student Learning Summary

- Due to Covid, we are still trying to accelerate growth to make up for loss of learning at the end of the (19-20) school year.
- Hawk staff sees the need to continue supporting students in attaining more than one year's growth in reading, writing, and math.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade level teams are using the essential standards to guide instruction in interventions.
- Guided reading, small group work, and individual conferring have helped students to make academic gains in the past. These practices should continue to support students. Because Hawk does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- The master schedule grades 3-5 have a designated time, both in the morning and in the afternoon, to provide targeted intervention and enrichment for students

## Accountability Data Summary

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	59
College, Career and Military Readiness	N/A
Graduation Rate	N/A
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 17.5%)	59
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	93%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	91%
School Quality Status	N/A
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	99%

## Distinction Designations

Distinction designations were not awarded in 2021.

## Student Learning Strengths

- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Consistent use of assessment tools to determine conferencing, small group lessons, and whole group lessons.
- Collaborating with PLC and vertical PLCs.
- Continuous intentional discussions to determine next steps for students.
- Collaborative goal setting with students in grade levels.

## Problem Statements Identifying Student Learning Needs



**Problem Statement 1:** Due to COVID 19, students in primary grades missed phonological instruction.

# School Processes & Programs

## School Processes & Programs Summary

- Hawk Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority.
- The use of mentors, professional development, and teacher placement based on strengths assists in teacher retention rates at Hawk.
- Master schedule is developed and monitored throughout the year with the input from all staff members and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting. Staff are committed to Assessment for Learning strategies to ensure student success.
- Professional development from the Teachers College Reading and Reading Project focusing on small groups and conferring in reading and writing in all grade levels provides support to teachers.
- Hawk now has Pre-K academy to support Pre-K students as they transition into Kindergarten.
- Students are now 1-1 with chromebooks to support learning. Along with district technology support for classroom Promethean panels, Hawk staff have assistance in engaging all learners.
- In order to meet the needs of at-risk students and ensure the quality of instruction time matches their academic needs, teachers have appreciated the ability to navigate through the curriculum at a pace that meets the needs of their students.
- Our Guidance Counselor designs grade-level lessons to teach coping skills for various emotions, challenges, and social interactions. These weekly class lessons provide students with the opportunity to learn how to respectfully interact with each other.

## School Processes & Programs Strengths

The programs and processes at Hawk Elementary have yielded many strengths. Processes and programs are evaluated continually by staff, administration, and the campus leadership team.

- Use of UBD and Birds Eye View to plan instruction and create consistency
- Pre-assessments and formative assessments are used often to adapt curriculum and meet each child where they are
- Workshop model allows for differentiated instruction, provides choice, and collaboration work
- Intentional intervention time to target students academic needs
- Use of strategic learning partners
- Daily intervention time in every grade level, 2 interventions in 3rd/5th
- Workshop model that allows for small group instruction/reteach/enrichment
- Tutorials before and after school as needed
- Collaborative campus
- Open door policy of administration and to stakeholders
- Collaborative decision making
- Student focused staff. Staff focus on the whole child: social, emotional, and academic
- Staff feels that there is a support system when transitioning to a new role or being a new staff member on campus. New staff feels supported, valued and appreciated by administration, support staff and their teammates.
- Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)

- ELAR teachers 3rd-5th reported that being a project school greatly helped their teaching practices and was an excellent professional development opportunity. The campus is now a K-5 TCRWP school.
- The district sends reps to job fairs around Texas to help recruit new qualified staff members. We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”. The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Panels in every classroom!
- Access to Chromebooks, iPads, and iPad minis
- Students are able to independently use and apply technology skills- at home and on campus
- Higher rate of engagement due to implementation of technology(online curriculum specifically)- seen both on camps as well as at home
- Students are able to demonstrate understanding and learning in a multitude of technology platforms.

# Perceptions

## Perceptions Summary

- Parents are actively involved in many ways at Hawk Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, organizing class parties, filling Friday folders, etc.
- Hawk will continue the partnership with Guyer for the P.A.L.S. program.
- The Watch Dog program will be able to resume to help mentor and foster relationships with our students.
- Our goal is that during the enrollment process, background checks for volunteers will be clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school. Administrators publish a bi-weekly parent newsletter highlighting campus events, student accomplishments, counselor connection, and other announcements from staff members and PTA.
- Classroom teachers publish a consistent newsletter specific for their grade level.
- Social media, websites, and Seesaw are also utilized to keep the community informed of campus events and highlights.
- Teachers can conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is also provided for students through the campus counselor and nurse.
- The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- Hawk provides weekly snack packs (nutritional needs) and other resources to help families.
- The counselor and nurse also provide resources to families to help with physical needs, such as glasses, immunizations, counseling, and health needs.

## Perceptions Strengths

- Parents and Grandparents can volunteer with the school's PTA organization.
- The PTA holds monthly meetings to share information for upcoming events and volunteer opportunities.
- The Principal attends each meeting to provide updates on academic and student support activities within the school. If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents and the Vice Principal. They create a plan of support for the student that will be used throughout the year. Every fall, a parent teacher conference is held between the student's teacher and their parents. This gives the parents an opportunity to discuss the student's progress and bring up any concerns the parents may have. Finally, any time during the year a parent can request a meeting with their student's teacher if an issue or concern has come up that needs more than an email to discuss and resolve.
- Denton ISD has a Social Services Office that provides support to families by offering various services focused on a specific need.
- Hawk Elementary offers multiple programs to support the various needs of their students. These services are Reading or Math Support, Dyslexia, Speech and Special Education.
- Denton ISD offers an Adopt a School program that allows businesses within the community to provide support to the school and its students. This support can be provided in various ways from providing needed school supplies for students to hosting a spirit night at a local restaurant.
- Hawk Elementary partners with Chick-fil-A on 288 in Denton.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** How do we minimize distractions caused by visitors to our campus (parents eating lunch with their student, class parties, Field Day) yet maintain a healthy balance of parent involvement and campus security as we return to a post-Covid 19 environment? **Root Cause:** We have experienced certain benefits for the students of restricting admission to our campus--yet we want to be perceived as an open and welcoming campus.

# 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **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
- Communications 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:** By May, 2022 Hawk Elementary School will focus on ensuring at least one year's growth in Reading for every student. This will be evidenced by: K -2nd Grades - 90% of students ending year "On Level," with 10% or fewer ending at "At Risk" , 3rd-5th - 90% ending "On Level".

### HB3 Goal

**Evaluation Data Sources:** TxKea for Kindergarten

TPRI for 1st and 2nd

DRA

Individual Reading Inventory-IRI





iStation-Comprehension

Fountas & Pinnell Benchmark Assessments

Units of Study Reading Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participation as a project school with TC Reading/Writing Project with K-5 ELAR teachers and specialists. <b>Strategy's Expected Result/Impact:</b> Student achievement is expected to increase due to targeted small group instruction, feedback, and transference of skills. Teachers will have a deeper understanding of the planning, components, needed student resources, and data collection of small group instruction. <b>Staff Responsible for Monitoring:</b> K-5 CLT representatives, reading specialist, reading recovery specialist, and EL specialist. <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers in grades K-5 will provide leveled text daily guided reading for all below level readers. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, Reading specialist, Reading Recovery specialist, and EL specialist <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Reading Recovery Specialist and 1/2 time Reading Interventionist - State Compensatory Education (SCE) - \$90,000	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers, specialists, and administration will utilize PLC meetings and campus planning days to review student work, collaborate on assessments, data disaggregation, small group planning for at risk and enrichment groups, and instructional planning. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Grade level teams will develop content SMART goals quarterly, and monitor student progress. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will utilized Seesaw and Microsoft Teams to create a digital learning platform K-5. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in reading. <b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continued learning and awareness on equity for all learners. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement <b>Staff Responsible for Monitoring:</b> Classroom teachers, specialists, counselor <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children on level by May, 2021 <b>Strategy's Expected Result/Impact:</b> Students at 'progressing' or 'on level' by May 2021 <b>Staff Responsible for Monitoring:</b> Kinder, 1st, 2nd, Reading Recovery Teachers <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 100% of eligible HB4545 students will be served by May 2022. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, LLI , iStation, STAAR, common assessments and report card assessments. <b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, special education staff, administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  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:** By May, 2022 Hawk Elementary School will focus on ensuring at least one year's growth in Math for every student. This will be evidenced by: K - 2nd Grades - Primary Numeracy - 90% students ending year "Ready," with 10% or fewer ending at "At Risk" by end of 2nd grade. K-5th grades 90% ending year "On Level" on district problem solving assessments. 2nd-5th grades will end year on or above approaches at 90% evidenced by Imagine Math.

### HB3 Goal





**Evaluation Data Sources:** Primary Numeracy

Imagine Math

District Problem Solving Assessments

Math STEMScopes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will provide targeted intervention based on Primary Numeracy components, formative, and common assessments. <b>Staff Responsible for Monitoring:</b> Classroom teachers <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, CLT representatives <b>Funding Sources:</b> 1/2 time Math Interventionist - State Compensatory Education (SCE) - \$30,000	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will utilize PLCs meetings and campus planning days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at risk students and enrichment for above level students, and instructional planning. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on-level in math for the end of the year or attain a year's growth. <b>Staff Responsible for Monitoring:</b> Math Interventionist, Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 100% of eligible HB4545 students will be served by May 2022. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, Imagine Math, STAAR, common assessments and report card assessments. <b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, special education staff, administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  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 3:** By May, 2022 Hawk Elementary School will focus on ensuring at least one year's growth in Reading for every Pre-K student. 90% of 4 year olds will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

#### HB3 Goal

**Evaluation Data Sources:** CLI Engage

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher will provide daily shared reading <b>Strategy's Expected Result/Impact:</b> Students will understand concepts about print, letter recognition, and letter sounds <b>Staff Responsible for Monitoring:</b> Classroom Teacher <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher will provide daily writing opportunities. <b>Strategy's Expected Result/Impact:</b> Students will be able to write stories with pictures, letters, and words and tell the story. <b>Staff Responsible for Monitoring:</b> Classroom teacher <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 4:** By May, 2022 Hawk Elementary School will focus on ensuring one year's growth in Writing for every student. This will be evidenced by, K-5 grades 90% of students will have made a year's growth in writing using district rubric.

### HB3 Goal

**Evaluation Data Sources:** District writing rubrics  
On demand BOY, MOY, and EOY

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize PLCs and campus planning days to review student data in relation to identified essential learnings, create intervention and enrichment groups, and plan common assessments. <b>Strategy's Expected Result/Impact:</b> Students will be on-level for writing by the end of the year or have made a year's growth. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Grade level teams will develop content SMART goals quarterly, and monitor student progress. <b>Strategy's Expected Result/Impact:</b> Students are expected to be on level by end of the year or have a year's growth in writing <b>Staff Responsible for Monitoring:</b> CLT representatives, reading specialist, reading recovery specialist, and EL specialist <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 1:** By May of 2022, Hawk Elementary will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change and to ensure students succeed across various settings.

**Evaluation Data Sources:** Teacher input, formative feedback, parent responses.

CASEL rubric

WRAP

Parent engagement classes

Restorative practices level 1 PD Aug 10th 8:30-12:30 restorative practices with strategies

Re-entry and repair circles August 10th 1-4 deeper dive into practice of re-entry and repair

ES Resources: <https://sites.google.com/g.dentonisd.org/guidance-and-social-emotional/>

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff Appreciation monthly events, Staff shout outs, Monthly Madness, PTA Mid-Week munchies, Staff Celebration meetings, Self-Care Bingo <b>Strategy's Expected Result/Impact:</b> Maintain and/or increase staff engagement <b>Staff Responsible for Monitoring:</b> Administration and counselor	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Vertical Team alignment meets focused on cultural awareness of the students and families at Hawk. <b>Strategy's Expected Result/Impact:</b> Respect, thoughtfulness, and appreciation of the various cultures at Hawk. <b>Staff Responsible for Monitoring:</b> Counselor, Administration, Teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			



# State Compensatory

## Budget for Hawk Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 100

**Brief Description of SCE Services and/or Programs**

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## Personnel for Hawk Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hope Creech	Reading Interventionist	NaN
Renee Grems	Math Interventionist	NaN

# Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Recovery Specialist and 1/2 time Reading Interventionist		\$90,000.00
1	2	2	1/2 time Math Interventionist		\$30,000.00
Sub-Total					\$120,000.00
Grand Total					\$120,000.00

# Addendums

# 2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **HAWK EL**

Campus Number: **061901118**

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

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District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	<b>89%</b>	83%	100%	86%	-	75%	-	100%	67%	*	88%	89%	75%	*
	2018	77%	82%	<b>95%</b>	100%	95%	98%	-	*	*	83%	73%	100%	96%	90%	91%	*
At Meets Grade Level or Above	2019	45%	45%	<b>61%</b>	67%	59%	59%	-	63%	-	83%	33%	*	60%	67%	58%	*
	2018	43%	45%	<b>67%</b>	38%	53%	74%	-	*	*	67%	45%	60%	72%	43%	45%	*
At Masters Grade Level	2019	27%	27%	<b>45%</b>	17%	47%	46%	-	38%	-	67%	13%	*	42%	56%	33%	*
	2018	25%	24%	<b>39%</b>	13%	21%	45%	-	*	*	67%	18%	0%	46%	5%	18%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	80%	<b>88%</b>	100%	82%	88%	-	75%	-	100%	47%	*	88%	83%	67%	*
	2018	78%	81%	<b>90%</b>	100%	89%	92%	-	*	*	83%	64%	100%	90%	90%	100%	*
At Meets Grade Level or Above	2019	49%	49%	<b>57%</b>	50%	53%	58%	-	50%	-	83%	33%	*	55%	67%	50%	*
	2018	47%	48%	<b>54%</b>	50%	32%	60%	-	*	*	67%	45%	20%	55%	48%	45%	*
At Masters Grade Level	2019	25%	24%	<b>25%</b>	0%	12%	29%	-	25%	-	50%	0%	*	26%	22%	8%	*
	2018	23%	22%	<b>23%</b>	13%	0%	27%	-	*	*	50%	9%	0%	27%	5%	0%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>94%</b>	100%	93%	95%	-	*	*	83%	91%	100%	95%	91%	100%	*
	2018	73%	78%	<b>90%</b>	100%	76%	92%	-	80%	*	*	64%	*	90%	89%	93%	71%
At Meets Grade Level or Above	2019	44%	47%	<b>68%</b>	44%	52%	76%	-	*	*	67%	36%	67%	70%	62%	65%	*
	2018	46%	52%	<b>67%</b>	60%	47%	70%	-	80%	*	*	45%	*	69%	57%	67%	57%
At Masters Grade Level	2019	22%	23%	<b>43%</b>	11%	19%	57%	-	*	*	33%	18%	33%	48%	29%	12%	*
	2018	24%	27%	<b>31%</b>	20%	12%	34%	-	40%	*	*	27%	*	33%	25%	20%	29%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	81%	<b>95%</b>	100%	96%	95%	-	*	*	83%	82%	100%	96%	91%	88%	*
	2018	78%	82%	<b>95%</b>	83%	89%	97%	-	100%	*	*	82%	*	95%	93%	88%	88%
At Meets Grade Level or Above	2019	48%	54%	<b>75%</b>	89%	70%	75%	-	*	*	83%	45%	67%	76%	71%	71%	*
	2018	49%	51%	<b>70%</b>	50%	56%	74%	-	100%	*	*	55%	*	71%	66%	56%	63%
At Masters Grade Level	2019	28%	34%	<b>52%</b>	33%	44%	57%	-	*	*	67%	36%	33%	56%	41%	35%	*
	2018	27%	29%	<b>38%</b>	17%	22%	43%	-	60%	*	*	9%	*	41%	28%	31%	25%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	72%	<b>87%</b>	89%	81%	91%	-	*	*	67%	73%	83%	89%	82%	88%	*
	2018	63%	69%	<b>80%</b>	83%	57%	81%	-	100%	*	*	50%	*	78%	85%	80%	100%
At Meets Grade Level or Above	2019	35%	40%	<b>58%</b>	56%	33%	66%	-	*	*	50%	64%	33%	59%	56%	47%	*
	2018	39%	45%	<b>45%</b>	50%	43%	45%	-	60%	*	*	33%	*	42%	52%	33%	60%
At Masters Grade Level	2019	11%	13%	<b>22%</b>	11%	11%	26%	-	*	*	33%	18%	0%	23%	21%	24%	*
	2018	11%	12%	<b>17%</b>	0%	29%	18%	-	0%	*	*	17%	*	17%	15%	13%	0%

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

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<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	91%	<b>96%</b>	100%	88%	97%	-	100%	*	*	92%	100%	99%	86%	88%	88%
	2018	84%	89%	<b>98%</b>	100%	95%	99%	*	*	-	100%	93%	100%	99%	96%	92%	100%
At Meets Grade Level or Above	2019	54%	63%	<b>75%</b>	63%	63%	79%	-	80%	*	*	46%	80%	75%	72%	76%	63%
	2018	54%	59%	<b>72%</b>	64%	64%	77%	*	*	-	83%	40%	40%	74%	64%	69%	60%
At Masters Grade Level	2019	29%	35%	<b>40%</b>	0%	25%	46%	-	40%	*	*	15%	20%	42%	31%	12%	13%
	2018	26%	28%	<b>29%</b>	9%	32%	31%	*	*	-	50%	13%	20%	30%	24%	15%	20%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	94%	<b>99%</b>	100%	100%	99%	-	100%	*	*	92%	100%	100%	97%	100%	100%
	2018	91%	94%	<b>99%</b>	91%	100%	100%	*	*	-	100%	94%	100%	100%	96%	100%	100%
At Meets Grade Level or Above	2019	58%	65%	<b>85%</b>	63%	81%	87%	-	100%	*	*	46%	100%	84%	86%	71%	88%
	2018	58%	65%	<b>81%</b>	91%	70%	81%	*	*	-	100%	56%	80%	85%	65%	71%	33%
At Masters Grade Level	2019	36%	43%	<b>62%</b>	38%	44%	66%	-	100%	*	*	31%	60%	66%	48%	47%	63%
	2018	30%	32%	<b>33%</b>	18%	17%	36%	*	*	-	67%	11%	20%	35%	23%	21%	0%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	79%	<b>94%</b>	88%	81%	96%	-	100%	*	*	85%	100%	95%	90%	94%	88%
	2018	76%	80%	<b>89%</b>	82%	88%	92%	*	*	-	83%	83%	60%	90%	88%	87%	86%
At Meets Grade Level or Above	2019	49%	54%	<b>67%</b>	50%	56%	70%	-	80%	*	*	31%	60%	68%	66%	59%	50%
	2018	41%	44%	<b>44%</b>	45%	42%	47%	*	*	-	50%	33%	40%	46%	35%	33%	29%
At Masters Grade Level	2019	24%	27%	<b>36%</b>	25%	31%	38%	-	60%	*	*	23%	0%	37%	31%	24%	38%
	2018	17%	17%	<b>11%</b>	0%	13%	13%	*	*	-	0%	11%	0%	12%	4%	13%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	81%	<b>93%</b>	95%	90%	94%	-	88%	75%	90%	77%	97%	94%	89%	89%	91%
	2018	77%	81%	<b>92%</b>	92%	88%	94%	100%	87%	67%	92%	79%	90%	92%	91%	91%	84%
At Meets Grade Level or Above	2019	50%	54%	<b>69%</b>	60%	57%	73%	-	74%	42%	72%	41%	70%	69%	68%	63%	59%
	2018	48%	53%	<b>63%</b>	58%	51%	66%	50%	58%	44%	65%	45%	48%	65%	54%	53%	48%
At Masters Grade Level	2019	24%	26%	<b>41%</b>	17%	28%	46%	-	44%	17%	44%	19%	27%	43%	34%	25%	25%
	2018	22%	24%	<b>27%</b>	11%	18%	31%	17%	19%	11%	41%	14%	6%	30%	17%	17%	11%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	78%	<b>93%</b>	96%	93%	94%	-	86%	*	93%	82%	100%	95%	89%	89%	88%
	2018	74%	79%	<b>94%</b>	100%	90%	96%	*	82%	*	93%	78%	92%	95%	92%	92%	73%
At Meets Grade Level or Above	2019	48%	52%	<b>69%</b>	57%	57%	73%	-	71%	*	73%	38%	77%	69%	67%	67%	56%
	2018	46%	52%	<b>69%</b>	54%	55%	73%	*	55%	*	71%	43%	42%	72%	55%	62%	53%
At Masters Grade Level	2019	21%	24%	<b>42%</b>	9%	28%	50%	-	36%	*	47%	15%	38%	44%	36%	17%	13%
	2018	19%	22%	<b>33%</b>	13%	22%	37%	*	18%	*	57%	19%	8%	36%	19%	18%	20%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	85%	<b>94%</b>	100%	93%	95%	-	86%	*	93%	72%	100%	95%	91%	87%	100%
	2018	81%	84%	<b>95%</b>	92%	93%	96%	*	91%	*	93%	83%	100%	95%	93%	95%	88%
At Meets Grade Level or Above	2019	52%	55%	<b>74%</b>	70%	68%	76%	-	71%	*	80%	41%	85%	73%	75%	65%	75%

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- contin- uously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	53%	<b>69%</b>	68%	53%	72%	*	82%	*	73%	53%	58%	71%	61%	59%	47%
	2019	26%	29%	<b>48%</b>	26%	35%	54%	-	50%	*	53%	21%	38%	51%	40%	33%	38%
	2018	24%	25%	<b>31%</b>	16%	13%	36%	*	36%	*	47%	10%	8%	34%	20%	20%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	<b>87%</b>	89%	81%	91%	-	*	*	67%	73%	83%	89%	82%	88%	*
	2018	66%	72%	<b>80%</b>	83%	57%	81%	-	100%	*	*	50%	*	78%	85%	80%	100%
	2019	38%	44%	<b>58%</b>	56%	33%	66%	-	*	*	50%	64%	33%	59%	56%	47%	*
At Meets Grade Level or Above	2018	41%	48%	<b>45%</b>	50%	43%	45%	-	60%	*	*	33%	*	42%	52%	33%	60%
	2019	14%	17%	<b>22%</b>	11%	11%	26%	-	*	*	33%	18%	0%	23%	21%	24%	*
	2018	13%	14%	<b>17%</b>	0%	29%	18%	-	0%	*	*	17%	*	17%	15%	13%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>94%</b>	88%	81%	96%	-	100%	*	*	85%	100%	95%	90%	94%	88%
	2018	80%	83%	<b>89%</b>	82%	88%	92%	*	*	-	83%	83%	60%	90%	88%	87%	86%
	2019	54%	58%	<b>67%</b>	50%	56%	70%	-	80%	*	*	31%	60%	68%	66%	59%	50%
At Meets Grade Level or Above	2018	51%	55%	<b>44%</b>	45%	42%	47%	*	*	-	50%	33%	40%	46%	35%	33%	29%
	2019	25%	27%	<b>36%</b>	25%	31%	38%	-	60%	*	*	23%	0%	37%	31%	24%	38%
	2018	23%	26%	<b>11%</b>	0%	13%	13%	*	*	-	0%	11%	0%	12%	4%	13%	0%
At Masters Grade Level																	



District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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.

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Ed	ously	ously	Disadv	Monitored)	(Current
				State	District	Campus					(Current)	(Former)	Enrolled	Enrolled			&
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	61	<b>73</b>	72	67	78	-	*	*	50	59	75	75	69	76	*
	2018	63	63	<b>63</b>	60	44	65	-	*	*	*	78	*	67	48	61	58
Grade 4 Mathematics	2019	65	73	<b>90</b>	94	87	90	-	*	*	83	86	100	90	88	82	*
	2018	65	67	<b>85</b>	58	88	85	-	*	*	*	83	*	88	71	77	86
Grade 5 ELA/Reading	2019	81	84	<b>86</b>	83	97	86	-	80	*	*	92	80	84	94	87	86
	2018	80	82	<b>81</b>	91	79	81	*	*	-	67	96	70	79	91	68	100
Grade 5 Mathematics	2019	83	89	<b>91</b>	100	91	90	-	100	*	*	67	100	92	87	97	100
	2018	81	83	<b>87</b>	91	91	85	*	*	-	100	94	80	86	93	79	100
All Grades Both Subjects	2019	69	70	<b>85</b>	87	83	86	-	92	63	75	76	89	85	84	85	93
	2018	69	70	<b>79</b>	80	77	79	*	89	*	88	90	75	80	76	71	85
All Grades ELA/Reading	2019	68	69	<b>80</b>	77	78	82	-	83	*	67	76	77	79	81	81	90
	2018	69	70	<b>72</b>	81	64	73	*	93	*	75	89	64	73	69	64	77
All Grades Mathematics	2019	70	72	<b>90</b>	97	88	90	-	100	*	83	76	100	91	88	89	96
	2018	70	70	<b>86</b>	79	90	85	*	86	*	100	90	86	87	82	78	92

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	45%	<b>73%</b>	*	*	75%	-	*	*	*	75%	60%	*
	2018	38%	45%	<b>62%</b>	*	*	68%	-	*	-	-	56%	*	*
Mathematics	2019	45%	50%	<b>83%</b>	*	*	86%	-	-	*	*	78%	86%	*
	2018	47%	53%	<b>86%</b>	*	85%	89%	-	*	-	-	77%	78%	83%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>92%</b>	83%	88%	94%	-	100%	*	*	70%	81%	83%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>8%</b>	17%	13%	6%	-	0%	*	*	30%	19%	17%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>96%</b>	100%	88%	97%	-	100%	*	*	90%	88%	83%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	<b>98%</b>	100%	100%	98%	-	100%	*	*	90%	100%	100%
Students Requiring Accelerated Instruction														
	2019	17%	12%	<b>2%</b>	0%	0%	2%	-	0%	*	*	10%	0%	0%
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>99%</b>	100%	100%	99%	-	100%	*	*	90%	100%	100%

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	93%	-	-	-	-	-	89%	89%	-	-	89%	89%
	2018	77%	81%	92%	-	-	-	-	-	80%	78%	*	-	80%	80%
At Meets Grade Level or Above	2019	50%	54%	69%	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	48%	53%	63%	-	-	-	-	-	40%	41%	*	-	40%	40%
At Masters Grade Level	2019	24%	26%	41%	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	22%	24%	27%	-	-	-	-	-	14%	13%	*	-	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	93%	-	-	-	-	-	85%	85%	-	-	85%	85%
	2018	74%	79%	94%	-	-	-	-	-	67%	64%	*	-	67%	67%
At Meets Grade Level or Above	2019	48%	52%	69%	-	-	-	-	-	46%	46%	-	-	46%	46%
	2018	46%	52%	69%	-	-	-	-	-	42%	36%	*	-	42%	42%
At Masters Grade Level	2019	21%	24%	42%	-	-	-	-	-	8%	8%	-	-	8%	8%
	2018	19%	22%	33%	-	-	-	-	-	25%	18%	*	-	25%	25%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	94%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	81%	84%	95%	-	-	-	-	-	86%	85%	*	-	86%	86%
At Meets Grade Level or Above	2019	52%	55%	74%	-	-	-	-	-	69%	69%	-	-	69%	69%
	2018	50%	53%	69%	-	-	-	-	-	43%	46%	*	-	43%	43%
At Masters Grade Level	2019	26%	29%	48%	-	-	-	-	-	31%	31%	-	-	31%	31%
	2018	24%	25%	31%	-	-	-	-	-	14%	15%	*	-	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	87%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	72%	80%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	44%	58%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	48%	45%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	17%	22%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	14%	17%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	94%	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	80%	83%	89%	-	-	-	-	-	83%	80%	*	-	83%	83%
At Meets Grade Level or Above	2019	54%	58%	67%	-	-	-	-	-	33%	33%	-	-	33%	33%
	2018	51%	55%	44%	-	-	-	-	-	17%	20%	*	-	17%	17%
At Masters Grade Level	2019	25%	27%	36%	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	23%	26%	11%	-	-	-	-	-	0%	0%	*	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	85%	-	-	-	-	-	97%	97%	-	-	97%	97%
	2018	69%	70%	79%	-	-	-	-	-	92%	91%	*	-	92%	92%
All Grades ELA/Reading	2019	68%	69%	80%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2018	69%	70%	72%	-	-	-	-	-	81%	79%	*	-	81%	81%
All Grades Mathematics	2019	70%	72%	90%	-	-	-	-	-	95%	95%	-	-	95%	95%
	2018	70%	70%	86%	-	-	-	-	-	100%	100%	*	-	100%	100%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	45%	73%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	45%	62%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	50%	83%	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	53%	86%	-	-	-	-	-	83%	*	*	-	83%	83%

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 649  
 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 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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>99%</b>	89%	99%	100%	-	100%	100%	100%	98%	94%	95%
Not Included in Accountability													
Mobile	4%	4%	<b>1%</b>	11%	1%	0%	-	0%	0%	0%	2%	6%	5%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	94%	<b>96%</b>	96%	90%	98%	100%	91%	100%	100%	98%	92%	100%
Not Included in Accountability													
Mobile	4%	5%	<b>3%</b>	3%	10%	2%	0%	9%	0%	0%	2%	7%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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)
<b>Attendance Rate</b>													
2018-19	95.4%	96.2%	<b>97.0%</b>	97.5%	96.9%	96.9%	*	97.1%	*	97.4%	96.5%	96.6%	97.2%
2017-18	95.4%	96.0%	<b>96.4%</b>	97.7%	96.8%	96.2%	*	97.0%	*	96.2%	95.6%	95.5%	97.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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)
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 Grade Span: EE - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
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

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	56.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
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: 673  
Grade Span: EE - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: HAWK EL  
Campus Number: 061901118

	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	40.6%	42.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
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
<b>Average SAT Score (Annual Graduates)</b>													
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
<b>Average ACT Score (Annual Graduates)</b>													
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

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
Campus Name: HAWK EL  
Campus Number: 061901118

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

Total Students: 673  
Grade Span: EE - 05  
School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	673	100.0%	30,682	5,479,173	676	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	2	0.3%	0.2%	0.3%	3	0.4%	0.3%	0.5%
Pre-Kindergarten	31	4.6%	3.3%	4.5%	31	4.6%	3.5%	4.5%
Kindergarten	95	14.1%	6.7%	7.0%	97	14.3%	7.0%	7.0%
Grade 1	111	16.5%	7.4%	7.1%	111	16.4%	7.4%	7.1%
Grade 2	85	12.6%	7.0%	7.1%	85	12.6%	7.0%	7.1%
Grade 3	108	16.0%	7.2%	7.1%	108	16.0%	7.2%	7.1%
Grade 4	104	15.5%	7.1%	7.3%	104	15.4%	7.0%	7.3%
Grade 5	137	20.4%	7.6%	7.6%	137	20.3%	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	48	7.1%	17.6%	12.6%	48	7.1%	17.6%	12.6%
Hispanic	119	17.7%	32.1%	52.8%	119	17.6%	32.2%	52.8%
White	448	66.6%	44.6%	27.0%	451	66.7%	44.5%	27.0%
American Indian	2	0.3%	0.6%	0.4%	2	0.3%	0.6%	0.4%
Asian	40	5.9%	3.6%	4.6%	40	5.9%	3.6%	4.6%
Pacific Islander	4	0.6%	0.2%	0.2%	4	0.6%	0.2%	0.2%
Two or More Races	12	1.8%	1.3%	2.5%	12	1.8%	1.3%	2.5%
Sex:								
Female	326	48.4%	48.6%	48.8%	327	48.4%	48.6%	48.8%
Male	347	51.6%	51.4%	51.2%	349	51.6%	51.4%	51.2%
Economically Disadvantaged	124	18.4%	45.7%	60.3%	125	18.5%	46.0%	60.2%
Non-Educationally Disadvantaged	549	81.6%	54.3%	39.7%	551	81.5%	54.0%	39.8%
Section 504 Students	81	12.0%	10.3%	6.9%	81	12.0%	10.3%	6.9%
English Learners (EL)	37	5.5%	15.3%	20.3%	37	5.5%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	56	8.3%	5.5%	4.1%	56	8.3%	5.5%	4.1%
Foster Care	3	0.4%	0.5%	0.3%	3	0.4%	0.5%	0.3%
Homeless	2	0.3%	1.7%	1.4%	2	0.3%	1.7%	1.4%
Immigrant	3	0.4%	1.5%	2.3%	3	0.4%	1.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	24.4%	65.1%	0	0.0%	24.6%	65.1%
Military Connected	6	0.9%	1.0%	1.9%	6	0.9%	1.0%	1.9%
At-Risk	153	22.7%	32.0%	50.6%	153	22.6%	32.1%	50.5%

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 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	37	5.5%	16.2%	20.6%	37	5.5%	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	58	8.6%	10.9%	8.1%	58	8.6%	10.8%	8.1%
Special Education	70	10.4%	11.7%	10.5%	72	10.7%	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	23	32.9%	34.9%	42.4%				
Students with Physical Disabilities	19	27.1%	24.0%	21.4%				
Students with Autism	7	10.0%	11.1%	13.8%				
Students with Behavioral Disabilities	21	30.0%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	20	3.6%	14.7%	15.3%				
By Ethnicity:								
African American	6	1.1%						
Hispanic	2	0.4%						
White	10	1.8%						
American Indian	0	0.0%						
Asian	2	0.4%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	40	7.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.4%	1.6%	0.0%	4.9%	5.5%
Grade 1	1.3%	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%

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

Total Students: 673  
 Grade Span: EE - 05  
 School Type: Elementary

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.8	16.2	19.0
Grade 1	17.5	17.3	18.9
Grade 2	19.9	17.3	18.8
Grade 3	16.4	17.7	19.0
Grade 4	16.4	18.0	19.2
Grade 5	21.4	19.5	20.9
Grade 6	1.0	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

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 Grade Span: EE - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.2	100.0%	100.0%	100.0%
Professional Staff:	55.3	84.7%	69.1%	63.7%
Teachers	45.6	69.9%	54.8%	49.4%
Professional Support	7.7	11.7%	11.1%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.6%	3.0%
Educational Aides:	10.0	15.3%	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:	11.0	16.8%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.4%	8.4%	10.8%
Hispanic	4.0	8.8%	14.2%	28.1%
White	39.6	86.8%	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	1.1	2.5%	24.8%	23.8%
Females	44.5	97.5%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	39.1	85.7%	68.8%	73.4%
Masters	6.5	14.3%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.6%	8.1%	7.4%
1-5 Years Experience	7.1	15.7%	28.2%	27.9%
6-10 Years Experience	8.0	17.5%	20.2%	19.4%
11-20 Years Experience	20.6	45.2%	31.1%	29.4%
Over 20 Years Experience	6.8	15.0%	12.4%	15.9%
Number of Students per Teacher	14.8	n/a	13.1	15.1



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

Total Students: 673  
Grade Span: EE - 05  
School Type: Elementary

District Name: DENTON ISD  
Campus Name: HAWK EL  
Campus Number: 061901118

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.2	6.2
Average Years Experience of Principals with District	5.0	6.4	5.3
Average Years Experience of Assistant Principals	4.0	5.8	5.3
Average Years Experience of Assistant Principals with District	4.0	5.2	4.7
Average Years Experience of Teachers:	12.3	10.3	11.1
Average Years Experience of Teachers with District:	9.0	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,675	\$54,825	\$49,868
1-5 Years Experience	\$55,415	\$55,823	\$52,823
6-10 Years Experience	\$58,772	\$58,865	\$55,756
11-20 Years Experience	\$60,406	\$61,161	\$59,308
Over 20 Years Experience	\$67,819	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,070	\$59,377	\$57,091
Professional Support	\$64,337	\$68,262	\$67,352
Campus Administration (School Leadership)	\$83,450	\$87,076	\$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: DENTON ISD  
 Campus Name: HAWK EL  
 Campus Number: 061901118

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

Total Students: 673  
 Grade Span: EE - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.2%	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	0.9	1.9%	1.0%	1.9%
Regular Education	43.7	95.9%	77.0%	70.9%
Special Education	0.0	0.0%	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](#)

## Hawk 2020-2021 Imagine Math Grade 2 EOY

Last Name	First Name	Grade	National Performance Descriptor	EOY	Quantile Growth from BOY
Aldrich	Allie	Grade 2	Proficient	615	415
Aponte	Bailey	Grade 2	Proficient	615	245
Azad	Krishang	Grade 2	Advanced	690	170
Banks	Avery	Grade 2	Proficient	650	245
Baxter	Luke	Grade 2	Advanced	725	135
Beffa	Kinley	Grade 2	Proficient	640	210
Bennett	David	Grade 2	Proficient	310	240
Black	Caitlin	Grade 2	Proficient	635	395
Bonham	Benjamin	Grade 2	Proficient	605	135
Bridges	Sadie	Grade 2	Proficient	545	240
Britton	Luke	Grade 2	Advanced	685	220
Brown	Walker	Grade 2	Proficient	520	95
Bruxvoort	Andrew	Grade 2	Proficient	585	55
Burleson	Stella	Grade 2	Basic	150	220
Callahan	Colin	Grade 2	Proficient	260	205
Camili	Adrina	Grade 2	Proficient	325	445
Carr	Charley	Grade 2	Proficient	645	150
Carriker	Abigail	Grade 2	Proficient	530	165
Clay	Jack	Grade 2	Proficient	475	335
Clayton	Greenleigh	Grade 2	Proficient	260	340
Clayton	Makynlee	Grade 2	Proficient	300	150
Cloud	Connor	Grade 2	Proficient	580	20
Compton	Audrey	Grade 2	Proficient	595	265
Cox	Owen	Grade 2	Proficient	420	350
Criales	Joseph	Grade 2	Advanced	710	325
Cruz	Nelson	Grade 2	Proficient	240	225
Cruz	Christian	Grade 2	Proficient	450	215
Cucovatz	Lillian	Grade 2	Proficient	405	360
Davis	Robert	Grade 2	Advanced	725	165
Dixon	Logan	Grade 2	Proficient	520	355
Fischer	Grant	Grade 2	Advanced	715	280
Foster	Olivia	Grade 2	Proficient	305	95
Francis	Ashton	Grade 2	Proficient	500	130
Galindo	Aubree	Grade 2	Proficient	335	200
Gamboa	Aevah	Grade 2	Basic	185	365
Gonzalez	Phillip	Grade 2	Proficient	270	135
Gonzalez	Aidan	Grade 2	Proficient	595	90
Gormley	Ean	Grade 2	Proficient	505	460
Grimes	Adalyn	Grade 2	Proficient	270	305
Guck	Gavin	Grade 2	Advanced	725	145
Guy	Mason	Grade 2	Proficient	440	400
Hernandez	Matthew	Grade 2	Proficient	455	175

Hopkins	Harris	Grade 2	Advanced	725	200
Hughes	Addison	Grade 2	Proficient	575	150
Huynh	Ethan	Grade 2	Advanced	725	135
Jackson	Evelyn	Grade 2	Proficient	580	135
Jackson	Jejuan	Grade 2	--	--	--
Jaimes	John	Grade 2	Advanced	725	75
Jillson	Paxton	Grade 2	Proficient	400	285
Jobst	Faith	Grade 2	Proficient	655	-30
Johnson	Shaylee	Grade 2	Proficient	555	480
Jolly	Benson	Grade 2	Advanced	725	0
Jones	Brooklyn	Grade 2	Proficient	395	205
Julian	Zayden	Grade 2	Proficient	220	280
Klein	Ava	Grade 2	Proficient	505	245
Knipe	Colton	Grade 2	Advanced	680	75
Kozura	Alexandra	Grade 2	Proficient	550	410
Krampitz	Shane	Grade 2	Proficient	615	80
Lawson	Zachary	Grade 2	Proficient	495	235
Lochabay	Trace	Grade 2	Proficient	460	335
Malkani	Piper	Grade 2	Proficient	655	320
Malone	Brayden	Grade 2	Proficient	335	300
Manke	Vandon	Grade 2	Proficient	580	120
Manning	Jacob	Grade 2	Proficient	520	420
Martin	Chloe	Grade 2	Proficient	640	435
Mathney	Lacy	Grade 2	Proficient	600	215
McCallum	Lindsey	Grade 2	Proficient	580	140
McDonald	Raelyn	Grade 2	Proficient	430	200
McGee	Willem	Grade 2	Advanced	695	90
McNew	Maddox	Grade 2	Advanced	725	255
Mendez	Mila	Grade 2	Proficient	475	230
Monk	Owen	Grade 2	Proficient	575	-5
Moore	Charlye	Grade 2	Proficient	595	215
Najera	Jaelyn	Grade 2	Basic	155	75
Najera	Jocelyn	Grade 2	Proficient	190	90
Newman	Monika	Grade 2	Proficient	300	5
Newman	Massey	Grade 2	Proficient	455	420
Nino-Romero	Ilithya	Grade 2	Proficient	565	475
Parker	Addyson	Grade 2	Below Basic	-25	145
Potter	Evan	Grade 2	Proficient	570	245
Puga	Heriberto	Grade 2	--	--	--
Qureshi	Aamir	Grade 2	Proficient	500	195
Railing	Carter	Grade 2	Basic	135	45
Richardson	Jaycie	Grade 2	Proficient	520	380
Ross	William	Grade 2	Proficient	530	355
Russell	Joseph	Grade 2	Proficient	280	470
Santilli	Vincent	Grade 2	Proficient	425	75
Schwarzentraub	Landry	Grade 2	Advanced	725	0
Shropshire	Cyrus	Grade 2	Proficient	420	290

Simpson	Clara	Grade 2	Proficient	410	155
Smart	Mia	Grade 2	Proficient	540	185
Smith	Ayden	Grade 2	Proficient	400	340
Smith	Darrell	Grade 2	Proficient	510	260
Smith	Holli	Grade 2	Proficient	660	265
Spear	Benjamin	Grade 2	Proficient	560	545
Stevens	Ryder	Grade 2	Proficient	350	165
Taylor	Allie	Grade 2	Proficient	655	290
Thomas	Colbie	Grade 2	Advanced	725	0
Tibbets	Brody	Grade 2	Proficient	630	215
Torres	Dominic	Grade 2	Proficient	490	60
Varenhorst	Archer	Grade 2	Proficient	500	190
Vaughan	Samuel	Grade 2	Proficient	590	225
Wang	Kate	Grade 2	Proficient	420	-155
Webb	Madison	Grade 2	Basic	65	-225
Wehring	Reagan	Grade 2	Proficient	535	275
Wells	Ryleigh	Grade 2	Advanced	725	230
White	Bryce	Grade 2	Proficient	410	350
Wiebe	Harper	Grade 2	Proficient	455	235
Yan	Tingting	Grade 2	Advanced	725	40

Istation Comprehension  
September 2021

2nd Grade

Tier 1	Tier 2	Tier 3
75%	14%	12%

3rd Grade

Tier 1	Tier 2	Tier 3
73%	15%	12%

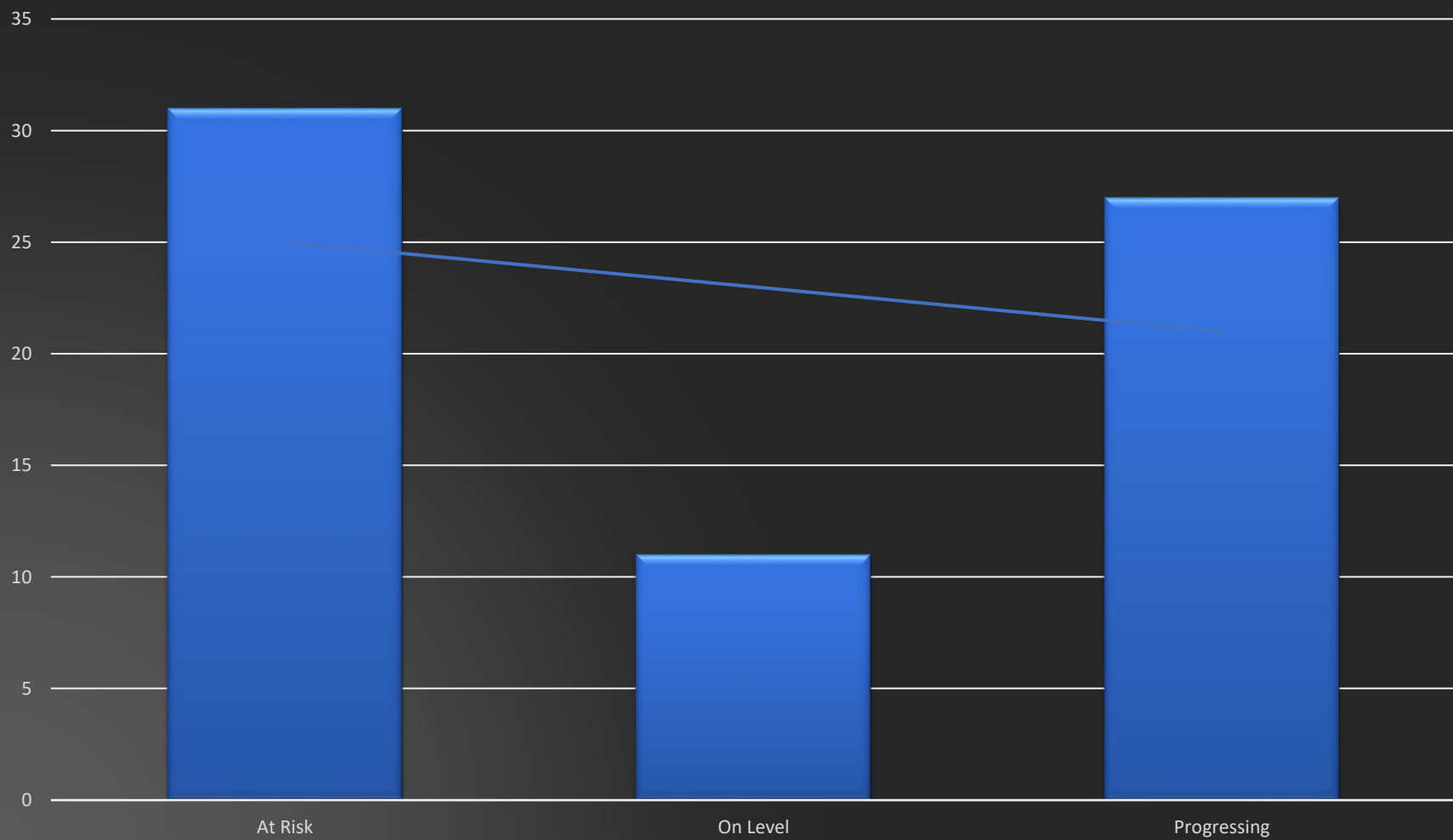
4th Grade

Tier 1	Tier 2	Tier 3
81%	12%	8%

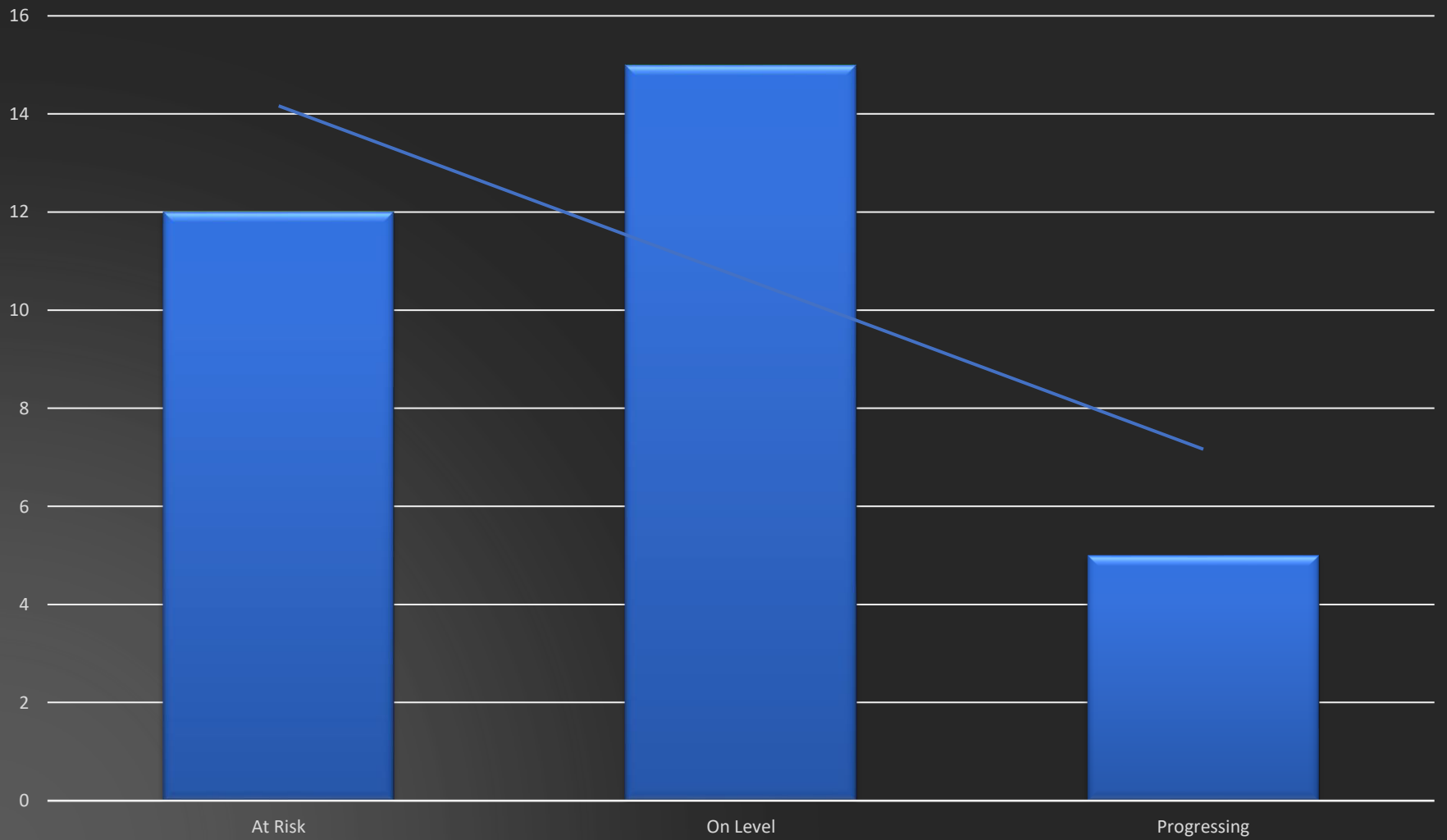
5th Grade

Tier 1	Tier 2	Tier 3
79%	15%	7%

## Hawk 2nd Grade BOY PNA

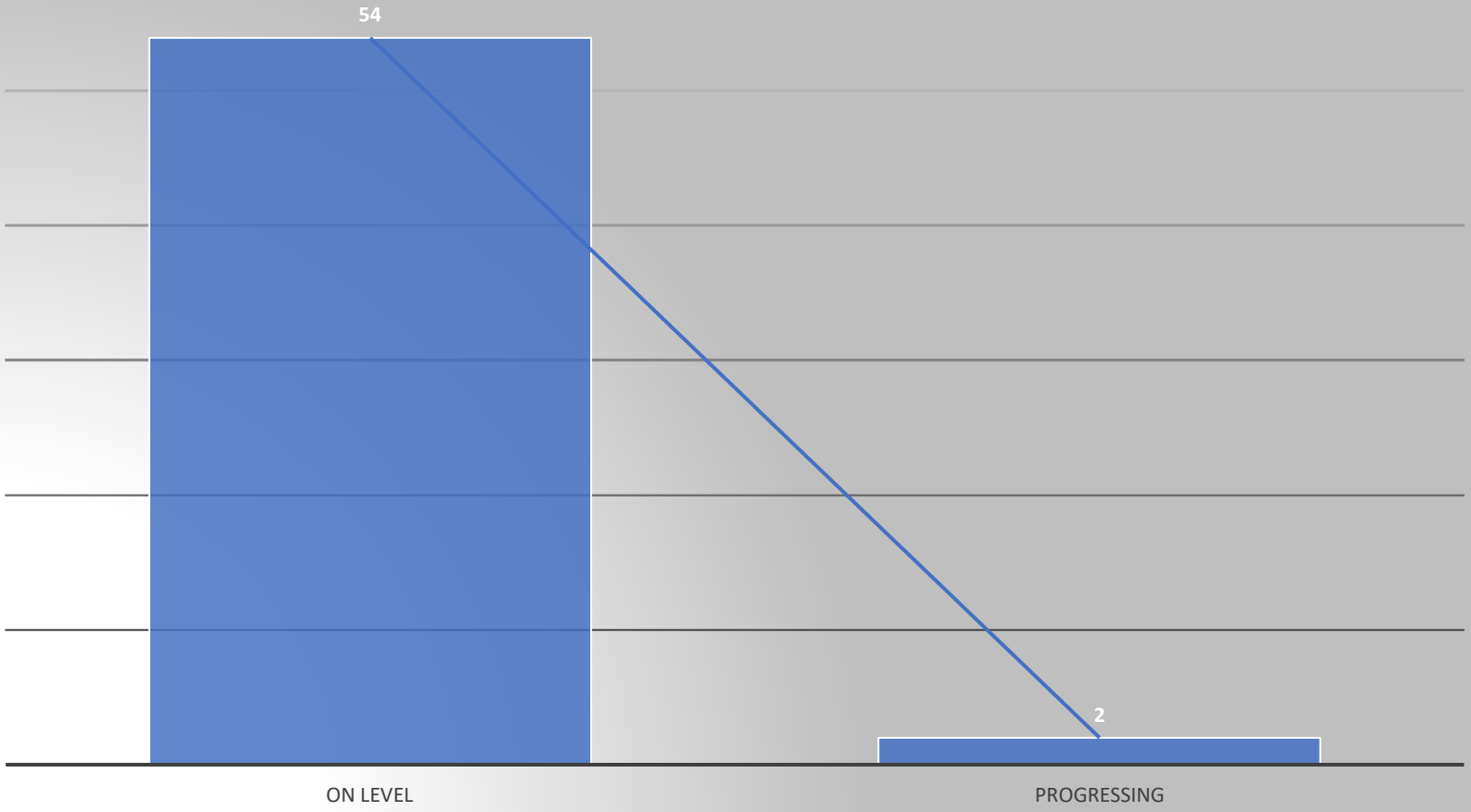


## Hawk 1st Grade BOY PNA





Hawk Kinder BOY PNA



**TPRI 1st Grade  
School Benchmark Report**



Community: DENTON ISD  
School: HAWK EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 1

Measure	D	SD
SCR-1 Letter Sound	92%	8%
SCR-2 Word Reading	56%	44%
SCR-3 Blending Phonemes	38%	62%
Blending Word Parts	58%	42%
Blending Phonemes	45%	55%
Deleting Initial Sounds	40%	60%
Deleting Final Sounds	50%	50%
Initial Consonant Substitution	90%	10%
Final Consonant Substitution	74%	26%
Middle Vowel Substitution	69%	31%
Initial Blending Substitution	33%	67%
Blends in Final Position	50%	50%
Word Reading 1	49%	51%
Word Reading 2	42%	58%
Word Reading 3	53%	47%
Word Reading 4	41%	59%
Fluency - Tut	71%	29%
Reading Comp - Tut	62%	38%
Listening Comp - Tut	*	*
Accuracy Level - Tut	61%	39%
Fluency - Baseball Game	75%	25%
Reading Comp - Baseball Game	72%	28%
Listening Comp - Baseball Game	*	*
Accuracy Level - Baseball Game	53%	47%
* Measure has no benchmarks.		

TPRI 1st Grade  
School Benchmark Report



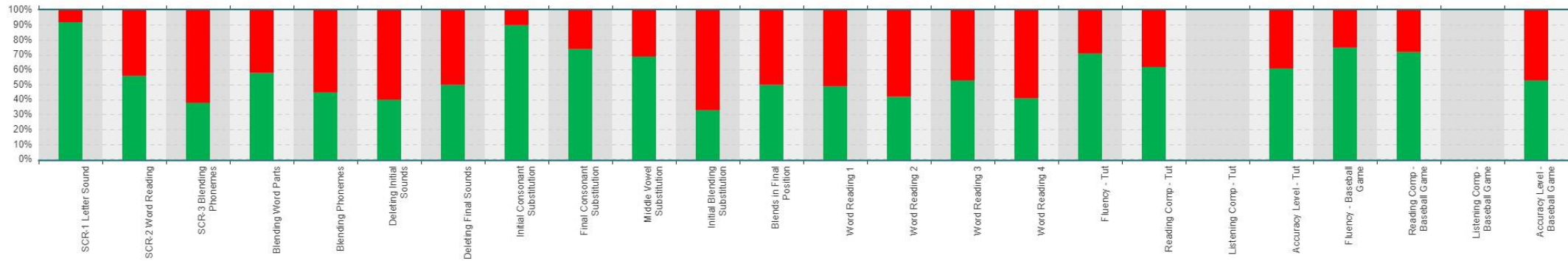
Community: DENTON ISD  
School: HAWK EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 1

■ % of Students Meeting D
 ■ % of Students Meeting SD

School Benchmark Report

HAWK EL



**TPRI 2nd Grade  
School Benchmark Report**



Community: DENTON ISD  
School: HAWK EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 2

Measure	D	SD
SC Word Reading	71%	29%
Spelling Set 1	30%	70%
Spelling Set 2	22%	78%
Spelling Set 3	30%	70%
Spelling Set 4	11%	89%
Word Reading Set 1	82%	18%
Word Reading Set 2	71%	29%
Word Reading Set 3	68%	32%
Word Reading Set 4	67%	33%
Fluency - Rosa s New Friend	34%	66%
Read Comp - Rosa s New Friend	79%	21%
Lis Comp - Rosa s New Friend	*	*
Accu Level - Rosa s New Friend	79%	21%
Fluency - Skateboard!	40%	60%
Read Comp - Skateboard!	55%	45%
Lis Comp - Skateboard!	*	*
Accu Level - Skateboard!	79%	21%
* Measure has no benchmarks.		

TPRI 2nd Grade  
School Benchmark Report



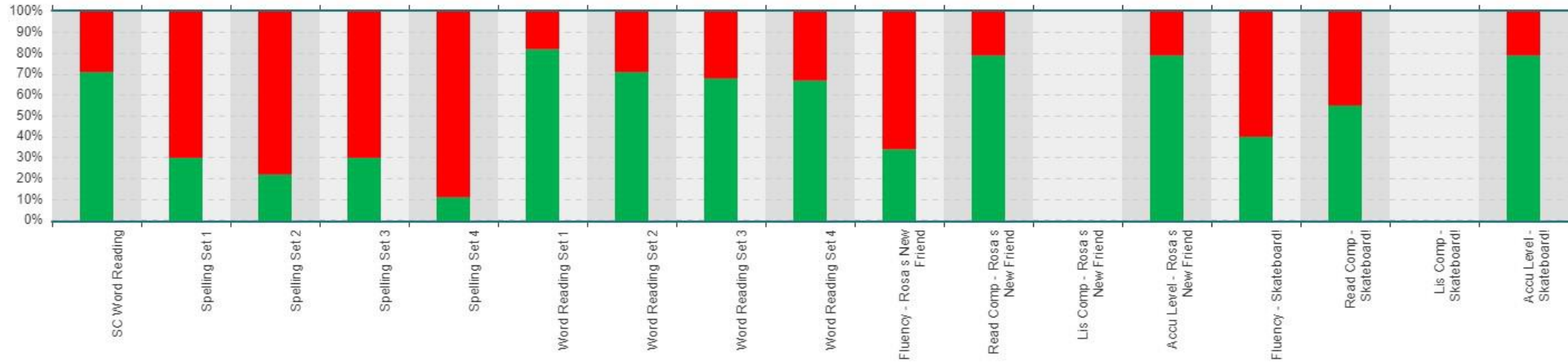
Community: DENTON ISD  
School: HAWK EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 2

■ % of Students Meeting D ■ % of Students Meeting SD

## School Benchmark Report

HAWK EL



**TPRI 1st Grade  
School Benchmark Report**



Community: DENTON ISD  
School: HAWK EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 1

Measure	D	SD
SCR-1 Letter Sound	92%	8%
SCR-2 Word Reading	56%	44%
SCR-3 Blending Phonemes	38%	62%
Blending Word Parts	58%	42%
Blending Phonemes	45%	55%
Deleting Initial Sounds	40%	60%
Deleting Final Sounds	50%	50%
Initial Consonant Substitution	90%	10%
Final Consonant Substitution	74%	26%
Middle Vowel Substitution	69%	31%
Initial Blending Substitution	33%	67%
Blends in Final Position	50%	50%
Word Reading 1	49%	51%
Word Reading 2	42%	58%
Word Reading 3	53%	47%
Word Reading 4	41%	59%
Fluency - Tut	71%	29%
Reading Comp - Tut	62%	38%
Listening Comp - Tut	*	*
Accuracy Level - Tut	61%	39%
Fluency - Baseball Game	75%	25%
Reading Comp - Baseball Game	72%	28%
Listening Comp - Baseball Game	*	*
Accuracy Level - Baseball Game	53%	47%
* Measure has no benchmarks.		

TPRI 1st Grade  
School Benchmark Report



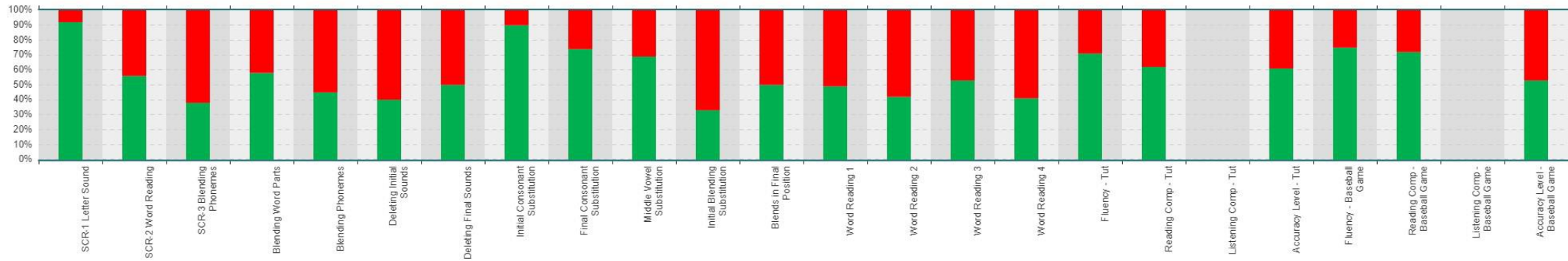
Community: DENTON ISD  
School: HAWK EL  
School year: 2021-2022  
Ethnicity: All  
Sub-populations: All

Assessment Language: English  
Class: ALL  
Teacher: ALL  
Wave 1  
Grade Level: 1

■ % of Students Meeting D
 ■ % of Students Meeting SD

School Benchmark Report

HAWK EL



# Imagine Math BOY 2021-2022

HAW 2-3-4-5 Imagine Math BOY (2021-2022)				
Classroom	Placement Benchmark %Far Below Basic	Placement Benchmark %Below Basic	Placement Benchmark %Basic	Placement Benchmark %Proficient
Grade 2	0%	5%	19%	76%
Grade 3	23%	18%	39%	19%
Grade 4	24%	23%	27%	26%
Grade 5	9%	31%	33%	28%



**Denton Independent School District**  
**McNair Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students

## Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

## Value Statement

Respect - High Expectations - Enthusiasm - Teamwork - Fun

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

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

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Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	16
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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Demographics

We need to strive to ensure that we are meeting the needs of all populations of our diverse student body.

### Student Learning

Throughout the last 18 months, our students have experienced the potential for significant learning loss. We must ensure that our Tier 1 instruction is strong and intervention is targeted and intentional to bridge gaps.

### School Processes and Programs

To further support the diversity of our campus, we need to continually reevaluate our processes to ensure that we are meeting the varying needs of all students.

### Perceptions

Continue to seek ways to positively affect the perceptions of our community of the school, grow the relationships amongst our staff, and grow our relationships with our families and community.

# Demographics

## Demographics Summary

- K-5 students
- Staff (including teachers, paraprofessional and other support staff)
- Parents
- Community
- Business partners
- Title I campus

- White 44%
- Hispanic 42%
- AA 9%
- Other 5%
- SPED 16%
- ESL/Bilingual 25%
- At-risk 25%

Sub-Population Data												
Current Building Name	Grade	Hispanic Total	Asian Total	Black/African American Total	American Indian/Alaska Native Total	Native Hawaiian/Other Pacific Islander Total	White Total	Multiple Total	At Risk Total	ESL Total	Bilingual Total	SpEd Total
McNair Elementary	01	34	2	6	0	0	39	5	21	5	19	12
	02	33	1	6	0	0	39	2	22	3	20	12
	03	38	4	5	1	0	31	1	18	8	8	16
	04	41	2	10	0	0	41	1	27	5	18	20
	05	41	2	15	0	0	47	3	32	5	26	15
	EE	1	0	0	0	0	1	0	0	0	0	2
	KG	33	1	6	0	0	35	4	15	1	14	10
		221	12	48	1	0	233	16	135	27	105	87

## Demographics Strengths

- Diverse student population including monolingual, bilingual and deaf education students
- Overall strong attendance
- Strong special program representation

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We need to strive to ensure that we are meeting the needs of all populations of our diverse student body.

# Student Learning

## Student Learning Summary

- TAPR report in addendums
- STAAR Performance Report in addendums

## STAAR breakdown

- 70% of all tests at Approaches or above in 2021 (59% AA, 64% Hispanic, 76% white)
- 40% of all tests at Meets or above in 2021 (27% AA, 30% Hispanic, 52% white)
- 23% of all tests at Masters or above in 2021 (11% AA, 16% Hispanic, 30% white)

Texas Education Agency  
2021 STAAR Performance  
MCNAIR EL (061901106) - 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	75	1	27	41	-	3	-	3	20	19	20	8	2	63	12
Total Tests	267	28	113	115	-	7	-	4	139	75	78	41	9	208	59
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	97%	98%	97%	-	100%	-	100%	97%	99%	99%	98%	100%	98%	97%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	62%	42%	54%	69%	-	100%	-	100%	47%	57%	58%	0%	67%	69%	43%
At Meets GL Standard or Above	29%	17%	13%	42%	-	33%	-	100%	17%	17%	16%	0%	67%	36%	11%
At Masters GL Standard	6%	0%	3%	4%	-	33%	-	67%	3%	7%	6%	0%	0%	7%	4%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	63	5	21	31	-	3	-	3	28	17	18	0	2	51	12
At Meets GL Standard or Above	30	2	5	19	-	1	-	3	10	5	5	0	2	27	3
At Masters GL Standard	6	0	1	2	-	1	-	2	2	2	2	0	0	5	1
Total Tests	102	12	39	45	-	3	-	3	59	30	31	14	3	74	28
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	95%	100%	95%	94%	-	100%	-	100%	94%	97%	97%	100%	100%	96%	94%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	68%	71%	59%	78%	-	0%	-	100%	54%	54%	58%	50%	67%	68%	69%
At Meets GL Standard or Above	38%	29%	27%	53%	-	0%	-	100%	21%	13%	15%	29%	67%	38%	38%
At Masters GL Standard	21%	14%	16%	28%	-	0%	-	0%	13%	4%	8%	7%	0%	20%	23%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	53	5	22	25	-	0	-	1	21	13	15	7	2	44	9
At Meets GL Standard or Above	30	2	10	17	-	0	-	1	8	3	4	4	2	25	5
At Masters GL Standard	16	1	6	9	-	0	-	0	5	1	2	1	0	12	2

At Masters OL Standard	10	1	0	3	-	0	-	0	3	1	4	1	0	13	3
Total Tests	78	7	37	32	-	1	-	1	39	24	26	14	3	65	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	88%	98%	100%	-	50%	-	100%	98%	96%	96%	93%	100%	97%	94%

## Student Learning Strengths

- TAPR report in addendums
- As a campus, our student's gaps are minimized by the time they leave 5th grade through intentional, targeted intervention work
- Teachers collaborate to meet the needs of the students
- Students can work with varying staff on campus to ensure we're meeting needs and filling gaps

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Throughout the last 18 months, our students have experienced the potential for significant learning loss. We must ensure that our Tier 1 instruction is strong and intervention is targeted and intentional to bridge gaps.



# School Processes & Programs

## School Processes & Programs Summary

- Bilingual program (1 class/grade level)
- Regional Day School Program for the Deaf
- Reading Recovery Teacher
- Reading Interventionist
- Math Interventionist
- Bilingual Interventionist
- Dyslexia Therapist

## School Processes & Programs Strengths

- Cohesive, collaborative staff
- Diversity with programs
- Highly qualified teaching staff

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** To further support the diversity of our campus, we need to continually reevaluate our processes to ensure that we are meeting the varying needs of all students.

# Perceptions

## Perceptions Summary

- We realize we serve a diverse student body and try to meet the varying needs
- We promote a climate of inclusiveness and family
- We believe that all students can learn - it is our job to figure out how they do that best
- Staff is fairly established and many have been here for many years

## Family and Community Involvement

- Communication is sent from teachers at least weekly and sent from principal bi-weekly through Parent Preview
- Happenings around the school along with upcoming events are shared on social media
- Parents once again have opportunities to come into the school to volunteer

## Culture and Climate

- Staff works collaboratively to ensure a true PLC feel
- When entering the building, there is a "family" feel - many visitors and subs note this
- Administration is available for teachers with open door policy
- Administration is family oriented and supports staff with immediate needs
- Staff are supportive of each other and pick up when there is a need

## Perceptions Strengths

- Great parent/school relationships
- Staff is collaborative and works well together
- We focus on meeting the needs of the whole child
- Great communication between the school and the parents of our students

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Continue to seek ways to positively affect the perceptions of our community of the school, grow the relationships amongst our staff, and grow our relationships with our families and community.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- 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
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications 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:** McNair Elementary will continue to improve instruction through implementation of workshop model, assessment literacy strategies, effective PLCs, progress monitoring through collection of data, and ensuring appropriate interventions occur based on this data. This will be evidenced by all students making the expected growth (1-year progress) in math and language arts by May 2022.

### HB3 Goal

**Evaluation Data Sources:** TX-KEA, TPRI, DRA, Istation, ImagineMath, PNA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.  <b>Strategy's Expected Result/Impact:</b> Students being able to understand and verbalize what they are learning each day; students receiving appropriate and timely feedback <b>Staff Responsible for Monitoring:</b> Teachers, Coach, Admin <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement research-based strategies to support student learning such as: workshop in math, reading and writing, Lucy Calkins Units of Study and AFL strategies and utilize the correct resources to do so. <b>Strategy's Expected Result/Impact:</b> Collaboration and cohesion among teachers; greater student ownership of learning; increased student understanding and application through work samples and assessments <b>Staff Responsible for Monitoring:</b> Teachers, Reading Interventionist, Math Interventionist, Admin <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will work with their team and coaches to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student. <b>Strategy's Expected Result/Impact:</b> Collaboration and cohesion among teachers; intervening on the exact needs of students; using data to drive instruction in small groups <b>Staff Responsible for Monitoring:</b> Teachers, Coach, Reading Interventionist, Math Interventionist, Admin <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Daily intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the math and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grades K-2 by the Reading Recovery teacher. <b>Strategy's Expected Result/Impact:</b> Targeting the specific needs of those at-risk students; increased student achievement <b>Staff Responsible for Monitoring:</b> Math Interventionist, Reading Interventionist, Reading Recovery Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Reading and Math Interventionists - Title I, Part A - \$78,000	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Data driven instruction <b>Staff Responsible for Monitoring:</b> Teachers, coach, admin <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Special education student progress towards IEP goals and classroom goals will be closely monitored and supported to ensure achievement gains. <b>Strategy's Expected Result/Impact:</b> Students with IEPs will be monitored closely to ensure steady progress. IEP adjustments will be made when needed. <b>Staff Responsible for Monitoring:</b> Teachers, SPED teacher, interventionists, admin <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> MTSS systems, processes and procedures will continue to be strengthened to ensure that the needs of all students are addressed in an appropriate, timely and intentional manner. <b>Strategy's Expected Result/Impact:</b> Ensure precise progress monitoring of students, intervention tracking and taking next steps on solid data. <b>Staff Responsible for Monitoring:</b> Teachers, interventionists, admin, counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Teachers will effectively communicate with parents in a timely manner in regards to their students and what is going on in their class and the school. <b>Strategy's Expected Result/Impact:</b> Help parents stay involved and knowledgeable especially with limited access as of now to the building <b>Staff Responsible for Monitoring:</b> Teachers, <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> The campus will continue to provide increased communication to parents in both Spanish and English so all parents are aware of their student's school experience. <b>Strategy's Expected Result/Impact:</b> Increased involvement and overall knowledge about what is happening within the school with our Spanish speaking families. <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> McNair Elementary will implement HB4545 by working collectively as a campus to meet the needs of our students and ensure that all identified 4th and 5th graders receive the necessary hours of intervention by May 2022. <b>Strategy's Expected Result/Impact:</b> Filling gaps for students <b>Staff Responsible for Monitoring:</b> Teachers, interventionists, admin	Formative		
	Dec	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </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 1:** McNair Elementary will focus on the social/emotional well-being of our students and staff. We will do this by implementing restorative practices, establishing strong relationships, building a sense of community and honor our staff in various ways throughout the year. This will be evidenced by a drop of 10% of students being out of class due to behavior concerns and showing appreciation and honor to our staff.

**Evaluation Data Sources:** Panorama survey data; classroom data/behavior tracking; counselor data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will work to form meaningful relationships with each student in their class. <b>Strategy's Expected Result/Impact:</b> Students will have deeper connections with staff across the campus. <b>Staff Responsible for Monitoring:</b> Teachers, counselor, admin, para staff <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff will focus on ensuring the basic needs of students are met so maximum learning can occur. <b>Strategy's Expected Result/Impact:</b> Students will not be focused on trying to get basic needs met so that they're able to fully focus on and excel with their learning. <b>Staff Responsible for Monitoring:</b> Teachers, counselor, admin <b>Title I Schoolwide Elements:</b> 2.6	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Our staff will feel validated and appreciated for their work through small acts of kindness, positive feedback on their work, recognition for the work and take part in school community activities as able. <b>Strategy's Expected Result/Impact:</b> Staff feel supported and appreciated <b>Staff Responsible for Monitoring:</b> Teachers, counselor, interventionists, para, admin	Formative		
	Dec	Mar	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

# State Compensatory

## Budget for McNair Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for McNair Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lauren Willison	District Instructional Coach	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Perez	Math Interventionist		.5
Rachel Miller	Reading Interventionist		.5

# Campus Leadership Team

Committee Role	Name	Position
Administrator	Lacey Hailey	Principal
Classroom Teacher	Shannon Koch	Kinder Teacher
Classroom Teacher	Stephanie Ford	1st grade teacher
Classroom Teacher	Lindsey Davidson	2nd grade teacher
Classroom Teacher	Yanci Rios	3rd grade teacher
Classroom Teacher	Rebecca Wood-Sprabary	4th grade teacher
Classroom Teacher	Julie Van Pelt	5th grade teacher
Non-classroom Professional	Deanne Harrup	Counselor
Administrator	Djenane Bolton	Assistant Principal
Community Representative	Faith United	Community Church
Business Representative	Metzler's BBQ	Community Business
Parent	Terra Stegman	Parent
Parent	Wendy Martinez	Parent
Paraprofessional	Lorri Rocha	Inclusion Aide
Paraprofessional	Crystal Godin	Interpreter
Paraprofessional	Jennifer Cardwell	Library Aide
Non-classroom Professional	Michelle Heidrich	Librarian
Non-classroom Professional	Paul Parkerson	Bilingual/ESL Specialist
Non-classroom Professional	Cindy Greer	SPED Inclusion

# Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading and Math Interventionists		\$78,000.00
Sub-Total					\$78,000.00
Grand Total					\$78,000.00

# Addendums

# 2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **MCNAIR EL**

Campus Number: **061901106**

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

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District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Monitored	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	77%	<b>83%</b>	86%	73%	89%	-	*	-	*	63%	80%	85%	67%	63%	80%
	2018	77%	82%	<b>89%</b>	80%	73%	93%	-	*	-	*	36%	100%	88%	93%	83%	75%
At Meets Grade Level or Above	2019	45%	45%	<b>49%</b>	57%	36%	56%	-	*	-	*	13%	80%	52%	22%	30%	30%
	2018	43%	45%	<b>57%</b>	30%	27%	69%	-	*	-	*	9%	67%	58%	53%	36%	0%
At Masters Grade Level	2019	27%	27%	<b>34%</b>	43%	23%	42%	-	*	-	*	13%	80%	36%	22%	19%	10%
	2018	25%	24%	<b>39%</b>	20%	13%	48%	-	*	-	*	9%	33%	41%	33%	22%	0%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	80%	<b>83%</b>	57%	82%	86%	-	*	-	*	63%	100%	87%	56%	70%	90%
	2018	78%	81%	<b>92%</b>	100%	87%	93%	-	*	-	*	82%	83%	93%	87%	89%	88%
At Meets Grade Level or Above	2019	49%	49%	<b>44%</b>	43%	27%	56%	-	*	-	*	31%	40%	46%	33%	22%	0%
	2018	47%	48%	<b>66%</b>	50%	47%	74%	-	*	-	*	36%	83%	65%	73%	56%	75%
At Masters Grade Level	2019	25%	24%	<b>30%</b>	29%	23%	36%	-	*	-	*	13%	40%	31%	22%	15%	0%
	2018	23%	22%	<b>31%</b>	20%	13%	36%	-	*	-	*	0%	33%	31%	33%	17%	38%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>85%</b>	64%	65%	95%	-	*	-	*	64%	*	84%	90%	81%	38%
	2018	73%	78%	<b>89%</b>	75%	95%	90%	-	*	-	*	60%	100%	98%	70%	81%	100%
At Meets Grade Level or Above	2019	44%	47%	<b>57%</b>	27%	30%	69%	-	*	-	*	29%	*	57%	57%	47%	13%
	2018	46%	52%	<b>72%</b>	42%	77%	78%	-	*	-	*	40%	50%	78%	59%	69%	60%
At Masters Grade Level	2019	22%	23%	<b>34%</b>	9%	5%	45%	-	*	-	*	7%	*	31%	43%	15%	13%
	2018	24%	27%	<b>36%</b>	25%	23%	45%	-	*	-	*	20%	0%	38%	33%	19%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	81%	<b>83%</b>	100%	70%	86%	-	*	-	*	57%	*	82%	86%	81%	50%
	2018	78%	82%	<b>89%</b>	92%	92%	87%	-	*	-	*	64%	100%	94%	80%	86%	86%
At Meets Grade Level or Above	2019	48%	54%	<b>57%</b>	27%	30%	71%	-	*	-	*	36%	*	57%	57%	49%	13%
	2018	49%	51%	<b>60%</b>	31%	58%	66%	-	*	-	*	27%	71%	63%	53%	46%	43%
At Masters Grade Level	2019	28%	34%	<b>37%</b>	18%	15%	45%	-	*	-	*	14%	*	38%	33%	32%	13%
	2018	27%	29%	<b>35%</b>	15%	21%	47%	-	*	-	*	18%	14%	39%	27%	26%	29%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	72%	<b>73%</b>	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
	2018	63%	69%	<b>70%</b>	54%	71%	74%	-	*	-	*	25%	71%	75%	60%	63%	29%
At Meets Grade Level or Above	2019	35%	40%	<b>51%</b>	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%
	2018	39%	45%	<b>43%</b>	31%	42%	46%	-	*	-	*	17%	43%	51%	27%	31%	14%
At Masters Grade Level	2019	11%	13%	<b>18%</b>	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
	2018	11%	12%	<b>13%</b>	8%	8%	15%	-	*	-	*	8%	0%	14%	10%	6%	0%

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	91%	<b>87%</b>	89%	85%	87%	-	*	-	*	31%	88%	92%	75%	76%	71%
	2018	84%	89%	<b>88%</b>	91%	78%	89%	*	*	-	*	30%	60%	89%	81%	84%	100%
At Meets Grade Level or Above	2019	54%	63%	<b>61%</b>	22%	62%	68%	-	*	-	*	31%	50%	65%	50%	39%	43%
	2018	54%	59%	<b>63%</b>	45%	48%	69%	*	*	-	*	20%	60%	68%	43%	44%	44%
At Masters Grade Level	2019	29%	35%	<b>43%</b>	11%	38%	51%	-	*	-	*	23%	25%	43%	42%	27%	0%
	2018	26%	28%	<b>33%</b>	9%	22%	40%	*	*	-	*	0%	20%	33%	33%	19%	0%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	94%	<b>98%</b>	100%	96%	98%	-	*	-	*	85%	100%	100%	92%	94%	86%
	2018	91%	94%	<b>97%</b>	100%	92%	98%	*	*	-	*	73%	100%	97%	95%	94%	100%
At Meets Grade Level or Above	2019	58%	65%	<b>85%</b>	89%	77%	87%	-	*	-	*	62%	100%	88%	75%	70%	57%
	2018	58%	65%	<b>82%</b>	64%	71%	89%	*	*	-	*	36%	80%	84%	73%	76%	89%
At Masters Grade Level	2019	36%	43%	<b>64%</b>	44%	62%	68%	-	*	-	*	31%	100%	70%	50%	39%	57%
	2018	30%	32%	<b>46%</b>	27%	29%	58%	*	*	-	*	9%	20%	51%	27%	27%	33%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	79%	<b>93%</b>	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
	2018	76%	80%	<b>86%</b>	73%	65%	95%	*	*	-	*	40%	60%	86%	86%	75%	78%
At Meets Grade Level or Above	2019	49%	54%	<b>74%</b>	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
	2018	41%	44%	<b>62%</b>	36%	43%	75%	*	*	-	*	20%	60%	62%	62%	53%	33%
At Masters Grade Level	2019	24%	27%	<b>49%</b>	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%
	2018	17%	17%	<b>34%</b>	9%	13%	45%	*	*	-	*	0%	20%	34%	33%	31%	22%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	81%	<b>85%</b>	78%	78%	90%	-	87%	-	91%	56%	96%	86%	83%	76%	66%
	2018	77%	81%	<b>87%</b>	82%	82%	90%	*	100%	-	88%	51%	85%	90%	80%	82%	82%
At Meets Grade Level or Above	2019	50%	54%	<b>60%</b>	41%	47%	69%	-	65%	-	64%	30%	78%	61%	57%	44%	28%
	2018	48%	53%	<b>63%</b>	41%	53%	71%	*	91%	-	56%	26%	64%	66%	54%	51%	45%
At Masters Grade Level	2019	24%	26%	<b>38%</b>	22%	30%	45%	-	48%	-	55%	16%	59%	39%	35%	22%	18%
	2018	22%	24%	<b>34%</b>	16%	18%	42%	*	57%	-	38%	8%	17%	35%	28%	21%	16%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	78%	<b>85%</b>	78%	75%	91%	-	89%	-	*	53%	88%	87%	80%	75%	64%
	2018	74%	79%	<b>89%</b>	82%	83%	91%	*	100%	-	100%	42%	88%	91%	79%	83%	91%
At Meets Grade Level or Above	2019	48%	52%	<b>56%</b>	33%	44%	65%	-	67%	-	*	23%	71%	58%	48%	40%	28%
	2018	46%	52%	<b>64%</b>	39%	53%	72%	*	89%	-	67%	23%	59%	67%	52%	49%	32%
At Masters Grade Level	2019	21%	24%	<b>37%</b>	19%	24%	46%	-	44%	-	*	14%	47%	36%	39%	20%	8%
	2018	19%	22%	<b>36%</b>	18%	20%	44%	*	56%	-	50%	10%	18%	37%	33%	20%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	85%	<b>88%</b>	89%	84%	90%	-	89%	-	*	67%	100%	89%	83%	82%	76%
	2018	81%	84%	<b>93%</b>	97%	90%	93%	*	100%	-	83%	73%	94%	95%	87%	89%	92%
At Meets Grade Level or Above	2019	52%	55%	<b>63%</b>	52%	47%	72%	-	56%	-	*	42%	82%	63%	61%	49%	20%

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	53%	<b>70%</b>	47%	60%	77%	*	89%	-	67%	33%	78%	71%	64%	59%	71%
	2019	26%	29%	<b>44%</b>	30%	35%	50%	-	44%	-	*	19%	76%	46%	39%	30%	20%
	2018	24%	25%	<b>38%</b>	21%	22%	47%	*	44%	-	33%	9%	22%	41%	28%	23%	33%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	<b>73%</b>	45%	45%	86%	-	*	-	*	21%	*	69%	86%	60%	25%
	2018	66%	72%	<b>70%</b>	54%	71%	74%	-	*	-	*	25%	71%	75%	60%	63%	29%
	2019	38%	44%	<b>51%</b>	27%	15%	66%	-	*	-	*	7%	*	47%	62%	38%	25%
At Meets Grade Level or Above	2018	41%	48%	<b>43%</b>	31%	42%	46%	-	*	-	*	17%	43%	51%	27%	31%	14%
	2019	14%	17%	<b>18%</b>	9%	10%	21%	-	*	-	*	7%	*	19%	14%	6%	25%
	2018	13%	14%	<b>13%</b>	8%	8%	15%	-	*	-	*	8%	0%	14%	10%	6%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>93%</b>	89%	96%	91%	-	*	-	*	62%	100%	95%	88%	85%	86%
	2018	80%	83%	<b>86%</b>	73%	65%	95%	*	*	-	*	40%	60%	86%	86%	75%	78%
	2019	54%	58%	<b>74%</b>	44%	77%	77%	-	*	-	*	38%	88%	78%	63%	48%	57%
At Meets Grade Level or Above	2018	51%	55%	<b>62%</b>	36%	43%	75%	*	*	-	*	20%	60%	62%	62%	53%	33%
	2019	25%	27%	<b>49%</b>	22%	46%	53%	-	*	-	*	23%	63%	53%	38%	30%	43%
	2018	23%	26%	<b>34%</b>	9%	13%	45%	*	*	-	*	0%	20%	34%	33%	31%	22%
At Masters Grade Level																	

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 Grade Span: EE - 05  
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Ed	ously	Continu-	Disadv	Monitored)	
				State	District	Campus					(Current)	(Former)	Enrolled	Enrolled			
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	61	<b>68</b>	64	67	69	-	*	-	*	64	*	69	66	63	*
	2018	63	63	<b>74</b>	82	61	79	-	*	-	*	80	67	75	73	77	60
Grade 4 Mathematics	2019	65	73	<b>68</b>	59	62	71	-	*	-	*	68	*	70	63	64	50
	2018	65	67	<b>62</b>	63	63	63	-	*	-	*	64	71	66	52	67	86
Grade 5 ELA/Reading	2019	81	84	<b>75</b>	72	71	76	-	*	-	*	59	81	72	82	65	67
	2018	80	82	<b>78</b>	82	84	76	*	*	-	*	55	80	78	82	74	88
Grade 5 Mathematics	2019	83	89	<b>98</b>	100	96	99	-	*	-	*	100	100	99	95	95	100
	2018	81	83	<b>97</b>	100	100	94	*	*	-	*	89	90	97	98	98	100
All Grades Both Subjects	2019	69	70	<b>77</b>	73	76	78	-	80	-	92	72	92	77	77	70	73
	2018	69	70	<b>78</b>	81	77	78	*	80	-	81	71	76	80	73	79	86
All Grades ELA/Reading	2019	68	69	<b>71</b>	68	69	72	-	80	-	*	62	83	70	74	63	70
	2018	69	70	<b>76</b>	82	73	77	*	80	-	*	68	73	76	77	75	77
All Grades Mathematics	2019	70	72	<b>82</b>	78	82	83	-	80	-	*	82	100	83	80	77	75
	2018	70	70	<b>80</b>	80	81	79	*	80	-	*	75	79	83	70	82	94

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	45%	<b>29%</b>	33%	17%	33%	-	-	-	-	21%	35%	*
	2018	38%	45%	<b>47%</b>	*	*	47%	-	-	-	-	*	44%	*
Mathematics	2019	45%	50%	<b>61%</b>	*	60%	64%	-	-	-	*	50%	58%	*
	2018	47%	53%	<b>83%</b>	100%	88%	56%	-	*	-	*	58%	72%	83%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>85%</b>	89%	81%	85%	-	*	-	*	31%	73%	67%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>15%</b>	11%	19%	15%	-	*	-	*	69%	27%	33%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>87%</b>	89%	85%	87%	-	*	-	*	31%	76%	67%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	88%	<b>98%</b>	100%	96%	98%	-	*	-	*	85%	94%	83%
Students Requiring Accelerated Instruction														
	2019	17%	12%	<b>2%</b>	0%	4%	2%	-	*	-	*	15%	6%	17%
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>98%</b>	100%	96%	98%	-	*	-	*	85%	94%	83%

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>85%</b>	-	-	-	-	-	63%	63%	-	-	63%	63%
	2018	77%	81%	<b>87%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
At Meets Grade Level or Above	2019	50%	54%	<b>60%</b>	-	-	-	-	-	24%	24%	-	-	24%	24%
	2018	48%	53%	<b>63%</b>	-	-	-	-	-	41%	41%	-	-	41%	41%
At Masters Grade Level	2019	24%	26%	<b>38%</b>	-	-	-	-	-	15%	15%	-	-	15%	15%
	2018	22%	24%	<b>34%</b>	-	-	-	-	-	16%	16%	-	-	16%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	<b>85%</b>	-	-	-	-	-	61%	61%	-	-	61%	61%
	2018	74%	79%	<b>89%</b>	-	-	-	-	-	90%	90%	-	-	90%	90%
At Meets Grade Level or Above	2019	48%	52%	<b>56%</b>	-	-	-	-	-	26%	26%	-	-	26%	26%
	2018	46%	52%	<b>64%</b>	-	-	-	-	-	25%	25%	-	-	25%	25%
At Masters Grade Level	2019	21%	24%	<b>37%</b>	-	-	-	-	-	9%	9%	-	-	9%	9%
	2018	19%	22%	<b>36%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>88%</b>	-	-	-	-	-	74%	74%	-	-	74%	74%
	2018	81%	84%	<b>93%</b>	-	-	-	-	-	91%	91%	-	-	91%	91%
At Meets Grade Level or Above	2019	52%	55%	<b>63%</b>	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	50%	53%	<b>70%</b>	-	-	-	-	-	68%	68%	-	-	68%	68%
At Masters Grade Level	2019	26%	29%	<b>44%</b>	-	-	-	-	-	17%	17%	-	-	17%	17%
	2018	24%	25%	<b>38%</b>	-	-	-	-	-	32%	32%	-	-	32%	32%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	<b>73%</b>	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	66%	72%	<b>70%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
At Meets Grade Level or Above	2019	38%	44%	<b>51%</b>	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	41%	48%	<b>43%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	14%	17%	<b>18%</b>	-	-	-	-	-	14%	14%	-	-	14%	14%
	2018	13%	14%	<b>13%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>93%</b>	-	-	-	-	-	83%	83%	-	-	83%	83%
	2018	80%	83%	<b>86%</b>	-	-	-	-	-	78%	78%	-	-	78%	78%
At Meets Grade Level or Above	2019	54%	58%	<b>74%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
	2018	51%	55%	<b>62%</b>	-	-	-	-	-	33%	33%	-	-	33%	33%
At Masters Grade Level	2019	25%	27%	<b>49%</b>	-	-	-	-	-	33%	33%	-	-	33%	33%
	2018	23%	26%	<b>34%</b>	-	-	-	-	-	22%	22%	-	-	22%	22%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>77%</b>	-	-	-	-	-	78%	78%	-	-	78%	78%
	2018	69%	70%	<b>78%</b>	-	-	-	-	-	90%	90%	-	-	90%	90%
All Grades ELA/Reading	2019	68%	69%	<b>71%</b>	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	69%	70%	<b>76%</b>	-	-	-	-	-	86%	86%	-	-	86%	86%
All Grades Mathematics	2019	70%	72%	<b>82%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
	2018	70%	70%	<b>80%</b>	-	-	-	-	-	93%	93%	-	-	93%	93%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	45%	<b>29%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	45%	<b>47%</b>	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	50%	<b>61%</b>	-	-	-	-	-	*	*	-	-	*	*
	2018	47%	53%	<b>83%</b>	-	-	-	-	-	83%	83%	-	-	83%	83%

District Name: DENTON ISD  
Campus Name: MCNAIR EL  
Campus Number: 061901106

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

Total Students: 548  
Grade Span: PK - 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 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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>98%</b>	100%	97%	97%	-	100%	-	100%	99%	95%	100%
Not Included in Accountability													
Mobile	4%	4%	<b>2%</b>	0%	3%	3%	-	0%	-	0%	1%	5%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	98%	100%	100%
Included in Accountability	94%	94%	<b>96%</b>	95%	94%	98%	*	92%	-	100%	98%	95%	100%
Not Included in Accountability													
Mobile	4%	5%	<b>3%</b>	5%	6%	2%	*	8%	-	0%	0%	5%	0%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	2%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	2%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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)
<b>Attendance Rate</b>													
2018-19	95.4%	96.2%	<b>97.0%</b>	97.4%	96.9%	96.9%	*	97.9%	*	99.4%	96.5%	96.5%	97.2%
2017-18	95.4%	96.0%	<b>96.6%</b>	96.9%	96.4%	96.6%	*	97.5%	*	*	95.7%	96.1%	96.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-



District Name: DENTON ISD  
Campus Name: MCNAIR EL  
Campus Number: 061901106

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

Total Students: 558  
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)
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 Grade Span: EE - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
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

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	56.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	62.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	57.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	61.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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 Science	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	42.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
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
<b>Average SAT Score (Annual Graduates)</b>													
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
<b>Average ACT Score (Annual Graduates)</b>													
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

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
Campus Name: MCNAIR EL  
Campus Number: 061901106

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

Total Students: 558  
Grade Span: EE - 05  
School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	558	100.0%	30,682	5,479,173	565	100.0%	30,919	5,493,940
Students by Grade:								
Early Childhood Education	1	0.2%	0.2%	0.3%	1	0.2%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	3.3%	4.5%	0	0.0%	3.5%	4.5%
Kindergarten	68	12.2%	6.7%	7.0%	74	13.1%	7.0%	7.0%
Grade 1	86	15.4%	7.4%	7.1%	86	15.2%	7.4%	7.1%
Grade 2	90	16.1%	7.0%	7.1%	91	16.1%	7.0%	7.1%
Grade 3	113	20.3%	7.2%	7.1%	113	20.0%	7.2%	7.1%
Grade 4	86	15.4%	7.1%	7.3%	86	15.2%	7.0%	7.3%
Grade 5	114	20.4%	7.6%	7.6%	114	20.2%	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	45	8.1%	17.6%	12.6%	46	8.1%	17.6%	12.6%
Hispanic	206	36.9%	32.1%	52.8%	211	37.3%	32.2%	52.8%
White	285	51.1%	44.6%	27.0%	286	50.6%	44.5%	27.0%
American Indian	2	0.4%	0.6%	0.4%	2	0.4%	0.6%	0.4%
Asian	16	2.9%	3.6%	4.6%	16	2.8%	3.6%	4.6%
Pacific Islander	2	0.4%	0.2%	0.2%	2	0.4%	0.2%	0.2%
Two or More Races	2	0.4%	1.3%	2.5%	2	0.4%	1.3%	2.5%
Sex:								
Female	281	50.4%	48.6%	48.8%	284	50.3%	48.6%	48.8%
Male	277	49.6%	51.4%	51.2%	281	49.7%	51.4%	51.2%
Economically Disadvantaged	279	50.0%	45.7%	60.3%	283	50.1%	46.0%	60.2%
Non-Educationally Disadvantaged	279	50.0%	54.3%	39.7%	282	49.9%	54.0%	39.8%
Section 504 Students	40	7.2%	10.3%	6.9%	41	7.3%	10.3%	6.9%
English Learners (EL)	130	23.3%	15.3%	20.3%	134	23.7%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.2%	1.2%	1.5%				
Students w/ Dyslexia	27	4.8%	5.5%	4.1%	27	4.8%	5.5%	4.1%
Foster Care	3	0.5%	0.5%	0.3%	3	0.5%	0.5%	0.3%
Homeless	10	1.8%	1.7%	1.4%	10	1.8%	1.7%	1.4%
Immigrant	9	1.6%	1.5%	2.3%	9	1.6%	1.5%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	558	100.0%	24.4%	65.1%	565	100.0%	24.6%	65.1%
Military Connected	2	0.4%	1.0%	1.9%	2	0.4%	1.0%	1.9%
At-Risk	260	46.6%	32.0%	50.6%	264	46.7%	32.1%	50.5%



District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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	128	22.9%	16.2%	20.6%	132	23.4%	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	55	9.9%	10.9%	8.1%	55	9.7%	10.8%	8.1%
Special Education	74	13.3%	11.7%	10.5%	75	13.3%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	74							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	34.9%	42.4%				
Students with Physical Disabilities	44	59.5%	24.0%	21.4%				
Students with Autism	*	*	11.1%	13.8%				
Students with Behavioral Disabilities	20	27.0%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	37	8.2%	14.7%	15.3%				
By Ethnicity:								
African American	4	0.9%						
Hispanic	7	1.6%						
White	21	4.7%						
American Indian	0	0.0%						
Asian	4	0.9%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	91	19.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.3%	1.4%	1.6%	13.3%	4.9%	5.5%
Grade 1	1.6%	0.8%	2.9%	10.0%	2.3%	4.9%
Grade 2	0.0%	0.4%	1.6%	0.0%	0.4%	2.0%
Grade 3	3.7%	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: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 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	12.0	16.2	19.0
Grade 1	16.2	17.3	18.9
Grade 2	15.8	17.3	18.8
Grade 3	17.1	17.7	19.0
Grade 4	15.8	18.0	19.2
Grade 5	21.4	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

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 Grade Span: EE - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.8	100.0%	100.0%	100.0%
Professional Staff:	53.5	78.9%	69.1%	63.7%
Teachers	45.7	67.4%	54.8%	49.4%
Professional Support	5.8	8.5%	11.1%	10.2%
Campus Administration (School Leadership)	2.0	3.0%	2.6%	3.0%
Educational Aides:	14.3	21.1%	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:	17.6	26.0%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.4%	8.4%	10.8%
Hispanic	7.0	15.3%	14.2%	28.1%
White	34.1	74.7%	74.3%	57.7%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.2%	0.9%	1.8%
Pacific Islander	1.0	2.2%	0.2%	0.2%
Two or More Races	0.6	1.2%	1.6%	1.1%
Males	1.6	3.6%	24.8%	23.8%
Females	44.1	96.4%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	30.5	66.7%	68.8%	73.4%
Masters	15.2	33.3%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.8%	8.1%	7.4%
1-5 Years Experience	8.6	18.7%	28.2%	27.9%
6-10 Years Experience	7.6	16.7%	20.2%	19.4%
11-20 Years Experience	17.3	37.9%	31.1%	29.4%
Over 20 Years Experience	8.2	17.9%	12.4%	15.9%
Number of Students per Teacher	12.2	n/a	13.1	15.1

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
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	1.0	5.8	5.3
Average Years Experience of Assistant Principals with District	1.0	5.2	4.7
Average Years Experience of Teachers:	11.9	10.3	11.1
Average Years Experience of Teachers with District:	6.6	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,390	\$54,825	\$49,868
1-5 Years Experience	\$55,836	\$55,823	\$52,823
6-10 Years Experience	\$58,829	\$58,865	\$55,756
11-20 Years Experience	\$60,425	\$61,161	\$59,308
Over 20 Years Experience	\$65,096	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,781	\$59,377	\$57,091
Professional Support	\$63,633	\$68,262	\$67,352
Campus Administration (School Leadership)	\$82,896	\$87,076	\$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: DENTON ISD  
 Campus Name: MCNAIR EL  
 Campus Number: 061901106

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

Total Students: 558  
 Grade Span: EE - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.2%	2.5%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	4.0	8.8%	1.4%	2.8%
Gifted & Talented Education	1.1	2.3%	1.0%	1.9%
Regular Education	36.4	79.6%	77.0%	70.9%
Special Education	3.7	8.2%	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 STAAR Performance  
MCNAIR EL (061901106) - 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
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	70%	59%	64%	76%	-	83%	-	100%	56%	67%	69%	35%	75%	72%	64%
At Meets GL Standard or Above	40%	27%	30%	52%	-	44%	-	100%	24%	29%	30%	24%	58%	43%	33%
At Masters GL Standard	23%	11%	16%	30%	-	39%	-	58%	11%	15%	15%	15%	13%	24%	19%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	498	44	193	234	-	15	-	12	212	137	146	39	18	397	101
At Meets GL Standard or Above	289	20	90	159	-	8	-	12	90	59	63	26	14	237	52
At Masters GL Standard	163	8	49	92	-	7	-	7	43	31	33	16	3	132	31
Total Tests	714	75	302	307	-	18	-	12	376	204	213	110	24	555	159
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	97%	96%	98%	97%	-	95%	-	100%	96%	98%	98%	97%	100%	97%	97%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	70%	61%	63%	77%	-	86%	-	100%	54%	65%	67%	32%	67%	70%	69%
At Meets GL Standard or Above	42%	32%	29%	54%	-	43%	-	100%	24%	28%	29%	22%	56%	43%	37%
At Masters GL Standard	25%	21%	13%	35%	-	43%	-	50%	12%	12%	12%	17%	11%	25%	25%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	186	17	71	88	-	6	-	4	75	49	52	13	6	145	41
At Meets GL Standard or Above	111	9	33	62	-	3	-	4	34	21	23	9	5	89	22
At Masters GL Standard	66	6	15	40	-	3	-	2	16	9	9	7	1	51	15
Total Tests	267	28	113	115	-	7	-	4	139	75	78	41	9	208	59
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	97%	98%	97%	-	100%	-	100%	97%	99%	99%	98%	100%	98%	97%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	73%	61%	70%	78%	-	86%	-	100%	63%	77%	78%	46%	89%	75%	66%
At Meets GL Standard or Above	44%	25%	37%	53%	-	57%	-	100%	27%	40%	40%	32%	56%	46%	37%
At Masters GL Standard	28%	4%	24%	36%	-	43%	-	75%	14%	25%	26%	20%	22%	30%	20%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	196	17	79	90	-	6	-	4	88	58	61	19	8	157	39
At Meets GL Standard or Above	118	7	42	61	-	4	-	4	38	30	31	13	5	96	22

**Denton Independent School District**  
**Nelson Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

At Nelson Elementary, it is our mission to grow as succesful learners and make a positive difference in the world.

## Vision

At Nelson Elementary, our vision is to celebrate our safe learning community that is built on cooperation, communication, and collaboration.

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

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



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We engage our new staff members through our Lions Pride meetings.

We engage parents through programs such as the PTA, Muffins with Moms, and All Pro Dads.

We engage students through our diversity programs, STEM nights, and extra-curricular activities.

### Demographics Strengths

We have the following strengths:

- Giving assessments
- Progress monitoring
- Addressing the needs of below level learners
- Addressing the social-emotional needs of students
- Parent communication
- Celebrating and acknowledging student success
- Providing extra-curricular opportunities
- Providing mentoring opportunities for new staff members

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Difficulties with communicating with the parents of ESL students.

# Student Learning

## Student Learning Summary

The majority of students are leaving each grade level with at least 1 year's growth in learning.

## Student Learning Strengths

We have strengths in the following areas:

- Targeted small group instruction
- Tracking student data
- Growth through interventions

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Only our lowest students are meeting with the interventionists.

# School Processes & Programs

## School Processes & Programs Summary

We have identified the following processes/programs:

- Behavior management/CHAMPS
- Mentor programs for new teachers
- Pacing guides (from the grade level and district)

## School Processes & Programs Strengths

Behavior management/CHAMPS

- CHAMPS Charts
- PRIDE Awards
- Parent Communication

Mentor programs for new teachers

- New hires are retained through the campus culture

Pacing guides (from the grade level and district)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Increased participation in PRIDE Awards

# Perceptions

## Perceptions Summary

We believe we have strong parent-communication skills.

We believe we have ways to celebrate student success

## Perceptions Strengths

Parent Communication Skills

- Teachers consistently reach out to families

Celebrating student success:

- Awards celebrations for PRIDE awards, CHAMPS, and Math Matters

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Differences in views of behavioral modification.

# 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

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

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## 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
- 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
- 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
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data



# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

**Performance Objective 1:** Students will demonstrate at least 1 year's academic growth in reading. By May 2021, 100% of students will make at least 1 year's growth in their reading levels.

### HB3 Goal

**Evaluation Data Sources:** ELI Assessments





Individual Reading Inventories

Running Records

Istation assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PLC meetings will be held every other week per grade level. <b>Strategy's Expected Result/Impact:</b> PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Substitutes to cover 1/2 day or full day PLC meetings. - Title I, Part A - \$5,000	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Grade level teams will identify SMART goals that align with the campus improvement plan. <b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2021. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> T-PESS Goal Setting focused on growth of reading levels in students. <b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2021. <b>Staff Responsible for Monitoring:</b> Principal <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> T-TESS Goal Setting focused on strengthening Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2021. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Targeted ESL support for at risk English Language Learners <b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2021. <b>Staff Responsible for Monitoring:</b> Administrators, ESL Specialist <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers in grades 2-5 will confer and intervene in small groups. <b>Strategy's Expected Result/Impact:</b> Students will grow at least 1 year in their reading level by May 2021. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Campus Coach <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Training by the Teachers College - Title I, Part A - \$5,000	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Targeted reading intervention for grades K-2 students in Tier 2 and Tier 3. <b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations for reading to at least 85%. <b>Staff Responsible for Monitoring:</b> Administrator, K-2 Reading Interventionist <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> K-2 Reading Interventionist - State Compensatory Education (SCE) - \$30,000	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Reading and math intervention for students in grades 3-5. <b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations for reading to at least 85%. <b>Staff Responsible for Monitoring:</b> Administrators, 3-5 Reading Interventionist <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> 3-5 Reading Interventionist - State Compensatory Education (SCE) - \$30,000	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Substitute teachers to cover classes during the BOY and EOY testing sessions. <b>Strategy's Expected Result/Impact:</b> Identify data to help drive instruction. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Substitutes - Title I, Part A - \$5,000	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> General Paraprofessional to support K-2 intervention. <b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations to at least 85%. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> General Paraprofessional - Title I, Part A - \$26,000	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> 1 - 2 members from each grade level will serve as the curriculum PLC members. <b>Strategy's Expected Result/Impact:</b> Vertical alignment of curriculum and increased support for academic rigor in each grade level. <b>Staff Responsible for Monitoring:</b> Administrators, Curriculum PLC team, Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  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:** Students will demonstrate at least 1 year's academic growth in math.

**Evaluation Data Sources:** PNA

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will intervene with PNA intervention lessons for all at risk students based on the PNA beginning of year assessment. <b>Strategy's Expected Result/Impact:</b> By May 2022, 90% of students will make be on level for the Primary Numeracy. <b>Staff Responsible for Monitoring:</b> Teachers, K-2 Interventionist, Administrators <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 90% of students in grades 3-5 will be on level on district problem solving assessment and Imagine Math EOY assessment. <b>Strategy's Expected Result/Impact:</b> 90% of students in grades 3-5 will be on level on in math <b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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:** HB4545 students at Nelson will be served the required intervention hours by May 2022

**Evaluation Data Sources:** Documentation of hours serviced

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers and interventionists will intervene on reading and math during the school day outside of tier 1 instruction to meet the required 30 hours. <b>Strategy's Expected Result/Impact:</b> HB4545 students will be serviced 30 hours of intervention of required content <b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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 1:** Nelson Elementary will increase engagement of students, staff, and the community as evidenced by an increase in student participation of extracurricular clubs, PTA memberships, and volunteer hours.

### Evaluation Data Sources: PTA

Teacher Club Leaders

Data log of volunteer hours

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Student exposure to and experiences in Fine Arts performances. <b>Strategy's Expected Result/Impact:</b> Increased student engagement; increased parent engagement <b>Staff Responsible for Monitoring:</b> Music and Art Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Student exposure to and participation in physical education opportunities. <b>Strategy's Expected Result/Impact:</b> Increased student engagement; increased parent engagement <b>Staff Responsible for Monitoring:</b> PE Teacher <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> STEM activities in all grades <b>Strategy's Expected Result/Impact:</b> Increased student engagement; increased parent engagement; increased scores on the 5th grade Science STAAR assessment <b>Staff Responsible for Monitoring:</b> Administrators; Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Teacher participation in the Texas STEM Coalition conference - Title I, Part A - \$2,000	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Strengths assessment and training for students and staff <b>Strategy's Expected Result/Impact:</b> Increased student engagement; increase staff member engagement <b>Staff Responsible for Monitoring:</b> Administrators, Strength Champion, Counselor <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Student Celebrations: Positive Office Referrals; PRIDE Awards; Positive Phone Calls Home; etc. <b>Strategy's Expected Result/Impact:</b> Increased student engagement; increased parent engagement <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Extra-curricular activities: Engineering Club, Robotics, Music Makers, Honor Choir, Walking Club, Drama Kids, Student Council, Safety Squad, track meet, and OWL Club <b>Strategy's Expected Result/Impact:</b> Increased student engagement; increased parent engagement <b>Staff Responsible for Monitoring:</b> Administrators, Staff Members <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Nelson Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 100

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Nelson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Boerner	K-2 Reading Intervention	NaN
Jordis McLaughlin	3-5 Reading/Math Interventionist	NaN



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Franz-Fosmire	General Paraprofessional	Title 1	100%

# Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	K-2 Reading Interventionist		\$30,000.00
1	1	8	3-5 Reading Interventionist		\$30,000.00
Sub-Total					\$60,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes to cover 1/2 day or full day PLC meetings.		\$5,000.00
1	1	6	Training by the Teachers College		\$5,000.00
1	1	9	Substitutes		\$5,000.00
1	1	10	General Paraprofessional		\$26,000.00
2	1	3	Teacher participation in the Texas STEM Coalition conference		\$2,000.00
Sub-Total					\$43,000.00
Grand Total					\$103,000.00

# Addendums

**Denton Independent School District**  
**Crownover Middle School**  
**2021-2022 Campus Improvement Plan**

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



# Mission Statement

At Ronny Crownover Middle School, we are committed to providing a positive and safe learning environment that encourages students to become lifelong learners. We strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse population.

## Vision

Dedicated to Students-Committed to Excellence

## School Values

### GRIT

G=Growth Mindset

R=Respect through Relationships

I=Involvement through Service

T=Time to Achieve

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Priorities:

- RCMS will continue to seek current professional development and programs that assist staff in meeting the academic, behavioral, and social/emotional needs of our growing diverse population.
- RCMS will continue to develop campus-wide best practices through the use of Positive Behavior Support Systems to assist students as identified in need of additional support in academics and behavior.
- Continue to build close community relations with local businesses and community stakeholders.
- Continue campus-level new teacher mentor support program.
- Continue implementation of the Coalition Team to provide increased teacher and student voice.

Student Groups	Count	Percent
All	812	100%
6th	267	29.3%
7th	323	35.4%
8th	322	35.3%
African American	89	9.8%
Hispanic	235	25.8%
White	511	56%
American Indian	9	1%
Asian	45	4.9%
Pacific Islander	2	.2%
Two or More Races	21	2.3%
Economically Disadvantaged	228	25%
Section 504	171	18.8%
English Learners	87	9.5%

At-Risk	236	25.9%
Special Education	78	8.6%
CTE	410	45%
Gifted and Talented	134	14.7%

Staff Information	Count	Percent
African American	4	6%
Hispanic	4.1	6.2%
White	56.2	84.8%
American Indian	1	1.5%
Asian	0	0%
Pacific Islander	0	0%
Two or More Races	1	1.5%

### Demographics Strengths

#### Strengths:

- Approximately 87% of students returned to campus face-to-face. Students attending virtually were actively engaged reporting positive standing in attendance. Attendance rate of 96.9%
- 23.6% of the staff holds a master's degree.
- 47.3% of the staff has 10+ years of experience.
- Teacher feedback indicates campus developed 1st-year teacher academy was well perceived and provided ongoing teacher support.
- Continue to show a decrease in discipline incidents.



# Student Learning

## Student Learning Summary

### Priorities

- RCMS will continue to utilize and monitor Professional Learning Community (PLC) processes to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a "Meets" and "Masters" level performance as measured by state assessments.
- Continue development and implementation of the Lucy Calkins Workshop model and Assessment For Learning strategies implementation utilizing learning targets, effective feedback, goal-setting, and differentiation to improve individual student progress in the area of literacy.
- Implement targeted academic support for English Language Learners through intentional and individualized support to increase student progress and academic achievement as indicated per TAPR and State Report Card. **(Address system safeguards)**
- Continue to utilize Achieve 3000 (Reading intervention support) and Mathia (Math intervention support) to decrease the achievement gap in priority student need.
- Targeted assistance will be provided during content Core Time to ensure common planning and Assessment For Learning strategies are integrated during lesson planning, classroom instruction, and evidence in student mastery.
- Implement a focused 50 minute intervention period two times per week to focus on the increase of the academic achievement and student progress, specifically targeting math instruction in all grade levels for all sup-pops, as measured by the State Accountability Report Card. **(Address system safeguards).**

See addendums for Texas Academic Performance Report (TAPR).

### Student Learning Strengths

#### Strengths:

- Increased common assessment scores in ELAR, Math, Science, and Social Studies.
- Increased STAAR performance scores in 7th-grade math. Additionally, achievement increase in our Asian population; in the areas of 7th-grade math and reading at the "meets" and "masters" level as indicated by the Texas Academic Performance Report (TAPR).
- Increased STAAR performance scores in 8th-grade Reading, Math, Science, and Social Studies at the approaches, meets, and masters level as determined by the Texas Academic Performance Report (TAPR).
- Increased student participation and performance in Writing as evidence in student writing samples.
- Although accountability ratings were not issued this past year, RCMS remains a "Met Standard" campus.
- RCMS continues to perform above state results as indicated by the Texas Academic Performance Report (TAPR).

## Crownover Middle School

### 2019-2020 Texas Academic Performance Report

Subject	# Tested	Avg Scale Score	% Approaches	% Meets	% Masters
6th Reading	283	1597	85%	52%	24%
6th Math	282	1612	91%	55%	27%
7th Reading	249	1690	87%	61%	41%
7th Math	248	1679	86%	61%	29%
7th Writing	250	4008	81%	58%	27%
8th Reading	297	1694	95%	74%	41%
8th Math	220	1696	95%	71%	26%
8th Science	298	4033	93%	64%	33%
8th Social Studies	297	3839	86%	57%	39%
Algebra	82	4488	100%	100%	85%

# School Processes & Programs

## School Processes & Programs Summary

### Priorities:

- RCMS will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff.
- RCMS staff will continue to build upon prior years' improvement of a timely and consistent feedback loop involving all stakeholders. Such practices are established through the implementation of the Coalition Team.
- Increase awareness of (STOPit!) online anonymous reporting for bullying, harassment, and violence.
- Continue to utilize positive reinforcement through positive office referrals submitted by staff members.
- RCMS will continue to implement a campus-level new teacher mentor program to ensure a high level of campus support and increased teacher retention.
- RCMS will utilize Professional Learning Community (PLC) process to ensure lesson development addresses students' needs, as well as, focus on instructional rigor level satisfying a "Meets" and "Masters" student proficiency level as measured by state assessments.
- RCMS will continue to focus on instructional technology professional development that supports a 1:1 Chromebook D-TEK implementation, instructional use of Promethean boards, and increase student 21st-century skills.

## School Processes & Programs Strengths

### Strengths:

- Strong PTA involvement.
- RCMS has established strong community partnerships with local business partners.
- Well-developed community-based mental health support systems were established.
- Teacher representation for TCC, EIC, Team, Department leader, and Coalition team meetings.
- Parents believe that teachers hold a strong belief in high learning standards, clean school, and collaborative communication.
- Chromebook implementation of 1:1 in all Core contents with an additional Chromebook cart for each grade level team.
- Improved implementation of CORE teacher collaborative room.

# Perceptions

## Perceptions Summary

### Priorities:

- Increase awareness of online anonymous reporting systems for bullying and possible crime reporting.
- Continue adult to student mentorship to improve student connectedness.
- Continue weekly character-building promotion through student announcements, lunch games, and campus lessons prescribed during the intervention schedule.
- Continue to offer after-school clubs.
- Continue to offer positive office referrals.
- Continue to improve in the area of communication and community involvement for students, parents, and staff as seen through the campus website, weekly campus community newsletter, and RCMS Twitter and Facebook.

## Perceptions Strengths

### Strengths:

- The majority of students feel safe as determined from the past two years of data provided from campus surveys.
- Students and parents feel that rules are reinforced and that an adult at RCMS cares when the student is absent.
- Students feel friendships and positive peer relationships are encouraged on campus.
- New students feel that RCMS is a friendly and welcoming environment.
- Students feel they are encouraged to learn skills such as empathy, decision making, problem-solving, communication, and conflict resolution.

# Goals

## Goal 1: Teaching & Learning





In pursuit of excellence, we will:

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

**Performance Objective 1:** Improve student achievement in each grade level, content area, and special populations by 5% as measured by state assessments.

**Evaluation Data Sources:** State Report Card (TAPR)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All core content teachers will participate in weekly CORE time (departmental PLCs) to develop common lesson plans to ensure vertical and horizontal alignment through the use of the 5E lesson planning model. <b>Strategy's Expected Result/Impact:</b> Student work, common formative assessments, and common summative assessments. <b>Staff Responsible for Monitoring:</b> Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all CORE classes to reduce the achievement gap while focusing specifically on special education student performance in reading. <b>Strategy's Expected Result/Impact:</b> Increased student achievement by reducing the number of students on MTSS Tier 2 and Tier 3 targeted lists. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, DMTSS campus team, CORE content teachers.	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> ELAR teachers will utilize Lucy Calkins Workshop model to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement as measured by TAPR, campus scorecard, and student work. <b>Staff Responsible for Monitoring:</b> Administration and ELAR teachers.	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Crownover Middle School will serve as a DISD secondary project school for the implementation of the Teachers College Reading and Writing program to improve student achievement the area of reading and writing. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement as measured by TAPR, campus scorecard, and student work. <b>Staff Responsible for Monitoring:</b> Campus administration, district secondary ELAR coordinator, and campus teachers.	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implementation of Sheltered ELAR Instruction classes designed with a sheltered co-teacher model for EL learners. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement as measured by TAPR, campus scorecard, and student work. <b>Staff Responsible for Monitoring:</b> ESL Teachers, ESL Campus Coordinator, and Principal.	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue Assessment For Learning (Jan Chappuis, 7 Strategies) implementation of strong and weak work. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize strong and weak work as demonstrated through the use of anchor charts and student-centered collaboration. Students will improve student progress as measured by Index 2 as reflected in the State Report Card. <b>Staff Responsible for Monitoring:</b> Administration and Classroom Teachers.	Formative		
	Dec	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Goal 1: Teaching & Learning





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- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 2:** Improve student progress (Index #2) by 5 points as measured on the State Report Card.

**Evaluation Data Sources:** State Report Card (TAPR)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue implementation of the DMTSS (Denton Multi-Tiered Support System) team to monitor student academic and behavioral progress. <b>Strategy's Expected Result/Impact:</b> Reduce the number of students listed on Tier 2 and 3 Intervention lists and increase student progress by 5 points as measured on the State Report Card. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, DMTSS Team, Interventionists, and Core teachers.	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implementation of BOY, MOY, and EOY progress monitoring tool (Campus Scorecard) in Reading and Math for 6th, 7th, and 8th grade. <b>Strategy's Expected Result/Impact:</b> Analysis of students' performance data using Campus Scorecard. Monitoring will result in improved STAAR performance. <b>Staff Responsible for Monitoring:</b> Administration, ELAR and Math teachers.	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 6th, 7th, and 8th-grade students will utilize MAP testing as the Universal screener to determine individual student's reading progress. <b>Strategy's Expected Result/Impact:</b> Analysis of student performance data to improve STAAR performance as measured on 6-8th-grade STAAR Reading and Writing assessments. <b>Staff Responsible for Monitoring:</b> Administration, ELAR teachers, and Distance Learning Specialist personnel.	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of Achieve 3000 online program for Reading Intervention course to support identified students showing significant gaps in ELAR progress in addition to primary ELAR course. <b>Strategy's Expected Result/Impact:</b> Improved student Lexile score as deemed per grade level and improved student achievement in 6-8th-grade Reading and Writing STAAR assessments. <b>Staff Responsible for Monitoring:</b> Administration, Reading Interventionist, and ELAR teachers.	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implementation of Mathia in 6-8th grade math intervention classes to support students identified showing gaps in grade-level math and not performing at a met-standard performance on Math STAAR assessments as determined by the 2020 Systems Safeguards. *Addresses systems safeguards. <b>Strategy's Expected Result/Impact:</b> Improved students' grades and improved student achievement as measured by 6-8th-grade Math STAAR assessment. <b>Staff Responsible for Monitoring:</b> Administration, Math teachers, and Math interventionist.	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Ongoing before and after school tutoring offered by individual core content teachers specifically targeting identified math students and specific sub-populations not meeting standard on Math STAAR assessments as determined by the 2020 Systems Safeguards. *Addresses Systems safeguards <b>Strategy's Expected Result/Impact:</b> Students will demonstrate a year's growth as measured by state assessments. <b>Staff Responsible for Monitoring:</b> Administration, Math teachers, and Math interventionist.	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Implementation of Modified Block schedule to create 90-minute classes in support of small group instruction two times per week to target tier one instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize additional scheduled class time to implement small group instruction to increase direct teacher-to-student support. Students will demonstrate a year's growth to improve student progress. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, and Classroom Teachers	Formative		
	Dec	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </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:** Improve student and staff recognition and communication by 5% as measured by campus and district engagement surveys to create a positive culture through events, programs, and timely and effective communication with students, staff, and parents.

**Evaluation Data Sources:** District employee engagement survey, district community survey, and campus developed surveys.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement school-wide recognition for the student of the month, a staff member of the month, and teacher of the month.  <b>Strategy's Expected Result/Impact:</b> Teacher and staff recognition will be lead by their campus peers in which all staff members have an opportunity to nominate and vote. Student of the month will be recommended by grade level team and submitted to the counseling team. Selected students, staff members, and teachers will be recognized in school announcements, staff and parent newsletters, and campus social media websites.  <b>Staff Responsible for Monitoring:</b> Campus administration, Counselors, and Team Leaders.	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Re-introduction of Strengths-based curriculum in both Study Skills classes and intervention period for school-wide collaborative focus.  <b>Strategy's Expected Result/Impact:</b> Improve students' awareness and understanding of personal strengths and the strengths of others to increase students' collaboration and decrease student conflict as measured by discipline referrals and student conflict reporting.  <b>Staff Responsible for Monitoring:</b> Administration, Counselors, and Staff.	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continuation of Positive Office Referral. Students will be recognized by teachers through a referral form for positive behaviors  <b>Strategy's Expected Result/Impact:</b> As more students are recognized for positive behaviors, the campus will see a decrease in negative behavior office referrals.  <b>Staff Responsible for Monitoring:</b> Administration, Counselors, and Staff.	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of Campus Culture Team. <b>Strategy's Expected Result/Impact:</b> Increase and improve teacher input, campus voice, and feedback as measured by the campus-level decision-making process. <b>Staff Responsible for Monitoring:</b> Principal and Campus Culture Team.	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implementation of online campus suggestion Google form. <b>Strategy's Expected Result/Impact:</b> Increase and support teacher input, voice, and decision-making for the campus-based decision-making process. <b>Staff Responsible for Monitoring:</b> Administration, Administrative interns, and Campus Culture Team.	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Use of in-school announcements, school messenger, and campus website and calendar. <b>Strategy's Expected Result/Impact:</b> Continue to improve effective and timely feedback to support district-level communication. <b>Staff Responsible for Monitoring:</b> Administration and campus personnel.	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continuation of the Parham Pages (staff communication memo). <b>Strategy's Expected Result/Impact:</b> Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Counselors	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

## Goal 2: . Culture & Climate





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- \* 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 2:** Improve community involvement and communication by 5% as measured by campus and district engagement surveys.

**Evaluation Data Sources:** District employee engagement survey, district community survey, and campus developed surveys.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement and increase PTA support through the weekly "How can I help?" program. <b>Strategy's Expected Result/Impact:</b> Volunteer PTA members will attend campus every Thursday to complete teacher classroom tasks such as copying, laminating, sorting, and much more. as designated by the staff. Support will result in increased PTA volunteer hours and teachers' tasks completed to save staff time needed to focus on student learning.	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and implement an improved registration process to include Student Club Expo and increased PTA involvement. <b>Strategy's Expected Result/Impact:</b> Student clubs, UIL student groups and PTA will partner to turn the registration process into an EXPO fair that showcases student involvement opportunities to increase student participation.	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Develop and implement the "I have a middle schooler...now what?" parent program. <b>Strategy's Expected Result/Impact:</b> The purpose of the "I have a middle schooler...now what?" is a monthly parent meeting program designed to increase parent involvement to address and provide educational tools for both academic and social-emotional needs to increase student involvement in after-school programs and decrease absenteeism.	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of Cowboy-Round-Up (parent communication memo). <b>Strategy's Expected Result/Impact:</b> Weekly newsletter developed through the use of the SMORE online communication tool to improve community feedback and communication loop. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Counselors	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Use of Facebook, Twitter, and Instagram social media tools to effectively implement community and campus communication and recognition. <b>Strategy's Expected Result/Impact:</b> Improve campus and community culture and climate supporting teacher's perception of recognition and support. <b>Staff Responsible for Monitoring:</b> Administration and Counseling Team.	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue the counselor's quarterly newsletter. <b>Strategy's Expected Result/Impact:</b> Improve parent communication and support while providing essential tools for 6-8th-grade academic planning and social and emotional learning. <b>Staff Responsible for Monitoring:</b> Principal and Counselors.	Formative		
	Dec	Mar	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

# Addendums

# 2019-20 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CROWNOVER MIDDLE**

Campus Number: **061901041**

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

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District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

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

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



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

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

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

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

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

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

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

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 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,  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	45%	<b>47%</b>	17%	44%	57%	*	80%	-	*	28%	37%	36%
	2018	38%	45%	<b>70%</b>	67%	68%	69%	*	*	-	*	46%	61%	62%
Mathematics	2019	45%	50%	<b>56%</b>	38%	53%	67%	*	*	-	*	39%	56%	53%
	2018	47%	53%	<b>53%</b>	54%	36%	58%	-	*	-	*	28%	48%	39%
<b>Student Success Initiative</b>														
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAARAdministration														
	2019	78%	83%	<b>92%</b>	83%	92%	94%	*	92%	*	88%	69%	82%	57%
Students Requiring Accelerated Instruction														
	2019	22%	17%	<b>8%</b>	17%	8%	6%	*	8%	*	13%	31%	18%	43%
STAARCumulativeMet Standard														
	2019	85%	89%	<b>95%</b>	87%	93%	96%	*	92%	*	100%	81%	85%	62%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAARAdministration														
	2019	82%	84%	<b>92%</b>	86%	90%	94%	*	100%	*	75%	66%	85%	76%
Students Requiring Accelerated Instruction														
	2019	18%	16%	<b>8%</b>	14%	10%	6%	*	0%	*	25%	34%	15%	24%
STAARCumulativeMet Standard														
	2019	88%	89%	<b>95%</b>	95%	97%	95%	*	100%	*	75%	72%	92%	86%

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>89%</b>	-	-	-	-	-	65%	-	65%	67%	65%	65%
	2018	77%	81%	<b>90%</b>	-	-	-	-	-	60%	-	60%	-	60%	60%
At Meets Grade Level or Above	2019	50%	54%	<b>62%</b>	-	-	-	-	-	24%	-	24%	67%	24%	25%
	2018	48%	53%	<b>65%</b>	-	-	-	-	-	16%	-	16%	-	16%	16%
At Masters Grade Level	2019	24%	26%	<b>33%</b>	-	-	-	-	-	6%	-	6%	50%	6%	7%
	2018	22%	24%	<b>34%</b>	-	-	-	-	-	2%	-	2%	-	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	78%	<b>89%</b>	-	-	-	-	-	65%	-	65%	*	65%	65%
	2018	74%	79%	<b>93%</b>	-	-	-	-	-	72%	-	72%	-	72%	72%
At Meets Grade Level or Above	2019	48%	52%	<b>62%</b>	-	-	-	-	-	23%	-	23%	*	23%	23%
	2018	46%	52%	<b>66%</b>	-	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	21%	24%	<b>35%</b>	-	-	-	-	-	5%	-	5%	*	5%	6%
	2018	19%	22%	<b>39%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>91%</b>	-	-	-	-	-	77%	-	77%	*	77%	77%
	2018	81%	84%	<b>91%</b>	-	-	-	-	-	74%	-	74%	-	74%	74%
At Meets Grade Level or Above	2019	52%	55%	<b>64%</b>	-	-	-	-	-	36%	-	36%	*	36%	36%
	2018	50%	53%	<b>64%</b>	-	-	-	-	-	24%	-	24%	-	24%	24%
At Masters Grade Level	2019	26%	29%	<b>31%</b>	-	-	-	-	-	9%	-	9%	*	9%	9%
	2018	24%	25%	<b>28%</b>	-	-	-	-	-	5%	-	5%	-	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	74%	<b>81%</b>	-	-	-	-	-	59%	-	59%	-	59%	59%
	2018	66%	72%	<b>87%</b>	-	-	-	-	-	40%	-	40%	-	40%	40%
At Meets Grade Level or Above	2019	38%	44%	<b>58%</b>	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	41%	48%	<b>65%</b>	-	-	-	-	-	7%	-	7%	-	7%	7%
At Masters Grade Level	2019	14%	17%	<b>27%</b>	-	-	-	-	-	7%	-	7%	-	7%	7%
	2018	13%	14%	<b>20%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>93%</b>	-	-	-	-	-	58%	-	58%	*	58%	60%
	2018	80%	83%	<b>83%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
At Meets Grade Level or Above	2019	54%	58%	<b>64%</b>	-	-	-	-	-	11%	-	11%	*	11%	15%
	2018	51%	55%	<b>61%</b>	-	-	-	-	-	7%	-	7%	-	7%	7%
At Masters Grade Level	2019	25%	27%	<b>33%</b>	-	-	-	-	-	0%	-	0%	*	0%	5%
	2018	23%	26%	<b>37%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	<b>86%</b>	-	-	-	-	-	26%	-	26%	*	26%	30%
	2018	78%	81%	<b>85%</b>	-	-	-	-	-	33%	-	33%	-	33%	33%
At Meets Grade Level or Above	2019	55%	56%	<b>57%</b>	-	-	-	-	-	5%	-	5%	*	5%	10%
	2018	53%	56%	<b>65%</b>	-	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	33%	34%	<b>39%</b>	-	-	-	-	-	0%	-	0%	*	0%	5%
	2018	31%	33%	<b>45%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>70%</b>	-	-	-	-	-	60%	-	60%	*	60%	59%
	2018	69%	70%	<b>70%</b>	-	-	-	-	-	69%	-	69%	-	69%	69%
All Grades ELA/Reading	2019	68%	69%	<b>68%</b>	-	-	-	-	-	62%	-	62%	*	62%	62%
	2018	69%	70%	<b>74%</b>	-	-	-	-	-	76%	-	76%	-	76%	76%
All Grades Mathematics	2019	70%	72%	<b>71%</b>	-	-	-	-	-	57%	-	57%	*	57%	57%

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 (Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	66%	-	-	-	-	-	64%	-	64%	-	64%	64%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	45%	47%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	38%	45%	70%	-	-	-	-	-	62%	-	62%	-	62%	62%
Mathematics	2019	45%	50%	56%	-	-	-	-	-	53%	-	53%	-	53%	53%
	2018	47%	53%	53%	-	-	-	-	-	39%	-	39%	-	39%	39%

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 955  
 Grade Span: 06 - 08  
 School Type: Middle

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>97%</b>	93%	96%	98%	100%	91%	*	100%	95%	94%	89%
Not Included in Accountability													
Mobile	4%	4%	<b>2%</b>	7%	4%	1%	0%	6%	*	0%	5%	5%	6%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	2%	*	0%	0%	0%	4%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>95%</b>	96%	93%	96%	100%	92%	100%	89%	94%	93%	89%
Not Included in Accountability													
Mobile	4%	5%	<b>5%</b>	3%	7%	3%	0%	8%	0%	11%	6%	6%	8%
Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	1%	2%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 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)
<b>Attendance Rate</b>													
2018-19	95.4%	96.2%	<b>96.9%</b>	97.3%	97.1%	96.7%	98.0%	97.7%	*	96.6%	96.9%	96.5%	97.6%
2017-18	95.4%	96.0%	<b>97.1%</b>	97.5%	97.3%	96.8%	97.7%	98.2%	*	97.0%	96.5%	96.8%	97.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	96.8%	-	-	-	-	-	-	-	-	-	-	-



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Texas Education Agency  
**Texas Academic Performance Report**  
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Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	76.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Graduation Profile**

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
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

District Name: DENTON ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 912  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	75.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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)													

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Texas Education Agency  
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Total Students: 912  
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus CCMR-Related Indicators**

Total Students: 912  
 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	56.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
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

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	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	40.6%	42.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	51.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
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
<b>Average SAT Score (Annual Graduates)</b>													
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
<b>Average ACT Score (Annual Graduates)</b>													
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

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	54.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	58.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	912	100.0%	30,682	5,479,173	917	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	267	29.3%	7.6%	7.7%	269	29.3%	7.5%	7.7%
Grade 7	323	35.4%	7.9%	7.7%	326	35.6%	7.8%	7.7%
Grade 8	322	35.3%	7.8%	7.5%	322	35.1%	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	89	9.8%	17.6%	12.6%	89	9.7%	17.6%	12.6%
Hispanic	235	25.8%	32.1%	52.8%	236	25.7%	32.2%	52.8%
White	511	56.0%	44.6%	27.0%	515	56.2%	44.5%	27.0%
American Indian	9	1.0%	0.6%	0.4%	9	1.0%	0.6%	0.4%
Asian	45	4.9%	3.6%	4.6%	45	4.9%	3.6%	4.6%
Pacific Islander	2	0.2%	0.2%	0.2%	2	0.2%	0.2%	0.2%
Two or More Races	21	2.3%	1.3%	2.5%	21	2.3%	1.3%	2.5%
Sex:								
Female	463	50.8%	48.6%	48.8%	467	50.9%	48.6%	48.8%
Male	449	49.2%	51.4%	51.2%	450	49.1%	51.4%	51.2%
Economically Disadvantaged	228	25.0%	45.7%	60.3%	228	24.9%	46.0%	60.2%
Non-Educationally Disadvantaged	684	75.0%	54.3%	39.7%	689	75.1%	54.0%	39.8%
Section 504 Students	171	18.8%	10.3%	6.9%	171	18.6%	10.3%	6.9%
English Learners (EL)	87	9.5%	15.3%	20.3%	87	9.5%	15.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	6	0.6%	1.2%	1.5%				
Students w/ Dyslexia	86	9.4%	5.5%	4.1%	86	9.4%	5.5%	4.1%
Foster Care	5	0.5%	0.5%	0.3%	5	0.5%	0.5%	0.3%
Homeless	10	1.1%	1.7%	1.4%	10	1.1%	1.7%	1.4%
Immigrant	8	0.9%	1.5%	2.3%	8	0.9%	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	17	1.9%	1.0%	1.9%	17	1.9%	1.0%	1.9%
At-Risk	236	25.9%	32.0%	50.6%	236	25.7%	32.1%	50.5%



District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 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	85	9.3%	16.2%	20.6%	85	9.3%	16.4%	20.6%
Career & Technical Education	410	45.0%	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	134	14.7%	10.9%	8.1%	134	14.6%	10.8%	8.1%
Special Education	78	8.6%	11.7%	10.5%	83	9.1%	11.9%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	78							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	42.3%	34.9%	42.4%				
Students with Physical Disabilities	0	0.0%	24.0%	21.4%				
Students with Autism	14	17.9%	11.1%	13.8%				
Students with Behavioral Disabilities	31	39.7%	28.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.5%				
Mobility (2018-19):								
Total Mobile Students	55	5.5%	14.7%	15.3%				
By Ethnicity:								
African American	10	1.0%						
Hispanic	14	1.4%						
White	24	2.4%						
American Indian	0	0.0%						
Asian	5	0.5%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	50	7.8%						

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	0.4%	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: CROWNOVER MIDDLE  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

Total Students: 912  
 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	19.5	20.4	20.4
Secondary:			
English/Language Arts	17.3	19.1	16.4
Foreign Languages	20.2	18.0	18.7
Mathematics	18.5	20.8	17.8
Science	21.9	21.2	18.8
Social Studies	21.0	22.1	19.3

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	89.4	100.0%	100.0%	100.0%
Professional Staff:	79.6	89.1%	69.1%	63.7%
Teachers	66.3	74.2%	54.8%	49.4%
Professional Support	10.3	11.6%	11.1%	10.2%
Campus Administration (School Leadership)	3.0	3.4%	2.6%	3.0%
Educational Aides:	9.7	10.9%	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	3.0	n/a	86.0	12,901.0
Part-time	1.0	n/a	7.0	1,103.0
Total Minority Staff:	13.1	14.7%	30.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	6.0%	8.4%	10.8%
Hispanic	4.1	6.2%	14.2%	28.1%
White	56.2	84.8%	74.3%	57.7%
American Indian	1.0	1.5%	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	1.0	1.5%	1.6%	1.1%
Males	21.5	32.4%	24.8%	23.8%
Females	44.8	67.6%	75.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	49.6	74.9%	68.8%	73.4%
Masters	15.6	23.6%	29.7%	24.5%
Doctorate	1.0	1.5%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.0	12.1%	8.1%	7.4%
1-5 Years Experience	12.7	19.2%	28.2%	27.9%
6-10 Years Experience	14.2	21.5%	20.2%	19.4%
11-20 Years Experience	22.2	33.6%	31.1%	29.4%
Over 20 Years Experience	9.1	13.7%	12.4%	15.9%
Number of Students per Teacher	13.8	n/a	13.1	15.1

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
 Campus Number: 061901041

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

Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.2	6.2
Average Years Experience of Principals with District	4.0	6.4	5.3
Average Years Experience of Assistant Principals	3.5	5.8	5.3
Average Years Experience of Assistant Principals with District	3.5	5.2	4.7
Average Years Experience of Teachers:	10.7	10.3	11.1
Average Years Experience of Teachers with District:	6.9	6.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,409	\$54,825	\$49,868
1-5 Years Experience	\$55,868	\$55,823	\$52,823
6-10 Years Experience	\$58,585	\$58,865	\$55,756
11-20 Years Experience	\$60,895	\$61,161	\$59,308
Over 20 Years Experience	\$64,379	\$66,769	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,130	\$59,377	\$57,091
Professional Support	\$66,414	\$68,262	\$67,352
Campus Administration (School Leadership)	\$84,434	\$87,076	\$82,512
Instructional Staff Percent:	n/a	71.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: DENTON ISD  
 Campus Name: CROWNOVER MIDDLE  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Staff Information**

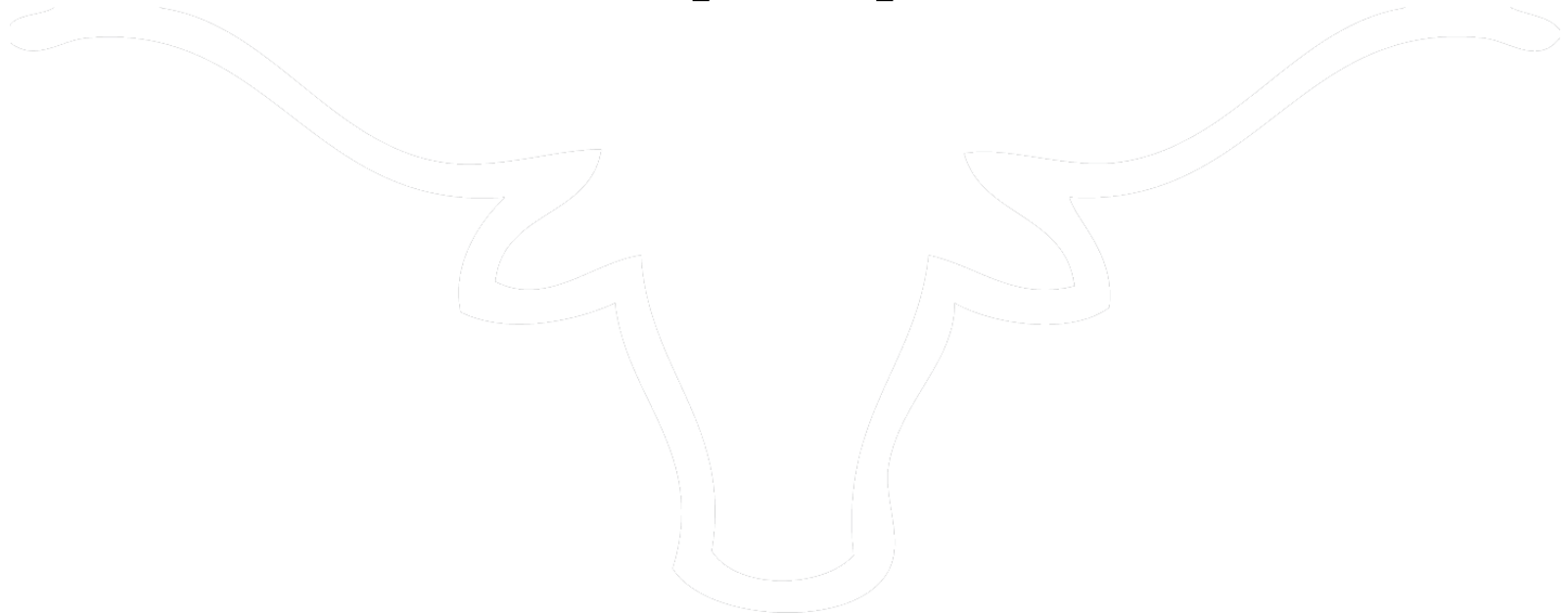
Total Students: 912  
 Grade Span: 06 - 08  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.6	3.9%	2.5%	6.5%
Career & Technical Education	3.2	4.8%	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	44.9	67.8%	77.0%	70.9%
Special Education	5.8	8.7%	7.5%	9.3%
Other	9.8	14.8%	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**  
**Harpool Middle School**  
**2021-2022 Campus Improvement Plan**



# Values

We VALUE and NURTURE students within our school.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school experience.

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

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

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Goal 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 (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments) * 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 * District Canvas science-specific course where grade level science teachers can share information and find resources. * District Teams messaging/meetings to also accomplish same goal (share grade level content). District ELAR Canvas Tier Level trainings and adding the accessibility features for Canvas * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Canvas (rewriting our science curriculum and moving it to a digital format) * Creating video lessons of in-class activities and demos * Teams Meetings * Use of science Gizmos, STEMscopes, digital science journals * Teacher-Student email communication through Outlook and Canvas Inbox Elar Canvas Usage, Teams Calls, student-teacher communication via emails and canvas emails, canvas accessibility features, digital/ebook option	20
Goal 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	22
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We are a predominately caucasian, affluant campus. Our students are highly motivated either intrinsically or by their parents. The parents and community have high expectations of their students and the school. Teachers are established and we have very low turnover at Harpool. There are still 30 teachers/ staff that have been here since we open in 2008. We will continue to build close community relations with local businesses and community stakeholders. We will continue campus-level new teacher mentor support program.

Established: 2008

Mascot: Longhorns

Colors: Burnt Orange

Motto: Excellence in all that we do!

The overall campus demographics are:

#### Ethnic Distribution:

African American	58	6.2%	17.6%	12.6%	58	6.2%	17.6%
Hispanic	187	20.1%	32.1%	52.8%	187	20.1%	32.2%
White	616	66.3%	44.6%	27.0%	616	66.3%	44.5%
American Indian	3	0.3%	0.6%	0.4%	3	0.3%	0.6%
Asian	40	4.3%	3.6%	4.6%	40	4.3%	3.6%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%
Two or More Races	24	2.6%	1.3%	2.5%	24	2.6%	1.3%

#### Sex:

Female	443	47.7%	48.6%	48.8%	443	47.7%	48.6%
Male	486	52.3%	51.4%	51.2%	486	52.3%	51.4%

Economically Disadvantaged	123	13.2%	45.7%	60.3%	123	13.2%	46.0%
Non-Educationally Disadvantaged	806	86.8%	54.3%	39.7%	806	86.8%	54.0%
Section 504 Students	138	14.9%	10.3%	6.9%	138	14.9%	10.3%
English Learners (EL)	55	5.9%	15.3%	20.3%	55	5.9%	15.4%
Students w/ Disciplinary Placements (2018-19)	6	0.6%	1.2%	1.5%			
Students w/ Dyslexia	72	7.8%	5.5%	4.1%	72	7.8%	5.5%
Foster Care	2	0.2%	0.5%	0.3%	2	0.2%	0.5%
Homeless	7	0.8%	1.7%	1.4%	7	0.8%	1.7%

Immigrant	7	0.8%	1.5%	2.3%	7	0.8%	1.5%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%
Title I	0	0.0%	24.4%	65.1%	0	0.0%	24.6%
Military Connected	13	1.4%	1.0%	1.9%	13	1.4%	1.0%
At-Risk	207	22.3%	32.0%	50.6%	207	22.3%	32.1%

The overall campus teacher demographics are:

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.4	100.0%	100.0%	100.0%
Professional Staff:	76.4	87.4%	69.1%	63.7%
Teachers	66.1	75.6%	54.8%	49.4%
Professional Support	7.0	8.0%	11.1%	10.2%
Campus Administration (School Leadership)	3.3	3.8%	2.6%	3.0%
Educational Aides:	11.0	12.6%	9.3%	10.6%
Teachers by Ethnicity and Sex:				
African American	2.9	4.4%	8.4%	10.8%
Hispanic	2.0	3.0%	14.2%	28.1%
White	57.2	86.6%	74.3%	57.7%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	2.0	3.0%	0.9%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.0	3.0%	1.6%	1.1%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.3%
Bachelors	43.4	65.6%	68.8%	73.4%
Masters	22.7	34.4%	29.7%	24.5%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	8.1%	7.4%
1-5 Years Experience	13.9	21.0%	28.2%	27.9%
6-10 Years Experience	12.9	19.5%	20.2%	19.4%
11-20 Years Experience	26.3	39.7%	31.1%	29.4%
Over 20 Years Experience	13.0	19.7%	12.4%	15.9%

### **Demographics Strengths**

- Longevity of staff. Staff has built strong relationships with families for 13 years. The community knows and trust us.
- The culture and climate at Harpool is very strong and has been commented on by outside campus staff, District personnel, community members and stakeholders.
- Our total population has decreased over the past few years. (<900)
- The Lantana Community is at the end of their new construction cycle. Within a couple of years it will completely built out.
- There is still lots of undeveloped land to build new homes in the Harpool Zone.
- Diversity is still low at Harpool. Most of our diversity comes from the neighborhoods that surround McNair Elementary.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** :Need to ensure that ALL students are valued and appreciated at Harpool **Root Cause:** Low Diversity

# Student Learning

## Student Learning Summary

Data Points:

STAAR

MAP

Common Assessments

IXL

Achieve 3000

Report Cards/ IPRs

See below for Specifics to the 19-20 STAAR results that we are using to address strengths, challenges, and gaps.

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

## Student Learning Strengths

Students have a strong academic background from elementary campuses and home.

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

## Grade 6 Reading

At Approaches Grade Level or Above	2019	68%	74%	83%	61%	67%	88%	-	91%	*	86%	46%	95%	84%	79%
	2018	69%	76%	89%	87%	80%	93%	*	88%	-	86%	52%	73%	90%	87%
At Meets Grade Level or Above	2019	37%	43%	56%	33%	40%	60%	-	73%	*	71%	29%	68%	58%	50%
	2018	39%	45%	58%	30%	51%	65%	*	53%	-	29%	26%	40%	61%	49%
At Masters Grade Level	2019	18%	20%	26%	11%	16%	30%	-	18%	*	29%	4%	26%	29%	20%
	2018	19%	21%	33%	22%	25%	39%	*	29%	-	0%	4%	13%	35%	27%

## Grade 6 Mathematics

At Approaches Grade Level or Above	2019	81%	83%	95%	82%	93%	97%	-	100%	*	86%	67%	100%	95%	95%
	2018	77%	80%	95%	87%	91%	97%	*	100%	-	86%	72%	80%	96%	93%
At Meets Grade Level or Above	2019	47%	46%	74%	59%	60%	78%	-	91%	*	71%	41%	84%	76%	71%
	2018	44%	45%	69%	57%	62%	74%	*	76%	-	29%	32%	67%	71%	61%
At Masters Grade Level	2019	21%	19%	39%	24%	30%	43%	-	45%	*	29%	11%	37%	39%	39%
	2018	18%	17%	32%	30%	17%	36%	*	53%	-	14%	12%	20%	34%	25%

## Grade 7 Reading

At Approaches Grade Level or Above	2019	76%	81%	94%	86%	93%	95%	*	94%	-	100%	60%	87%	95%	90%
	2018	74%	82%	90%	88%	82%	91%	*	100%	-	100%	50%	85%	92%	84%
At Meets Grade Level or Above	2019	49%	56%	75%	62%	64%	79%	*	88%	-	67%	35%	60%	77%	70%
	2018	48%	56%	69%	38%	54%	74%	*	90%	-	100%	23%	69%	71%	64%
At Masters Grade Level	2019	29%	34%	46%	24%	29%	54%	*	53%	-	33%	10%	27%	51%	31%
	2018	29%	35%	48%	25%	34%	51%	*	70%	-	60%	9%	38%	51%	38%

## Grade 7 Mathematics

At Approaches Grade Level or Above	2019	75%	80%	94%	95%	88%	95%	*	100%	-	100%	55%	87%	96%	89%
	2018	72%	79%	94%	93%	88%	95%	-	100%	-	100%	59%	85%	94%	94%
At Meets Grade Level or Above	2019	43%	48%	77%	71%	70%	79%	*	88%	-	83%	40%	73%	81%	64%
	2018	40%	49%	77%	67%	62%	81%	-	89%	-	100%	32%	69%	79%	72%
At Masters Grade Level	2019	17%	19%	37%	19%	28%	41%	*	56%	-	33%	10%	33%	40%	28%
	2018	18%	23%	43%	27%	34%	43%	-	89%	-	80%	14%	31%	46%	33%

## Grade 7 Writing

At Approaches Grade Level or Above	2019	70%	76%	92%	86%	90%	93%	*	100%	-	100%	55%	73%	94%	88%
	2018	69%	75%	87%	82%	75%	90%	*	100%	-	100%	39%	77%	87%	87%
At Meets Grade Level or Above	2019	42%	49%	65%	52%	54%	69%	*	82%	-	67%	20%	40%	68%	58%
	2018	43%	51%	64%	24%	51%	69%	*	90%	-	80%	13%	46%	65%	61%
At Masters Grade Level	2019	18%	21%	32%	24%	16%	36%	*	47%	-	50%	10%	7%	33%	27%
	2018	15%	16%	27%	18%	12%	30%	*	40%	-	40%	4%	15%	28%	23%



		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races (Current)	(Former)	Enrolled	Enrolled	
Grade 8 Reading^															
At Approaches Grade Level or Above	2019	86%	90%	98%	84%	95%	100%	-	100%	-	*	82%	100%	98%	97%
	2018	86%	91%	97%	92%	97%	97%	*	100%	-	100%	73%	100%	98%	95%
At Meets Grade Level or Above	2019	55%	60%	77%	47%	62%	82%	-	100%	-	*	32%	90%	83%	57%
	2018	49%	59%	78%	71%	71%	80%	*	93%	-	73%	36%	83%	80%	68%
At Masters Grade Level	2019	28%	33%	50%	32%	38%	53%	-	73%	-	*	7%	60%	55%	31%
	2018	27%	34%	51%	33%	51%	53%	*	50%	-	45%	9%	50%	54%	39%
Grade 8 Mathematics^															
At Approaches Grade Level or Above	2019	88%	89%	98%	94%	98%	99%	-	100%	-	*	86%	100%	98%	100%
	2018	86%	90%	100%	100%	98%	100%	*	100%	-	100%	95%	100%	100%	100%
At Meets Grade Level or Above	2019	57%	56%	88%	75%	83%	90%	-	100%	-	*	54%	100%	87%	90%
	2018	51%	54%	87%	59%	85%	90%	*	100%	-	82%	45%	80%	89%	77%
At Masters Grade Level	2019	17%	16%	40%	19%	40%	42%	-	60%	-	*	14%	43%	46%	23%
	2018	15%	17%	45%	41%	27%	51%	*	50%	-	36%	5%	40%	47%	39%
Grade 8 Science															
At Approaches Grade Level or Above	2019	81%	84%	98%	95%	95%	99%	-	100%	-	*	82%	90%	97%	99%
	2018	76%	80%	94%	83%	93%	95%	*	100%	-	91%	45%	100%	95%	89%
At Meets Grade Level or Above	2019	51%	56%	81%	63%	64%	87%	-	82%	-	*	36%	80%	85%	67%
	2018	52%	59%	80%	54%	69%	85%	*	79%	-	82%	32%	67%	81%	74%
At Masters Grade Level	2019	25%	29%	49%	37%	35%	53%	-	55%	-	*	4%	50%	54%	33%
	2018	28%	35%	52%	25%	36%	60%	*	57%	-	0%	5%	50%	55%	40%
Grade 8 Social Studies															
At Approaches Grade Level or Above	2019	69%	71%	86%	74%	75%	90%	-	100%	-	*	57%	90%	89%	76%
	2018	65%	70%	83%	63%	83%	84%	*	93%	-	82%	45%	50%	83%	80%
At Meets Grade Level or Above	2019	37%	38%	59%	32%	47%	64%	-	73%	-	*	25%	60%	65%	40%
	2018	36%	40%	51%	33%	40%	56%	*	50%	-	18%	23%	33%	52%	45%
At Masters Grade Level	2019	21%	23%	43%	26%	36%	45%	-	64%	-	*	0%	50%	47%	30%
	2018	21%	23%	30%	17%	21%	34%	*	21%	-	0%	5%	17%	31%	22%
End of Course Algebra I															
At Approaches Grade Level or Above	2019	85%	86%	100%	*	100%	100%	-	100%	-	-	-	*	100%	100%
	2018	83%	85%	100%	*	100%	100%	*	100%	-	-	-	*	100%	100%
At Meets Grade Level or Above	2019	61%	64%	100%	*	100%	100%	-	100%	-	-	-	*	100%	100%
	2018	55%	59%	100%	*	100%	100%	*	100%	-	-	-	*	100%	100%
At Masters Grade Level	2019	37%	42%	93%	*	100%	93%	-	86%	-	-	-	*	94%	89%
	2018	32%	35%	88%	*	82%	87%	*	100%	-	-	-	*	89%	82%
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	93%	84%	89%	95%	83%	98%	*	95%	67%	91%	94%	90%
	2018	77%	81%	92%	86%	88%	94%	88%	98%	-	93%	59%	82%	93%	90%
At Meets Grade Level or Above	2019	50%	54%	73%	56%	61%	77%	50%	86%	*	75%	35%	72%	76%	63%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Need to ensure that ALL students are receiving academic excellence and being successful **Root Cause:** Covid year then Flood year

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

## School Processes & Programs Strengths

### Curriculum, Instruction and Assessment

Creation of a Master Schedule that allows all grade level content teachers to have the same period off to collaborate and have PLCs during the school day

Common assessment data is analyzed during PLC's to guide instruction and assessment

Curriculum writing committees meet every grading period to evaluate data and update curriculum

Classroom instruction and assessments are based on TEKS

Teachers track data from multiple sources and collaborate within an academic team to address the whole student

Experienced staff with a track record of successful standards-based instruction

Opportunities for 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

PLC model in our department

PD provided for Creation of True PLC practices (PLC Summit and Foundation of PLCs)

Effective use of technology within classrooms

Implementation of Reading and Writing Workshop in our ELAR classrooms

Utilizing Learning Targets with fidelity in all contents

Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work)

## **Technology**

70% of teachers believe technology enhances learning and their daily life

98% of teachers report high quality internet speed

100% of students report that they use Chromebooks in their classroom at least weekly

95% of teachers feel confident in their foundational technology skills

All staff trained in Canvas to allow student access to material

An increased use of intervention programs (Mathia, Achieve3000, etc.,)

An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.)

An increased use of technology to facilitate 504, SpEd and HB4545 tracking accommodations

Willingness of staff to improve technology skills and integrate technology in lessons

Strong support from campus technology staff

Harpool is a 1:1 Chromebook campus



100% student success in Common Sense Media Digital Citizenship

### **School Context and Organization**

Harpool has a many 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/SRO are effective

### **Staff Quality, Recruitment and Retention**

Professional development opportunities

Student teacher recruitment

Staff recruitment through word-of-mouth

Above district and state average in teacher experience

Above district and state averages in teachers with 20+ years of experience

FYTA and mentor supports

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The need to revisit Learning Targets and Strong and Weak Work. **Root Cause:** Covid year and flood year

# Perceptions

## Perceptions Summary

### Family and Community Involvement

Strong PTA

Lantana Foundation

Great partnerships with local businesses

### School Culture and Climate

Values

We VALUE and NURTURE all students.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school

experience.

### **Perceptions Strengths**

#### **Family and Community Involvement**

Weekly communication from Harpool with parents and guardians. (Harpool Herd)

Social Media communication- Facebook/ Twitter

Positive and negative communication home from teachers/ staff

Parents are responsive to needs of teachers and staff

Some opportunity for parents to be involved sporting events, Fine Arts events, Longhorn Day, Student/Teacher appreciation days, UiL academic events and more.

High levels of social media and email and phone blast are keeping parents in the loop

#### **School Culture and Climate**

Strong relationships built by staff with students

Harpool is family

Inclusive culture that welcomes all stakeholders starting from the front office

Self-driven staff

Staff is happy to be at work

Staff is helpful

Teachers are involved in clubs, UiL academics, sprting events, Fine Arts events

Students living out our inclusive culture by helping peers and teachers (Stand Up Crew, Office/ Library Aides, Branded Tickets)

Staff feels that administration is creating a positive culture

Employee Survey reveals:

Principal trust staff to make good decisions

Principal encourages collaboration

Principal implements policies fairly

Staff trust the principal to make good decisions

Principal is an effective leader

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a need to continue to promote and celebrate different races and religions that are lacking at Harpool. **Root Cause:** Lack of diversity

# 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

- Budgets/entitlements and expenditures data
- Study of best practices



# 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 (IXL, MAP, Student Check-ins, pre-assessments vs post-assessments)
- \* 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
- \* District Canvas science-specific course where grade level science teachers can share information and find resources.
- \* District Teams messaging/meetings to also accomplish same goal (share grade level content).

District ELAR Canvas Tier Level trainings and adding the accessibility features for Canvas

- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Canvas (rewriting our science curriculum and moving it to a digital format)
- \* Creating video lessons of in-class activities and demos
- \* Teams Meetings
- \* Use of science Gizmos, STEMscopes, digital science journals
- \* Teacher-Student email communication through Outlook and Canvas Inbox





Elar Canvas Usage, Teams Calls, student-teacher communication via emails and canvas emails, canvas accessibility features, digital/ebook option

**Performance Objective 1:** Improve student achievement in all grade levels, content areas, and special populations by 5%

**Evaluation Data Sources:** STAAR Assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math. <b>Strategy's Expected Result/Impact:</b> Increase math scores <b>Staff Responsible for Monitoring:</b> Admin <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide targeted intervention for the students below grade level in reading and math <b>Strategy's Expected Result/Impact:</b> Increase targeted student's academic levels <b>Staff Responsible for Monitoring:</b> :Admin <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices <b>Strategy's Expected Result/Impact:</b> Admin <b>Staff Responsible for Monitoring:</b> : Effective Instruction <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> All core content teachers will participate in weekly CORE time (departmental PLCs) to develop common lesson plans to ensure vertical and horizontal alignment through the use of the 5E lesson planning model. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all CORE classes to reduce the achievement gap while focusing specifically on special education student performance in reading. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue Assessment For Learning (Jan Chappuis, 7 Strategies) implementation of learning targets, strong and weak work. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 6th, 7th, and 8th-grade students will utilize MAP testing as the Universal screener to determine individual student's reading progress. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implementation of BOY, MOY, and EOY progress monitoring tool (Campus Scorecard) in Reading and Math for 6th, 7th, and 8th grade. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Implementation of Achieve 3000 online program for Reading Intervention course to support identified students showing significant gaps in ELAR progress in addition to primary ELAR course. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 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 Harpool will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

**Evaluation Data Sources:** Employee Engagement Survey Student Self-assessments Parent Survey Review of discipline reports, attendance, and grades

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with elementary and high schools in the HMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration.	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Open and maintain on campus food pantry	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement and monitor Restorative Practices (RP) campus wide ~TUMS ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Mood Meters ~Re-entry Circles ~Circle protocols	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> House Bill lessons to address: ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Appreciation & Recognition for staff & students, including, but not limited to: ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Providing physical, social, and emotional supports including, but not limited to: ~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement Gallup Strengths program in 6th, 7th, and 8th grade Naviance	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Counselor small groups	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Team Meetings	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Visit Students that are at Davis	Formative		
	Dec	Mar	May

Strategy 12 Details	Formative Reviews		
Strategy 12: New Student Luncheon-	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
Strategy 13: Renaissance Awards- each 9 wks we will recognize students with good grades and behavior	Formative		
	Dec	Mar	May
Strategy 14 Details	Formative Reviews		
Strategy 14: Red Ribbon Week- TBD- establish days and advisory lesson	Formative		
	Dec	Mar	May
Strategy 15 Details	Formative Reviews		
Strategy 15: Submit parent/ student/ staff surveys every 9wks	Formative		
	Dec	Mar	May
Strategy 16 Details	Formative Reviews		
Strategy 16: Promote District Bullying link	Formative		
	Dec	Mar	May
Strategy 17 Details	Formative Reviews		
Strategy 17: Branded Tickets- award tickets for students doing the right thing	Formative		
	Dec	Mar	May
Strategy 18 Details	Formative Reviews		
Strategy 18: Daily character building messages	Formative		
	Dec	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

# State Compensatory

## Budget for Harpool Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 100

**Brief Description of SCE Services and/or Programs**

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## Personnel for Harpool Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Julie Moore	Reading Interventionist	NaN

# Addendums