

**2016-2017
Campus Improvement Plan
for
Joe Dale Sparks Campus**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Joe Dale Sparks Campus's Mission Statement

The Sparks faculty and staff are committed to keeping detained students current with home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.












Campus Improvement Plan Joe Dale Sparks Campus

Progress Report Date:













WIG 1











90% of Sparks students enrolled for at least 50% of the grading period, will function at the TIER I Level of the RTI Universal Screening and Progress Monitoring System.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are to be designed to (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.	Curriculum coordinators, teachers, administrator, secretary, Title I Part D funds, DCJDC facility staff TI \$6,000.00 FTE SCE \$1425.00 FTE	X 1 X 3 X 4	Lesson plans and curriculum, C2C students transition to after care and JJAEP before returning to home campus	Improved instruction across content areas and student progress on progress reports and report cards	Feb Considerable Progress Apr Considerable Progress Sept Considerable Progress
X Addresses missed system safeguard Provide students with opportunities to participate in inquiry based learning. Addresses missed system safeguard	Teachers, librarians, administrator, DCJDC staff, Title I Part D funds	X 1 X 3 X 4 X 9	Lesson plans and curriculum, DCJDC records	Increased mastery of required TEKS objectives through teacher assessment of student work (e.g. grading period grades, semester grades)	Feb Some Progress Apr Some Progress Sept Considerable Progress
Continue to upgrade and maintain technology in every classroom. Addresses missed system safeguard	Technology department, administrator, teachers, office personnel, Title I Part D funds if available	X 2 X 5 X 7	Staff and student needs assessment	Bright Bytes	Feb Some Progress Apr Considerable Progress Sept Considerable Progress

<p>Provide instructional and clerical support personnel for at-risk students.</p> <p>X Addresses missed system safeguard</p>	<p>Teachers, secretary, attendance clerk, Title I aides, At-Risk teacher, Title I Part D funds, substitutes</p>	<p><u>X</u> 2 <u>X</u> 3</p>	<p>Hiring records, employee attendance records</p>	<p>PDAS, paraprofessional evaluation instrument</p>	<p>Feb  Accomplished Apr  Accomplished Sept  Accomplished</p>
<p>Maintain accurate student attendance records.</p> <p>Addresses missed system safeguard</p>	<p>Teachers, attendance clerk, registrar, eSchools</p>	<p><u>X</u> 1 <u>X</u> 2</p>	<p>eSchools attendance records</p>	<p>Accurately completed attendance records</p>	<p>Feb  Considerable Progress Apr  Considerable Progress Sept  Considerable Progress</p>
<p>School personnel involvement in relevant staff development and training.</p> <p>X Addresses missed system safeguard</p>	<p>Principal, DISD curriculum staff, teachers, SpEd director, DCJDC staff, content area organizations, Region XI service center, Title I Part D funds</p> <p>TI \$3,251.00 FTE</p> <p>SCE \$475.00 FTE</p>	<p><u>X</u> 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 9</p>	<p>Training certificates, sign-in sheets, Eduphoria Workshop logs</p>	<p>Certification remains current, enhanced classroom instruction, improved student achievement</p>	<p>Feb  Considerable Progress Apr  Considerable Progress Sept  Considerable Progress</p>
<p>Provide opportunities for students to improve their reading and writing in all content areas, resulting in higher achievement scores on the state English I,II, and Algebra I assessments.</p> <p>X Addresses missed system safeguard</p>	<p>General education teachers, At-Risk teacher, SpEd teachers, administrator, Title I aides, Title I Part D funds</p>	<p><u>X</u> 5 <u>X</u> 8 <u>X</u> 9</p>	<p>Lesson plans, formative and summative assessment scores, bonus round scores when applicable</p>	<p>Improved scores on state English I, II, and Algebra I assessments</p>	<p>Feb  Some Progress Apr  Considerable Progress Sept</p>

						Considerable Progress
Identify ESL and bilingual students and provide proper instruction and materials. Addresses missed system safeguard	Teachers, ESL/Bilingual department, registrar, Bilingual/Title I aides, LEP resources, Title I Part D funds	<u>X</u> 5 <u>X</u> 9	Records requested from previous schools	Records received and appropriate instruction provided.		Feb Considerable Progress Apr Considerable Progress Sept Considerable Progress
Provide remediation for students who have not met satisfactory standards on state assessments and additional credit opportunities for students during summer school X Addresses missed system safeguard	At-Risk teacher, general education teachers, SpEd teachers, registrar, testing coordinator, Title I Part D funds SCE \$4,185.90 FTE	<u>X</u> 5	Students in need of remediation identified	Students who have completed remediation pass state assessments		Feb Some Progress Apr Some Progress Sept Considerable Progress
Communicate effectively with DCJDC staff, counselors, case workers and probation officers to communicate academic importance and coordinate transition within the facility and JJAEP. Upon the completion of the Post-Adjudication Program students transition to after care at the Denton County Juvenile Justice Alternative Educational Placement Center for a period of 90 successful days before returning to their home school and district. Addresses missed system safeguard	Teachers, principal, registrar, DCJDC staff, JJAEP case workers, aftercare staff	<u>X</u> 1 <u>X</u> 2 <u>X</u> 9	Communication of court order	Number of individual succesful transitions		Feb Some Progress Apr Some Progress Sept Some Progress
Maintain certification for Sparks teachers to reflect 4th through 12 grade certification in content areas. Addresses missed system safeguard	Teachers, principal, HR, SBEC, TEA	<u>X</u> 3	CPE credits, teacher certificates	SBEC documentation of valid certification and CPE credits		Feb Considerable Progress Apr Considerable Progress

						<p>Sept</p>  Considerable Progress
<p>Encourage student academic achievement through the use of positive and concrete reinforcement.</p> <p>X Addresses missed system safeguard</p>	<p>Teachers, DCJDC staff, Title I Part D funds</p>	<p><u>X</u> 1</p> <p><u>X</u> 3</p>	<p>1</p> <p>3</p>	<p>Identification of students making honor roll, perfect attendance and other achievements</p>	<p>Improved assignment and report card grades</p>	<p>Feb</p>  Some Progress
						<p>Apr</p>  Considerable Progress
						<p>Sept</p>  Considerable Progress
<p>Provide students with the opportunity to use OdysseyWare for credit recovery based on available funding.</p> <p>Addresses missed system safeguard</p>	<p>Teachers, At-Risk teacher, registrar, principal, DCJDC staff, Denton ISD counselors, Title I Part D funds</p>	<p><u>X</u> 1</p>	<p>1</p>	<p>Enrollment and participation in credit recovery</p>	<p>Report card grades and semester credit earned</p>	<p>Feb</p>  Some Progress
						<p>Apr</p>  Some Progress
						<p>Sept</p>  Considerable Progress
<p>Accurately and promptly identify students who are in special programs (SpEd, 504, etc.) and continue services as appropriate on this campus.</p> <p>Addresses missed system safeguard</p>	<p>SpEd teachers, registrar, principal, diagnostician, SpEd clerk, general education teachers, registrar of sending school, TReX, parents, SpEd funds (if available), Title I Part D funds</p>	<p><u>X</u> 1</p>	<p>1</p>	<p>Records requested from sending school district in a timely manner</p>	<p>Records received from sending district, SpEd students enrolled in SpEd and receiving services as determined by ARD committee</p>	<p>Feb</p>  Some Progress
						<p>Apr</p>  Some Progress
						<p>Sept</p>  Some Progress
<p>Continue to add resources to campus library and maintain library personnel</p> <p>Addresses missed system safeguard</p>	<p>Principal, registrar, English teachers, library services personnel, Title I Part D 2 funds</p> <p>TI \$7,072.00 FTE</p>	<p><u>X</u> 2</p> <p><u>X</u> 3</p>	<p>2</p> <p>3</p>	<p>P.O. for resources</p>	<p>More volumes in library, English teachers catalog new books</p>	<p>Feb</p>  Considerable Progress
						<p>Apr</p>  Considerable Progress

					<p>Sept</p>  Considerable Progress
<p>Actively cultivate business, community, and university partnerships to support 21st century workforce development</p> <p>Addresses missed system safeguard</p>	<p>Principal, teachers, C2C program staff, parents, college/university staff</p>	<p>X 8</p>	<p>lesson plans</p>	<p>guest speakers, student tours of ATC and local higher education campuses</p>	<p>Feb</p>  No Progress
					<p>Apr</p>  No Progress
					<p>Sept</p>  Some Progress
<p>Provide instruction, clerical and administrative support services to Sparks students</p> <p>Addresses missed system safeguard</p>	<p>Teachers, clerical staff, substitutes, Title I aide, at-risk teacher, and principal salaries</p> <p>TI \$125,036.77 FTE</p>	<p>X 3</p> <p>X 5</p>	<p>Curriculum implementation, administrative, and clerical support</p>	<p>Improved student achievement, administrative efficiency, and effective student records maintenance</p>	<p>Feb</p>  Considerable Progress
					<p>Apr</p>  Considerable Progress
					<p>Sept</p>  Considerable Progress
<p>Provide instruction by highly qualified staff</p> <p>Addresses missed system safeguard</p>	<p>SCE \$733,730 FTE 14.0</p>				<p>Feb</p>  Accomplished
					<p>Apr</p>  Accomplished
					<p>Sept</p>  Accomplished

Joe Dale Sparks Campus Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Joe Dale Sparks Campus conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

State Assessment Data, TELPAS, WRAT-IV test, Graduation Rates

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

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

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

Strengths

• 85% of long term students gain more than 1 grade level in reading.

• 55% of long term students gain more than 1 grade level in mathematics.

• Two students have earned enough credits to complete high school graduation.

• The Fall passing rate for English I and English II EOC was 70% for long term students compared to 40% last year.

• 30% of Detention students were able to earn credit an additional ½ credit because of the addition of the Art teacher, which allowed them to stay enrolled in that course.

Needs

• 79% of all attempted credits were earned in the Fall, compared to more than 90% last year. This only includes students who were here for more than 1 grading period.

• Only 80% of long term students have been able to earn at least ½ credit in credit recovery, compared to 90% of students earning 1 or 1 ½ credits last year.

• Continuing from last year, there is a major achievement gap in both credits earned and state assessment scores between all students and LEP students.

Summary of Needs

• Expand the Art class into Detention.

• Make Odysseyware more widely available to all students.

• Continued ESL support for LEP students.

• More re-teach/re-test opportunities before Finals are given.



Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

PIEMS	
Eschools	
Special Education	
Court Detention Records	

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

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Strengths

1. Bilingual personnel

2. Multi-certified teachers

3. Multiple electives offered

4. Summer School

5. Odyssey Ware

Needs

1. Additional Special Education personnel, either a third teacher or a SpEd specific aide

2. Additional hours for Art Department

3. After hour tutors for all students

Summary of Needs

1. Currently 27% of our population receives some sort of special services. The number of students that come from SAC classes has dramatically increased this year. If we have more than two of these children at a time, the needs of other students cannot be met with only two special ed teachers.

2. Currently the Art Department serves all of Courage to Change students and Detention students when they enter our campus enrolled in Art. With an increase of hours, all students could receive Art as an elective.

3. This year we had two students graduate from our campus. We are increasingly receiving students close to graduation. If we want to be able to properly serve students, we must be able to offer courses that are required for graduation, such as Fine Arts.

4. Students on Sparks Campus are usually behind by at least one school year. This causes deficiencies in their education. These deficiencies need to be addressed through opportunities such as Odyssey Ware, summer school, and after hours tutoring. Offering these opportunities also increases the chances of more students being able to graduate.

5. These programs need to be available for all students on Sparks Campus. Currently, only Courage to Change students have the opportunity to use Odyssey Ware on a regular basis, attend Summer School, or have after hour tutoring. These opportunities need to be made available to all students regardless of what program in which they are housed.

6. Obviously none of these needs can be met without an increase in our funding.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Interviews, Survey, Walkthroughs

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

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

Strengths

Peer Support, Dedicated teachers, Small classes,
Freedom to teach creatively

Needs

Morale, Scheduling, more staff, communication
professional development, logical leadership,
cohesiveness of campus, lack of trust, recognition of
uniqueness

Summary of Needs

1) Improve morale and cohesiveness of campus- team building—local funds needed

2) Scheduling- too many subjects taught in one class—Title 1 funds (or new organization

3) District to recognize the uniqueness of the campus situation—no funds needed

4) More input into campus decisions and control over department decisions—no funds needed

5) Protected planning periods—this would involve more communication for scheduling—no funds needed

6) Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed

7) More responsible/logical use of money—involves new guidelines--no extra funds needed



Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

CNAs from previous years _____

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Strengths

Needs

- Our campus has very experienced teachers
– who also bring varied life experiences which is very helpful to our students
- Our teachers have multiple certifications
- The teachers meet regularly to discuss student issues
- The turnover rate of the staff is low

- Training specific to our population
- Full-time Detention aide

Summary of Needs

- Specific training designed to meet the challenges of teaching in our unique environment
- Full-time Detention aide



Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

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

Strengths

Needs

Small class sizes.

More one-on-one interaction between teachers and students than in a traditional classroom.

Quality and professionalism of the teachers.

The teachers' commitment to the students'

success both academically and socially.

Effective use of limited tutoring time.

Need more effective, targeted professional development activities.

Need additional time during the school week for collaboration.

Due to the high incidence of students with disabilities and English Language Learners (ELLs), we need highly proficient and motivated instructional aides.

Continued positive cooperation, communication, and working relations with facility staff.

Increased availability of tutoring time during evenings and Saturdays.

Summary of Needs

Title 1 funds for professional development, instructional aides, and tutoring.



Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

Special Education Data: ARD paperwork, IEP information.

Review of information from facility caseworkers and staff.

Review of services available to support students in special programs (e.g. SPED services, 504 services, ESL services).

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

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

Strengths

Parent/Guardian involvement through participation in ARD meetings for special education students.

Needs

Bilingual Special Ed. Teacher.

Communication with families through mailing report cards, updated IEPs, parent/guardian copies of ARD paperwork.

Bilingual Court Liaison as part of our Sparks faculty to help communicate with parents that speak only Spanish.

Open House once a year for parents to come and meet the teachers and see the facility.

Summary of Needs

Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communications with families.



School Context and Organization

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

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below.

PLC/Staff Meetings	
Teacher/Staff Interviews	
Master Schedule	

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

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

Strengths

Needs

- input into master scheduling
- teaming
- resources for instruction
- multi-level content area instruction

- scheduling to accommodate cooperative learning
- duty clarification
- improve physical environment in detention
- all on-site staff development days

Summary of Needs

Create schedule to allow cooperative learning

Better communication regarding faculty/staff duties

Update MOU to improve physical environment in detention

More on-site staff development time



Technology

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

Potential Data Sources

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

Data Sources Reviewed

The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

Email	Professional Development (intergrating technology)
Campus Network	Updated technology policies and procedures
Technology Hardware & Software	Google training
Classroom Laptops (12 units per classroom)	Financial resources allocated for updating technology
iPad connectivity to interactive projectors	

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

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

Strengths

Use of laptops

Use of iPads/tablets

Use of Chromebooks

Use of interactive projectors

Interactive software

Needs

Increased technology budget for updating hardware(i.e. laptops/software)

Connection for iPad to projectors

AirPlay/AirServer

Digital microscopes

Summary of Needs

The additional training of staff and implementation of software will allow students and teachers to access multiple tools and resources associated with the curriculum used in the classroom.

Comprehensive Needs Assessment Summary of Priority Needs Joe Dale Sparks

Demographics:

1. Currently 27% of our population receives some sort of special services. The number of students that come from SAC classes has dramatically increased this year. If we have more than two of these children at a time, the needs of other students cannot be met with only two special ed teachers.
2. Currently the Art Department serves all of Courage to Change students and Detention students when they enter our campus enrolled in Art. With an increase of hours, all students could receive Art as an elective.
3. This year we had two students graduate from our campus. We are increasingly receiving students close to graduation. If we want to be able to properly serve students, we must be able to offer courses that are required for graduation, such as Fine Arts.
4. Students on Sparks Campus are usually behind by at least one school year. This causes deficiencies in their education. These deficiencies need to be addressed through opportunities such as Odyssey Ware, summer school, and after hours tutoring. Offering these opportunities also increases the chances of more students being able to graduate.
5. These programs need to be available for all students on Sparks Campus. Currently, only Courage to Change students have the opportunity to use Odyssey Ware on a regular basis, attend Summer School, or have after hour tutoring. These opportunities need to be made available to all students regardless of what program in which they are housed.
6. Obviously none of these needs can be met without an increase in our funding.

School Culture and Climate:

- 1). Improve morale and cohesiveness of campus- team building—local funds needed
- 2) Scheduling- too many subjects taught in one class—Title 1 funds (or new organization)
- 3) District to recognize the uniqueness of the campus situation—no funds needed

Student Achievement:

- Expand the Art class into Detention.
- Make Odysseyware more widely available to all students.
- Continued ESL support for LEP students.
- More re-teach/re-test opportunities before Finals are given.

Teacher Quality:

- Specific training designed to meet the challenges of teaching in our unique environment
- Full-time Detention aide

- 4) More input into campus decisions and control over department decisions—no funds needed
- 5) Protected planning periods—this would involve more communication for scheduling—no funds needed
- 6) Less interruptions during class—involves school and county agreements with principal enforcing—no extra funds needed
- 7) More responsible/logical use of money—involves new guidelines--no extra funds needed

Curriculum, Instruction and Assessment:

Title 1 funds for professional development, instructional aides, and tutoring.

School Content and Organization:

Create schedule to allow cooperative learning

Better communication regarding faculty/staff duties

Update MOU to improve physical environment in detention

More on-site staff development time

Family and Community Involvement:

Bilingual special education teacher added to Sparks staff to facilitate coverage of students and communications with families.

Technology:

The additional training of staff and implementation of software will allow students and teachers to access multiple tools and resources associated with the curriculum used in the classroom.

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

Reading/English Language Arts

English I Reading STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English II Reading STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English III Reading STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

Writing

English I Writing STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English II Writing STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

English III Writing STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

Mathematics

Algebra I STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Algebra II STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Geometry STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

Science

Biology STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Chemistry STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Physics STAAR Results							
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced	
			2016 #	2016 %	2017 Target %	2016 #	2016 %

Joe Dale Sparks Campus Campus Improvement Plan

School-Level Performance Data for EOC

Social Studies

US History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
World History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
World Geography STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Brooke Lana
2) Classroom Teacher	Ann Poston
3) Classroom Teacher	Jennifer Wyman
4) Classroom Teacher	Alicia Brown
5) Classroom Teacher	Sherry Rettinger
6) Classroom Teacher	Stephen Stone
7) Campus-based Nonteaching Professional	Anthony Sims
8) Campus-based Paraprofessional and Operations Staff	Jenneal Vincent
9) District-level Professional	Chris Shade
10) Parent	
11) Parent	
12) Community Member	Dr. George Morrison
13) Community Member	Mindi Malcom
14) Business Representative	Jared Winter
15) Business Representative	Tiffany Eaglin

CLT Meetings for 2016-2017			
#	Date	Time	Location
1	8/25/16	3:15-4:15 PM	Sparks Campus
2	9/8/16	3:15-4:15 PM	Sparks Campus
3	9/15/16	3:15-4:15 PM	Sparks Campus
4	12/15/16	3:15-4:15 PM	Sparks Campus
5	2/16/17	3:15-4:15 PM	Sparks Campus
6	4/6/17	3:15-4:15 PM	Sparks Campus
7	5/25/17	3:15-4:15 PM	Sparks Campus

Denton ISD Vertical Zones

DHS (Campus Support-Muncy)		GHS (Campus Support-Terronez)		RHS (Campus Support-Terronez)		BHS (Campus Support-Muncy)	
Denton HS	Dan Ford	Guyer HS	Shaun Perry	Ryan HS	Vernon Reeves	Braswell HS	Leslie Guajardo
Davis School	Jeff Tinch	Fred Moore HS	Beth Kelly	ATC	Marcus Bourland	Navo MS	Mario Layne
Calhoun MS	Paul Martinez	Crownover MS	Jason Rainey	Sparks Campus	Anthony Sims	Savannah ES	Michael McWilliams
McMath MS	Debbie Nobles	Harpool MS	Jeff Smith	Strickland MS	Kathleen Carmona	Bell ES	Happy Carrico
Borman ES	Robert Gonzalez	Adkins ES	Emily McLarty	Myers MS	Angela Ricks	Cross Oaks ES	Matt Preston
Evers Park ES	Linda Tucker	Blanton ES	Karen Satterwhite	Ginnings ES	Marcy Auchter	Paloma Creek ES	Natalie Mead
Houston ES	Teresa Andress	E.P. Rayzor ES	Mary Dunlevy	Hodge ES	Patty Jensen	Providence ES	Julio Lopez
Lee ES	Lorena Salas	Hawk ES	Robin Brownell	Pecan Creek ES	Lacey Rainey		
Newton Rayzor ES	Happy Carrico	McNair ES	Debbie Cano	Rivera ES	Roshaunda Thomas		
W.S. Ryan ES	Rosa Oliveira	Nelson ES	Cecilia Holt	Stephens ES	Chris Rangel		
Ann Windle SYC	Angela Hellman	Director of Campus Support	Gene Terronez	Wilson ES	Caleb Leath		
Gonzalez ECC	Felicia Sprayberry	Director of Fine Arts	David McCullar	Director of Counseling	Amy Lawrence		
Virginia Gallian	Hugh Bolton	Coordinator of Health Services	Kathy Malmberg	Director of CTE	Carla Ruge		
Director of Intervention	TBD						
Director of Student Support	Darrell Muncy						

Area Superintendent	Extension
Lopez Admin Assistant- Hermila De La Garza	0032
O'Bara Admin Assistant- Marla	0042
Perkins Admin Assistant- Teresa	0079

JOE DALE SPARKS

2016-17

Detention

Courage to Change

Period	Begin	End	A	C	D	G	H	11th/12	10th	9th	MS	Girls
1st	7:40	8:35	Business	Math	Science	SS	English	PE	PE	PE	PE	Art
2nd	8:40	9:35	Math	Business	PE	English	PE	Business	English	Art	Art	Math
3rd	9:40	10:35	SS	PE	Business	Science	Math	Art	Art	Business	SS	Science
4th	10:40	11:35	English	Science	SS	Math	Business	SS	Science	English	Math	PE
Lunch	11:35	12:20										
5th	12:20	1:15	Science	SS	English	Art	Art	Math	Business	Science	English	SS
6th	1:20	2:15	Art	English	Math	PE	Science	English	Math	SS	Science	Business
7th	2:20	3:15	PE	Art	Art	Business	SS	Science	SS	Math	Business	English

Period	English		Math		Science		Social Studies		Business		Electives	
	Detention	CTC	Detention	CTC	Detention	CTC	Detention	CTC	Detention	CTC	PE	Art
1st	H	Plan	C	Plan	D	Plan	G	Plan	A	Plan	CTC Boys	CTC Girls
2nd	G	10th	A	Girls	Conference	Conference	Conference	Conference	C	11th	D/H	CTC 9th/MS
3rd	Conference	Conference	H	Conference	G	Girls	A	MS	D	9th	C	CTC 10th/11th
4th	A	9th	G	MS	C	Chem/IPC	D	11th	H	Conference	CTC Girls	Fresh/MS
Lunch												
5th	D	MS	Plan	11th	A	Biology	C	Girls	Conference	10th	Plan	G/H
6th	Conference	11th	D	10th	H	MS	Plan	9th	Plan	Girls	G	Art
7th	Plan	Girls	Conference	9th	Plan	11th	H	10th	G	MS	A	C/D

7/25/2016

Early Release Schedule		
Period	Begin	End
1st	7:40	8:10
2nd	8:14	8:44
3rd	8:48	9:18
4th	9:22	9:52
5th	9:56	10:26
6th	10:30	11:00
7th	11:04	11:34

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
JOE DALE SPARKS CAMPUS (061901040) - DENTON ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N												0	1	0
Mathematics ~	N												0	1	0
Writing ~													0	0	
Science ~	Y												1	1	100
Social Studies ~	Y												1	1	100
Total													2	4	50

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					n/a	n/a	n/a	n/a				n/a			
Mathematics ~					n/a	n/a	n/a	n/a				n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y			Y									2	2	100
Mathematics	Y												1	1	100
Total													3	3	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y												1	1	100
Reason Code ***	c														
Total													1	1	100

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total													6	8	75
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~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

2016 System Safeguards - Performance and Participation Data Table
 JOE DALE SPARKS CAMPUS (061901040) - DENTON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	9	1	4	4	0	0	0	0	1	0	0	n/a
Total Tests	17	1	6	10	0	0	0	0	2	3	0	0
% at Level II Satisfactory Standard	53%	100%	67%	40%	-	-	-	-	50%	0%	-	n/a
Mathematics												
# at Level II Satisfactory Standard	17	0	1	2	0	0	0	0	1	2	0	n/a
Total Tests	31	0	2	4	0	0	0	0	1	2	0	0
% at Level II Satisfactory Standard	55%	-	50%	50%	-	-	-	-	100%	100%	-	n/a
Writing												
# at Level II Satisfactory Standard	1	0	1	0	0	0	0	0	0	0	0	n/a
Total Tests	1	0	1	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	100%	-	100%	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	17	0	0	1	0	0	0	0	1	1	0	n/a
Total Tests	19	0	0	1	0	0	0	0	1	1	0	0
% at Level II Satisfactory Standard	89%	-	-	100%	-	-	-	-	100%	100%	-	n/a
Social Studies												
# at Level II Satisfactory Standard	11	0	1	1	0	0	0	0	0	0	0	n/a
Total Tests	12	0	1	1	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	92%	-	100%	100%	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	60	9	22	25	0	4	0	0	24	11	n/a	10
Total Students	60	9	22	25	0	4	0	0	24	11	n/a	10
Participation Rate	100%	100%	100%	100%	-	100%	-	-	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	28	4	9	10	0	4	0	1	15	4	n/a	5
Total Students	29	4	10	10	0	4	0	1	16	5	n/a	6
Participation Rate	97%	100%	90%	100%	-	100%	-	100%	94%	80%	n/a	83%

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

2016 System Safeguards - Graduation and Federal Limits Data Table

JOE DALE SPARKS CAMPUS (061901040) - DENTON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	2	0	0	2	0	0	0	0	0	1	0	n/a
Total in Class	13	2	1	9	0	0	0	1	1	1	0	0
Graduation Rate	15.4%	0.0%	0.0%	22.2%	-	-	-	0.0%	0.0%	100.0%	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	0	0	0	0	0	0	0	0	0	0	0	n/a
Total in Class	14	3	6	5	0	0	0	0	1	3	2	1
Graduation Rate	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	0	0	0	0	0	0	0	0	0	0	0	n/a
Total in Class	12	2	6	4	0	0	0	0	1	1	2	1
Graduation Rate	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

UNOFFICIAL 2016 Index 1: Student Achievement Calculation Report for Sparks

	Reading/ ELA		Mathematics		Writing		Science		Social Studies		Total	% Met Student Standard Level II	Index Points
# at Student Standard Level II/ELL Met Progress	16	+	5	+	1	+	3	+	2	=	27	56	56
Total Tests	29	+	13	+	1	+	3	+	2	=	48		
Index 1 Score												56	

UNOFFICIAL 2016

Sparks

*** This report attempts to project state accountability results using information provided from state assessment data files. Potential errors could result from factors such as uncorrected data errors and missing information. Eduphoria recommends using this unofficial report for end-of-the-year program evaluation and summer planning. Eduphoria advises sharing ONLY OFFICIAL ACCOUNTABILITY REPORTS FROM TEA with external stakeholders.**

*** Small numbers are not masked. This report should not be shared publicly.**

*** Disrupted online testers are always excluded from accountability data. There are situations where they could be included per commissioner's decision.**

UNOFFICIAL 2016 Index 1: Student Achievement Data Table for Sparks

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Performance											
All Subjects											
Percent of Tests											
% at Student Standard Level II or above	56%	40%	75%	46%	--	--	--	100%	46%	46%	100%
% at Final Level II or above	19%	20%	31%	12%	--	--	--	0%	8%	8%	100%
% at Level III Advanced	2%	0%	0%	4%	--	--	--	0%	8%	8%	0%
Number of Tests											
# at Student Standard Level II/ELL Met Progress	27	2	12	12	0	0	0	1	6	6	1
# at Final Level II or above	9	1	5	3	0	0	0	0	1	1	1
# at Level III Advanced	1	0	0	1	0	0	0	0	1	1	0
Total Tests	48	5	16	26	0	0	0	1	13	13	1
Reading/ELA											
Percent of Tests											
% at Student Standard Level II or above	55%	50%	78%	40%	--	--	--	100%	17%	17%	100%
% at Final Level II or above	24%	25%	44%	13%	--	--	--	0%	0%	0%	100%
% at Level III Advanced	0%	0%	0%	0%	--	--	--	0%	0%	0%	0%
Number of Tests											
# at Student Standard Level II/ELL Met Progress	16	2	7	6				1	1	1	1
# at Final Level II or above	7	1	4	2				0	0	0	1
# at Level III Advanced	0	0	0	0				0	0	0	0
Total Tests	29	4	9	15				1	6	6	1
Mathematics											
Percent of Tests											
% at Student Standard Level II or above	38%	0%	50%	38%	--	--	--	--	60%	60%	--
% at Final Level II or above	0%	0%	0%	0%	--	--	--	--	0%	0%	--
% at Level III Advanced	0%	0%	0%	0%	--	--	--	--	0%	0%	--
Number of Tests											
# at Student Standard Level II/ELL Met Progress	5	0	2	3					3	3	
# at Final Level II or above	0	0	0	0					0	0	
# at Level III Advanced	0	0	0	0					0	0	
Total Tests	13	1	4	8					5	5	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Writing											
Percent of Tests											
% at Student Standard Level II or above	100%	--	100%	--	--	--	--	--	--	--	--
% at Final Level II or above	0%	--	0%	--	--	--	--	--	--	--	--
% at Level III Advanced	0%	--	0%	--	--	--	--	--	--	--	--
Number of Tests											
# at Student Standard Level II/ELL Met Progress	1		1								
# at Final Level II or above	0		0								
# at Level III Advanced	0		0								
Total Tests	1		1								

	All	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Econ	ELL
Science											
Percent of Tests											
% at Student Standard Level II or above	100%	--	100%	100%	--	--	--	--	100%	100%	--
% at Final Level II or above	33%	--	0%	50%	--	--	--	--	50%	50%	--
% at Level III Advanced	33%	--	0%	50%	--	--	--	--	50%	50%	--
Number of Tests											
# at Student Standard Level II/ELL Met Progress	3		1	2					2	2	
# at Final Level II or above	1		0	1					1	1	
# at Level III Advanced	1		0	1					1	1	
Total Tests	3		1	2					2	2	

	All	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Econ	ELL
Social Studies											
Percent of Tests											
% at Student Standard Level II or above	100%	--	100%	100%	--	--	--	--	--	--	--
% at Final Level II or above	50%	--	100%	0%	--	--	--	--	--	--	--
% at Level III Advanced	0%	--	0%	0%	--	--	--	--	--	--	--
Number of Tests											
# at Student Standard Level II/ELL Met Progress	2		1	1							
# at Final Level II or above	1		1	0							
# at Level III Advanced	0		0	0							
Total Tests	2		1	1							

*** This report attempts to project state accountability results using information provided from state assessment data files. Potential errors could result from factors such as uncorrected data errors and missing information. Eduphoria recommends using this unofficial report for end-of-the-year program evaluation and summer planning. Eduphoria advises sharing ONLY OFFICIAL ACCOUNTABILITY REPORTS FROM TEA with external stakeholders.**

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UNOFFICIAL 2016 Index 2: Student Progress Calculation Report for Sparks

Weighted Progress Rate - All Subjects	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Number of Tests	10											
# Met or Exceeded Progress	3											
# Exceeded Progress	1											
% Met or Exceeded Progress	30%	--	--	--	--	--	--	--	--	--		
% Exceeded Progress	10%	--	--	--	--	--	--	--	--	--		
All Subjects Weighted Progress Rate	40	--	--	--	--	--	--	--	--	--	40	200
Index 2 Score (total points divided by maximum points)											20	

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UNOFFICIAL 2016 Index 2: Student Progress Data Table for Sparks

Reading/ELA	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Number of Tests	7	1	2	4					1	
# Met or Exceeded Progress	3	1	1	1					0	
# Exceeded Progress	1	0	1	0					0	
% Met or Exceeded Progress	43%	100%	50%	25%	--	--	--	--	0%	--
% Exceeded Progress	14%	0%	50%	0%	--	--	--	--	0%	--

Mathematics	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Number of Tests	3		1	2					2	
# Met or Exceeded Progress	0		0	0					0	
# Exceeded Progress	0		0	0					0	
% Met or Exceeded Progress	0%	--	0%	0%	--	--	--	--	0%	--
% Exceeded Progress	0%	--	0%	0%	--	--	--	--	0%	--

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UNOFFICIAL 2016 Index 3: Closing Performance Gaps Calculation Report for Sparks

Overall Performance - STAAR Weighted Performance Rate	Econ Disadv	None	None	Total Points	Maximum Points
Reading Weighted Performance	Small#	0	0	Small#	Small#
Mathematics Weighted Performance	Small#	0	0	Small#	Small#
Writing Weighted Performance	Small#	0	0	Small#	Small#
Science Weighted Performance	Small#	0	0	Small#	Small#
Social Studies Weighted Performance	Small#	0	0	Small#	Small#
Total				0	0
Index 3 Score				#DIV/0!	

* Races/Ethnicities are not chosen for Index 3. You can correct selected race with the drop downs above. Use your Official "2015 STAAR Performance Used for Determining Lowest-Performing Racial/Ethnic Group(s) in 2016" Report from the Texas Education Agency to determine the correct student groups for Index 3.

Reading/ELA Performance - STAAR Weighted Performance Rate	Econ Disadv	None	None	Total Points	Maximum Points
Number of Tests		--	--		
# at Student Standard Level II or above		--	--		
# at Level III Advanced		--	--		
% at Student Standard Level II or above	Small#	--	--		
% at Level III Advanced	Small#	--	--		
Reading Weighted Performance	Small#	0	0		

Mathematics Performance - STAAR Weighted Performance Rate	Econ Disadv	None	None	Total Points	Maximum Points
Number of Tests		--	--		
# at Student Standard Level II or above		--	--		
# at Level III Advanced		--	--		
% at Student Standard Level II or above	Small#	--	--		
% at Level III Advanced	Small#	--	--		
Mathematics Weighted Performance	Small#	0	0		

Writing Performance - STAAR Weighted Performance Rate	Econ Disadv	None	None	Total Points	Maximum Points
Number of Tests		--	--		
# at Student Standard Level II or above		--	--		
# at Level III Advanced		--	--		
% at Student Standard Level II or above	Small#	--	--		
% at Level III Advanced	Small#	--	--		
Writing Weighted Performance	Small#	0	0		

Science Performance - STAAR Weighted Performance Rate Science	Econ Disadv	None	None	Total Points	Maximum Points
Number of Tests		--	--		
# at Student Standard Level II or above		--	--		
# at Level III Advanced		--	--		
% at Student Standard Level II or above	Small#	--	--		
% at Level III Advanced	Small#	--	--		
Science Weighted Performance	Small#	0	0	Small#	Small#

Social Studies Performance - STAAR Weighted Performance Rate	Econ Disadv	None	None	Total Points	Maximum Points
Number of Tests		--	--		
# at Student Standard Level II or above		--	--		
# at Level III Advanced		--	--		
% at Student Standard Level II or above	Small#	--	--		
% at Level III Advanced	Small#	--	--		
Social Studies Weighted Performance	Small#	0	0	Small#	Small#

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UNOFFICIAL 2016 Index 3: Closing Performance Gaps Data Table for Sparks

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Current STAAR Performance								
Reading								
Percent of Tests								
% at Student Standard Level II or above	50%	78%	40%	--	--	--	100%	17%
% at Final Level II or above	25%	44%	13%	--	--	--	0%	0%
% at Level III Advanced	0%	0%	0%	--	--	--	0%	0%
Number of Tests								
# at Student Standard Level II/ELL Met Pro	2	7	6				1	1
# at Final Level II or above	1	4	2				0	0
# at Level III Advanced/ELL Level II	0	0	0				0	0
Total Tests	4	9	15				1	6

Mathematics								
Percent of Tests								
% at Student Standard Level II or above	0%	50%	38%	--	--	--	--	60%
% at Final Level II or above	0%	0%	0%	--	--	--	--	0%
% at Level III Advanced	0%	0%	0%	--	--	--	--	0%
Number of Tests								
# at Student Standard Level II/ELL Met Pro	0	2	3					3
# at Final Level II or above	0	0	0					0
# at Level III Advanced/ELL Level II	0	0	0					0
Total Tests	1	4	8					5

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Writing								
Percent of Tests								
% at Student Standard Level II or above	--	100%	--	--	--	--	--	--
% at Final Level II or above	--	0%	--	--	--	--	--	--
% at Level III Advanced	--	0%	--	--	--	--	--	--
Number of Tests								
# at Student Standard Level II/ELL Met Progress		1						
# at Final Level II or above		0						
# at Level III Advanced/ELL Level II		0						
Total Tests		1						

Science

Percent of Tests

% at Student Standard Level II or above	--	100%	100%	--	--	--	--	100%
% at Final Level II or above	--	0%	50%	--	--	--	--	50%
% at Level III Advanced	--	0%	50%	--	--	--	--	50%

Number of Tests

# at Student Standard Level II/ELL Met Progress		1	2					2
# at Final Level II or above		0	1					1
# at Level III Advanced/ELL Level II		0	1					1
Total Tests		1	2					2

Social Studies

Percent of Tests

% at Student Standard Level II or above	--	100%	100%	--	--	--	--	--
% at Final Level II or above	--	100%	0%	--	--	--	--	--
% at Level III Advanced	--	0%	0%	--	--	--	--	--

Number of Tests

# at Student Standard Level II/ELL Met Progress		1	1					
# at Final Level II or above		1	0					
# at Level III Advanced/ELL Level II		0	0					
Total Tests		1	1					

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UNOFFICIAL 2016 Index 4: Postsecondary Readiness Calculation Report for Sparks

Overall Performance							
STAAR Final Level II Performance	25.0	x	Weight of 100%	=	25.0		
Graduation Rate*	0.0	x	Weight of 0%	=	0.0	0.00	
Graduation Plan*	0.0	x	Weight of 0%	=	0.0	0.00	
Postsecondary Component*	0.0	x	Weight of 0%	=	0.0	0.00	
Index 4 Score						25.0	

Component	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
STAAR Final Level II Performance												
Percent of Students with STAAR Test Results at or above Final Level II on two or more subjects	25%										25	100
Score											25.0	
Graduation Rate*												
4-year Graduation Rate (highest score) or Annual Dropout Rate											0	0
5-year Graduation Rate (highest score) or blank if Annual Dropout Rate above											0	0
Score											0.0	
Graduation Plan*												
Longitudinal RHSP/DAP Rate											0	0
Score											0.0	
Postsecondary Component*												
College and Career Readiness											0	0
Score											0.0	

* Values for components outside of SchoolObjects should be manually entered into the spreadsheet.

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UNOFFICIAL 2016 Index 4: AEA Postsecondary Readiness Calculation Report for Sparks

Overall Performance					
STAAR Final Level II Performance	25.0	x	Weight of 0%	=	0.0
Graduation Rate*	0.0	x	Weight of 100%	=	0.0
Bonus Points*	0.0	+	Bonus Points	-	0.0
Index 4 Score					0.0

0
1.00

Component	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
STAAR Final Level II Performance												
Percent of Students with STAAR Test Results at or above Final Level II on two or more subjects	25%										25	100
Score											25.0	
Graduation Rate*												
4-year Graduation Rate (highest score) or Annual Dropout Rate											0	0
5-year Graduation Rate (highest score) or Annual Dropout Rate											0	0
6-year Graduation Rate (highest score) or Annual Dropout Rate											0	0
Score											0.0	
Bonus Points*												
Longitudinal RHSP/DAP Rate											0	
College and Career Readiness											0	
Excluded Students Credit											0	
4-year Grad. And GED, No Exclusions												
4-year Grad. And GED, with Exclusions												
Score (max 30 points)											0.0	

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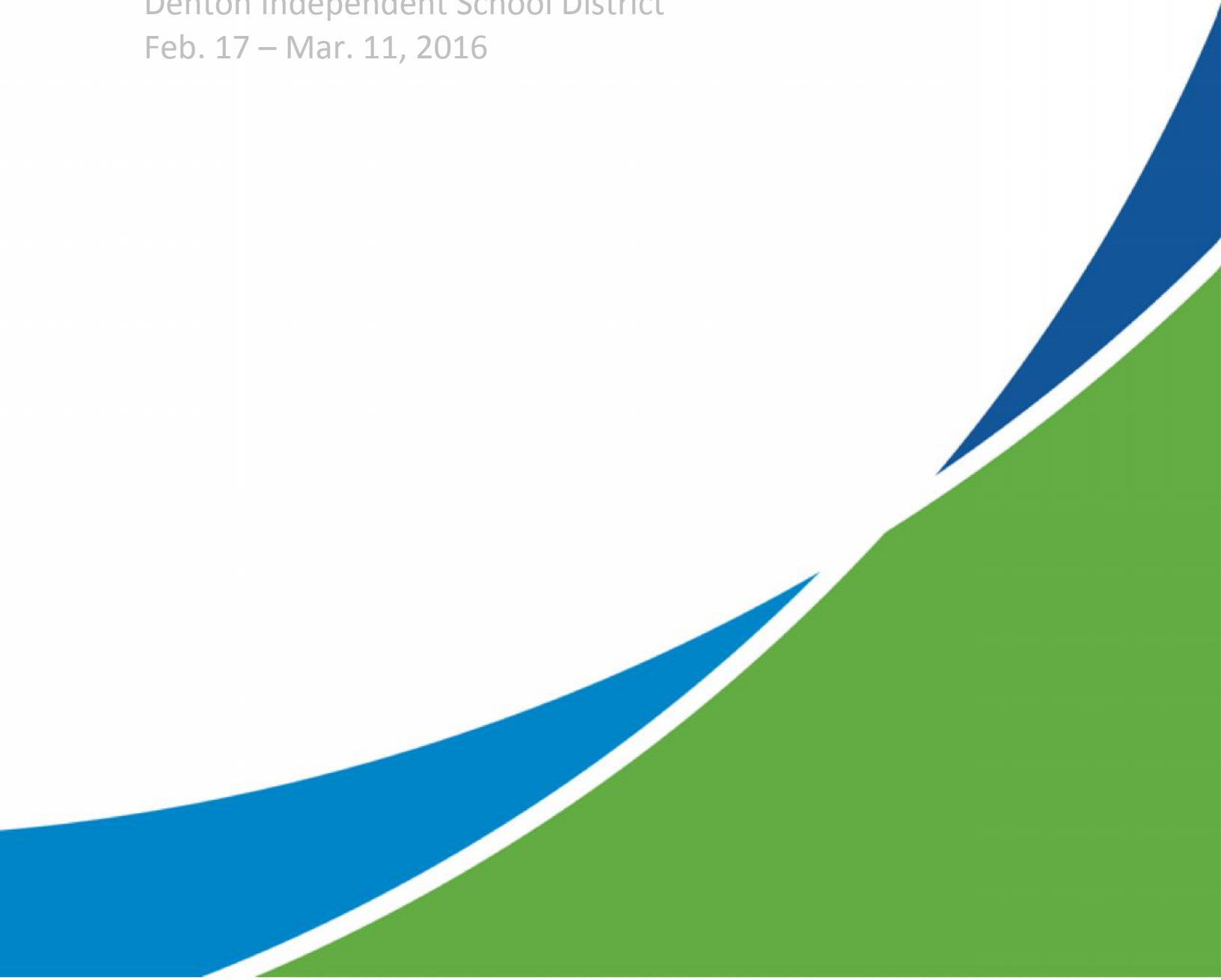
*** Small numbers are not masked. This report should not be shared publicly.**

Campus Culture & Climate Survey

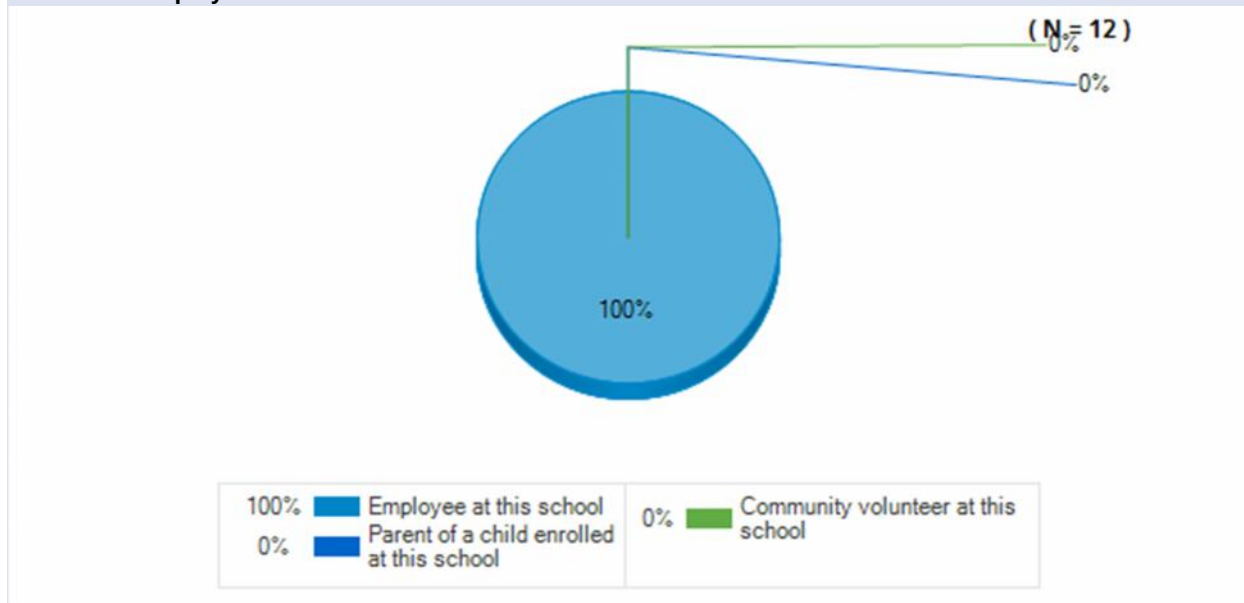
Survey Results

Joe Dale Sparks Campus

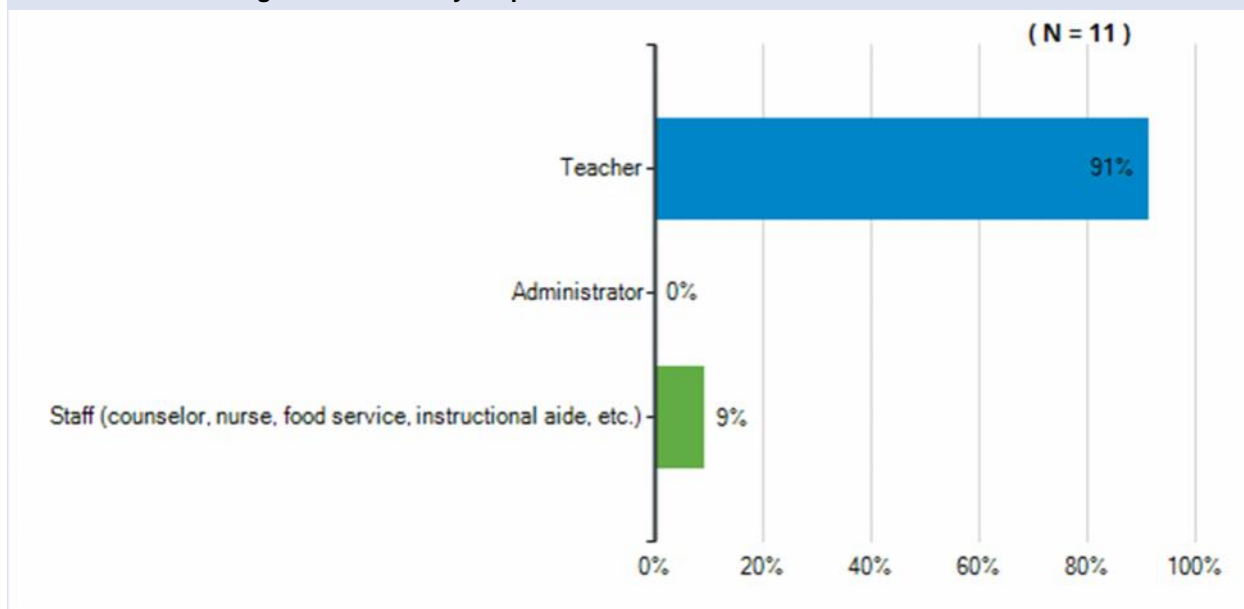
Denton Independent School District
Feb. 17 – Mar. 11, 2016



What is your relationship to your school? Remember that if you are both an employee at this school and a parent of a child enrolled at this school, you may choose to take this survey twice, once as a parent and once as an employee.



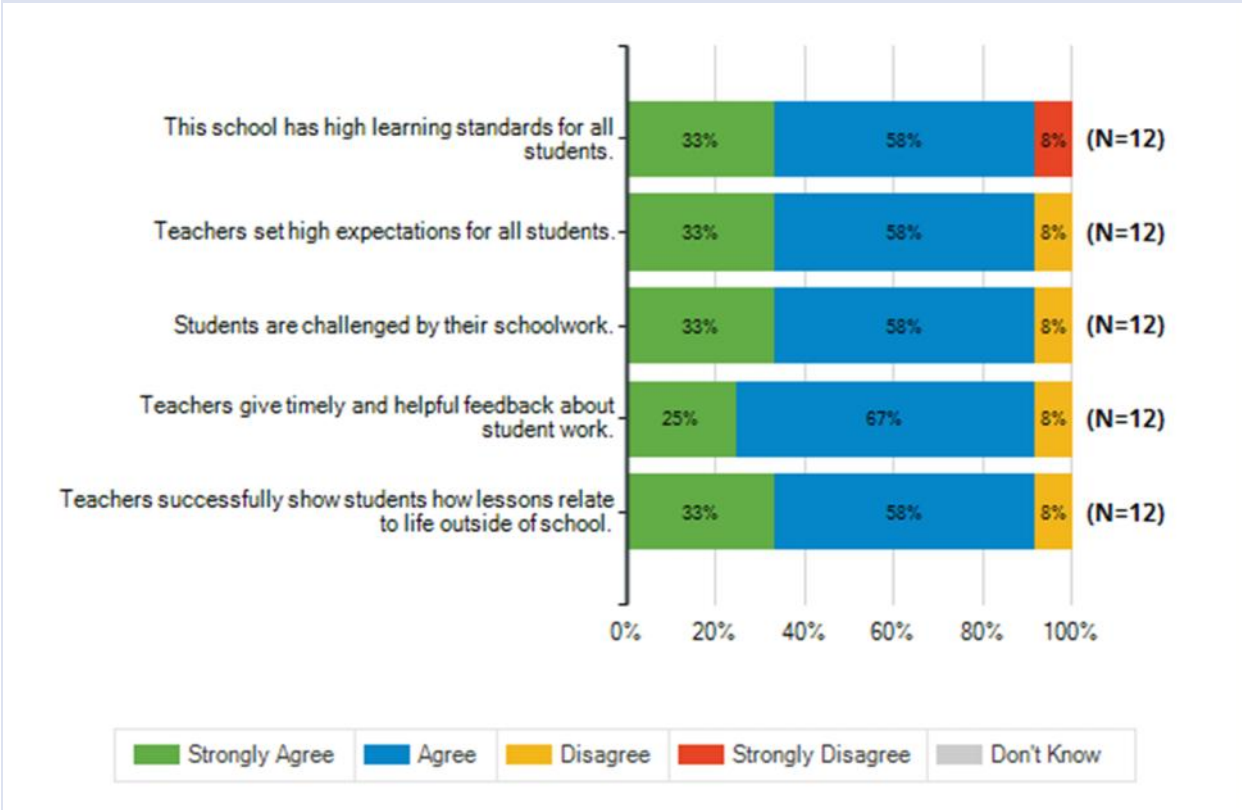
Which of the following best describes your position at this school?



Academic Support

Below are statements about academic support at your school. As you respond, please think about your experiences this school year.

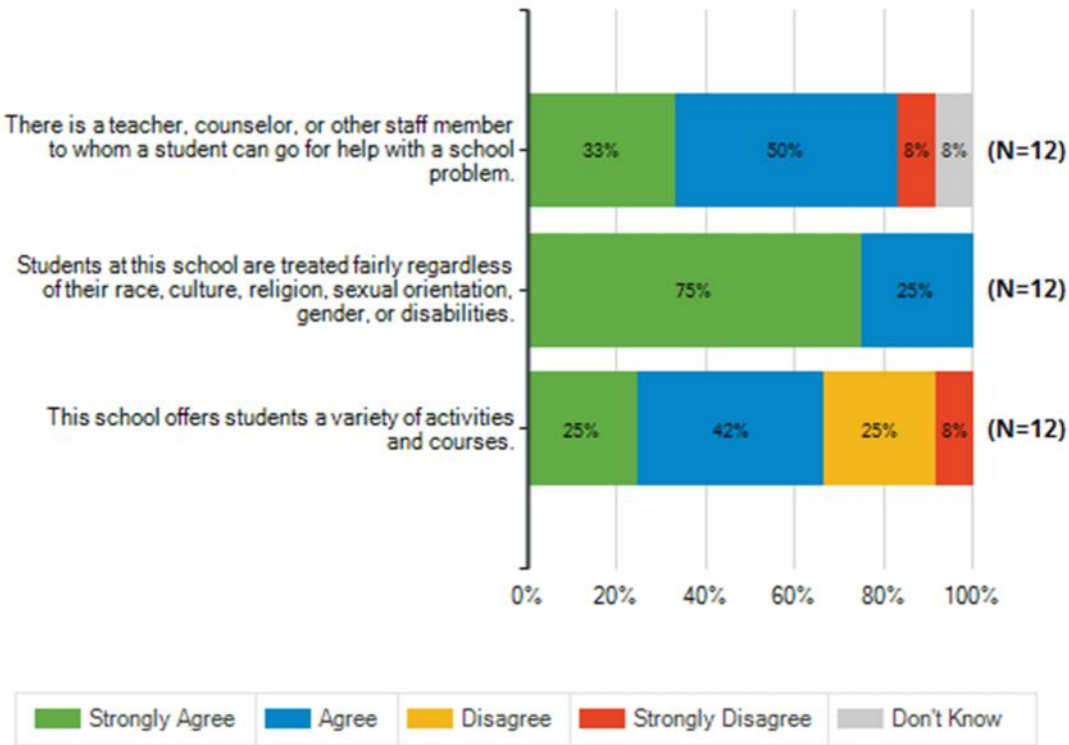
How strongly do you agree or disagree with the following statements?



Student Support

Below are statements about student support at your school. As you respond, please think about your experiences this school year.

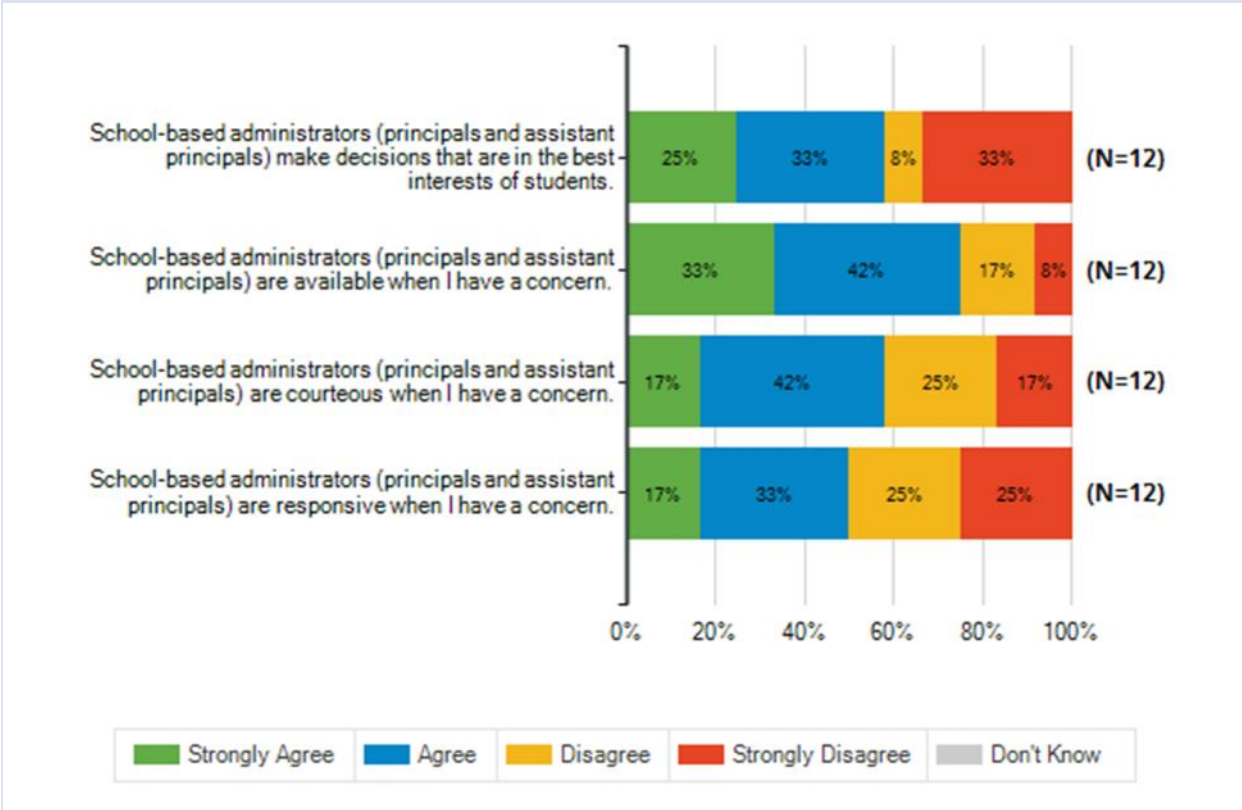
How strongly do you agree or disagree with the following statements?



School Leadership

Below are statements about school leadership at your school. As you respond, please think about your experiences this school year.

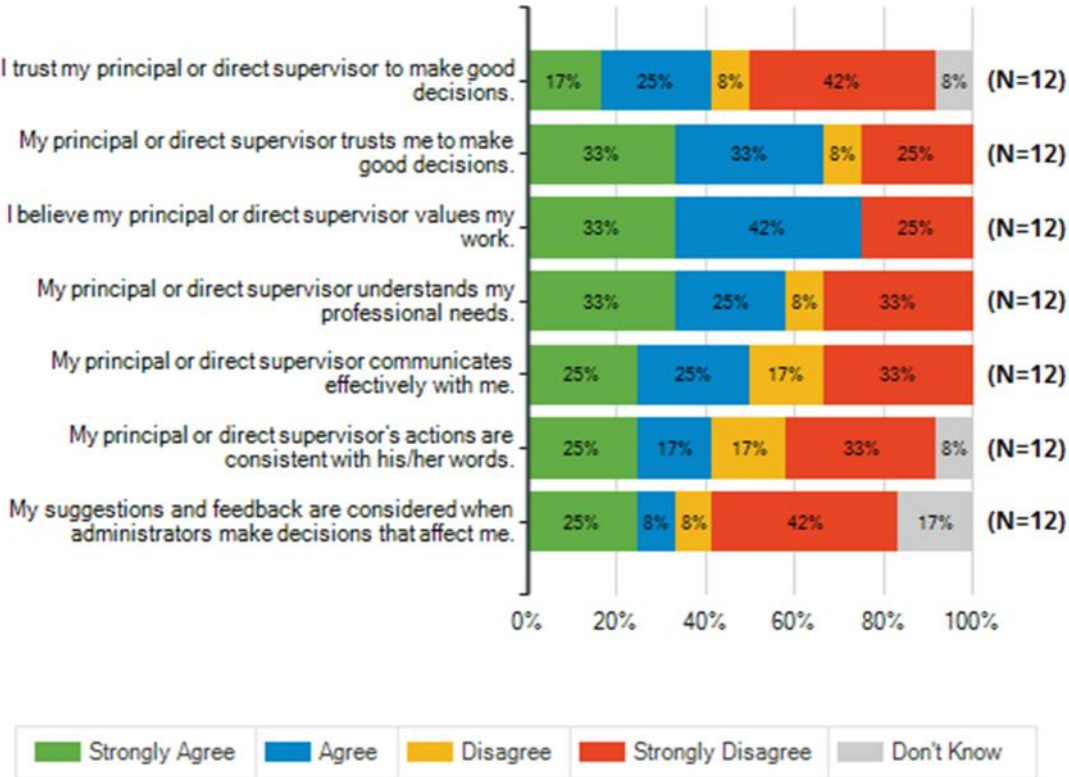
How strongly do you agree or disagree with the following statements?



Leadership

Below are statements about your relationship with your principal or direct supervisor. As you respond, please think about your experiences this school year.

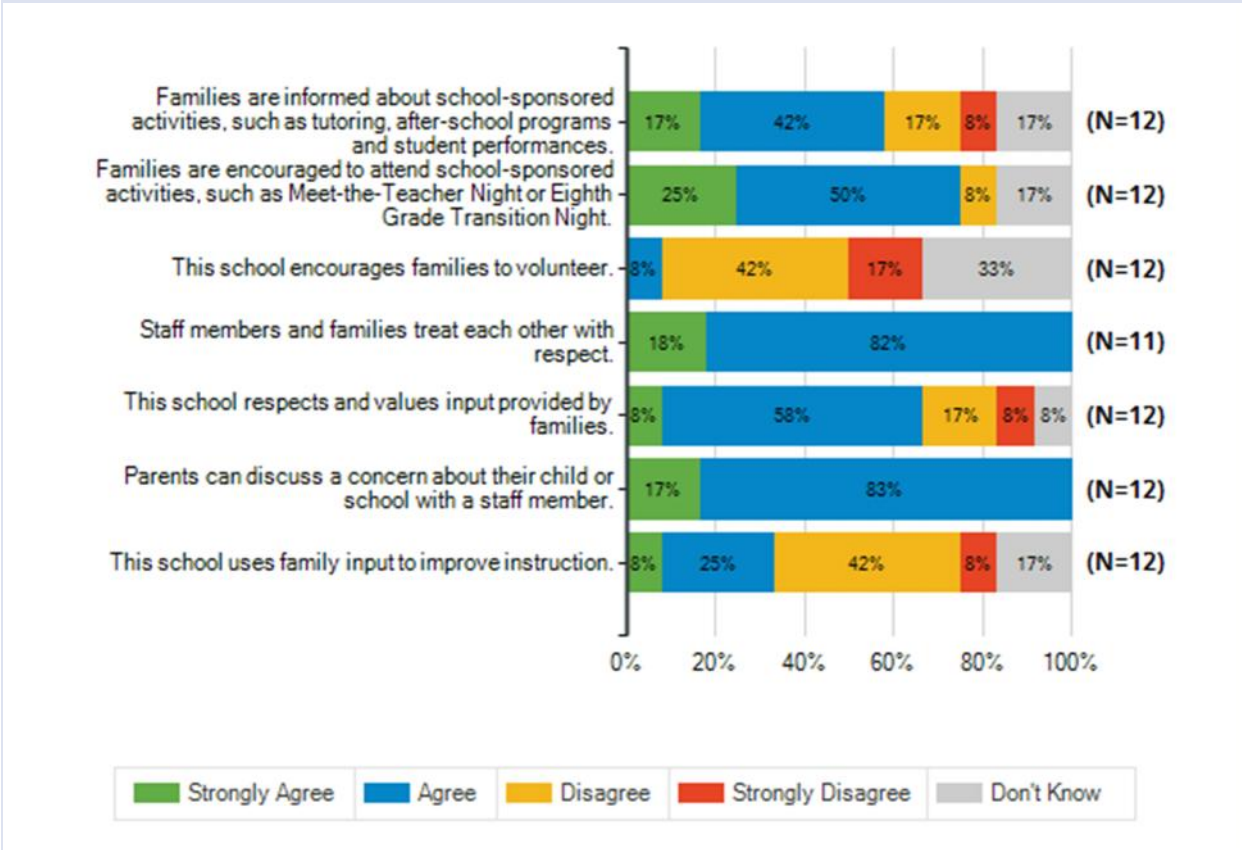
How strongly do you agree or disagree with the following statements?



Family Involvement

Below are statements related to family involvement at your school. As you respond, please think about your experiences this school year.

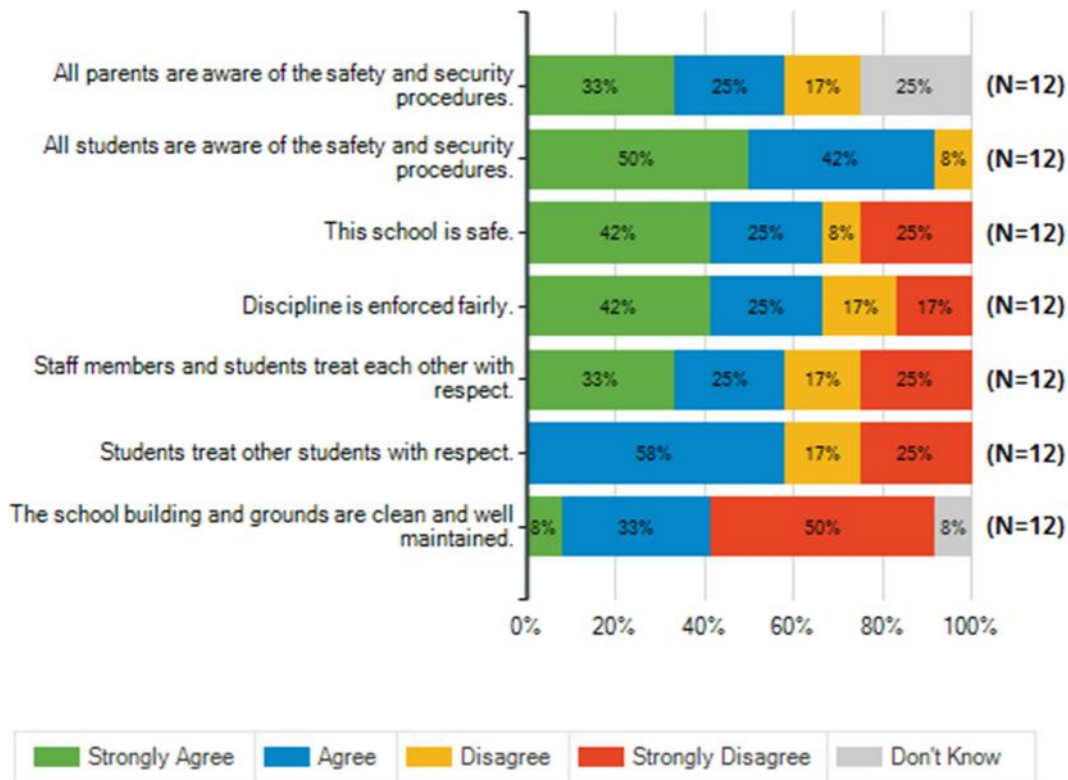
How strongly do you agree or disagree with the following statements?



Safety and Behavior

Below are statements related to safety and behavior at your school. As you respond, please think about your experiences this school year.

How strongly do you agree or disagree with the following statements?



How would you rate the overall quality of your school?

