Denton Independent School District

Ryan High School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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Needs Assessment Overview Summary

See addendum RHS Closing the Gaps.

Demographics

Demographics Summary

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

The diversity of the campus includes the following: 2070 enrollment. Of that number, 63% are Economically Disadvantaged. 48.26% of those students are at risk. The makeup of the campus includes 20% African-American, 46% Hispanic, 28% White, .005% American Indian, .02% Asian, and 3% Two or More Races.

Staff at RHS is comprised of 56% with Bachelor's degrees. 39.1 with Master's degrees, and 1% with Doctoral degrees. Experience make-up is as follows: 1st year: 5.0%, 1-5 years: 17.2%, 6-10 years: 21.4%, 11-20 years: 29.3%, over 20 years: 27.2%. The average years of experience for RHS staff is 13 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus embrace attention to many areas of the academic, social-emotional, and overall growth of the student. The staff at RHS recognizes that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus is a critical component of the RHS team. The RHS counseling team will use psycho-educational groups to increase understanding and coping skills

among students. Groups will be led by members of the counseling team with a focus on the social-emotional development and regulation of our students and engaging in positive alternative activities to promote behavior, health, and wellness.

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2024-2025 school year will bring unique and challenging opportunities that the staff will embrace enthusiastically. As has been the case in previous years, the academic progress of RHS consists of planning to address numerous focus areas. As the campus is accustomed to each year, reviewing academic standards from the previous year's assessment tools is utilized. Due to the varied learning formats that were implemented to start the 2020-2021 school year, normal learning expectations were altered as we continued to address the learning gaps that occurred due to COVID. Therefore, when reviewing the previous year's assessment data, the campus is using a combination of state assessment data and individual teacher accumulated records.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra 1 as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve the skill levels for both subject areas. The use of IXL diagnostic testing serves as an introductory starting point for Algebra 1, English 1, and English 2 domains. IXL diagnostic testing will provide a baseline understanding of each student's strengths and areas for improvement. IXL will automatically generate a diagnostic action plan that outlines the key areas each student needs to work on. Ryan High School purchased IXL for English 3 to continue to monitor how much students have improved in specific skill areas. This data will be used to adjust instruction and provide additional support where necessary.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains on the ability to show improvement in reading and writing. Writing and paragraph development remain a target for students of RHS. Attention to the details of the well-developed essay and the skill sets required for the development

of coherent writing pieces remains a top priority for teachers in this subject area.

RHS will follow HB4545 and HB1416 guidelines to address the day-to-day instruction in the areas of English Language Art, Biology, Algebra 1, and US History. The use of a designed curriculum to meet the needs of 15-30 hours of accelerated study in all areas of EOC assessments for all students who have not been previously successful. This requirement will be met through the use of IXL, tutorials, classroom one one-on-one strategies, and opportunities to attend Saturday school.

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

Student Learning Strengths

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

Regarding Algebra 1 and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Desmos, as well as various other skill-building practice materials, are used daily. Implementing Strategic Learning HS Math using the Agile Mind program into the master schedule is another intervention tool used to help close the gaps of our Algebra 1 learners. RHS Algebra 1 teachers will implement the Blended Learning/Station Rotation model as well as meet

weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill-building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

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

Over 20 years of experience: 21%

11-20 year experience: 29.3%

6-10 years experience: 21.4%

1-5 years: 17.2%

1st year: 5%.

The average years of experience for Ryan High School is currently 13.3 years. The daily absentee rate for the campus last year was 5.6%.

The teacher turnover rate for the 2023-2024 year was 10.8% with new student enrollment totaling 157.

School Processes & Programs Strengths

Ryan High School continues to utilize its ability to find the strengths of its staff to best fit the needs of its student body. The added support for the Emergent Bilingual learning population

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

Strengths of the Ryan High School culture and climate would indicate that much community support in many forms is consistent. The school has excelled in both academic and athletic endeavors over two decades. The work that is supported by all stakeholders is indicated in the various surveys that are part of the district-wide school and building evaluation. Parents, students, and staff indicate that they have very high regard for the communication and dedication that Ryan offers to students and families. Surveys indicate that students and families have confidence in the staff and leaders of the school. For the most recent staff engagement

survey, high levels of satisfaction were affirmed for the overall effectiveness of the school leadership and teachers of the campus. Another strength of the campus has long been that students feel that they can always find a person on the campus willing to listen and help them with their concerns. Additionally, the school is a very welcoming and trusting environment. This is a long-standing tradition and strength of the school and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population

Root Cause 1: Various social, emotional, academic, and other academic needs associated with the school population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: With the number of students being served, scheduling time is a variable between the framework of the master schedule and other academic classes, creating a challenge to get every student access.

Root Cause 2: The number of students requiring accommodations equals various methods of interventions that must be used to accommodate the needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high-quality educators, while at the same time remaining innovative and creative with a high at-risk student population.

Root Cause 3: The effect of the Pandemic and school closure put increasingly difficult demands on all teachers. Teachers continue to close the gaps created by the loss of face-to-face time during the 19-20 and 20-21 school years.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. Raider Media will capture students and staff's small successes.

Root Cause 4: Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: The goal for the 2024-2025 school year is to increase the passing rate of Algebra 1 students each semester, with the aim of achieving 90% mastery among all incoming 9th-grade students. Additionally, 75% of students in English 1 and English 2 will demonstrate reading and writing proficiency at or above grade level and pass the state assessment by the end of the spring 2025 semester. Efforts will focus on improving the End-of-Course (EOC) performance in Algebra 1, English 1, and English 2.

HB3 Guiding Outcome

Evaluation Data Sources: IXL diagnostics, district benchmarks, In-class assessments, review of state-released practice tests, End of Course Algebra 1, End of Course English 1 and English 2.

Strategy 1 Details	Formative Reviews		

Strategy 1: The use of data from previous STAAR scores , district benchmark assessments, and using IXL's diagnostic tool at the beginning of the semester to assess each student's baseline knowledge is a powerful strategy. This assessment helps identify individual areas for growth. This helps to create individualized learning paths. Using station to station rotation model allows teachers to group students and provide targeted instruction that meets student needs, at the same time incorporate flexible pacing for students who show mastery early allowing them to move ahead to more advanced content, while others receive additional support for foundational skills.
 	
    Strategy's Expected Result/Impact: Gradual improvement in skill sets in Algebra 1., improving passing rate for Algebra 1. Increase student performance on Algebra 1 EOC.
    Staff Responsible for Monitoring: Math teachers, counseling team, campus administration, and district-level supervisors.
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
    Funding Sources: Tutorials, Small Groups, Credit Recovery for At-Risk Learners - At-Risk (SCE) - $22,684
	Formative		

	Dec	**Mar**	**May**
	✗	✗	✗

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Follow HB4545/1416 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet a minimum of 15-30 hours of accelerated study in all areas of EOC assessments for all previously unsuccessful students. This will account for all students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1, English 1, and English 2 that will be taught by math and ELAR teachers, in addition to the use of IXL, tutorials, night school, and Saturday school. Algebra 1 will implement the station-to-station rotation model to provide individualized feedback.	**Formative**		
	Dec	**Mar**	**May**
	✗	✗	✗

Strategy's Expected Result/Impact: Close achievement gaps and prepare students to pass the EOC's.

Staff Responsible for Monitoring: Admin, teachers, counselors

TEA Priorities:
Build a foundation of reading and math
Funding Sources: At-Risk Teacher to Provide Intervention - At-Risk (SCE) - $57,443

Strategy 3 Details	**Formative Reviews**		
Strategy 3: For English 1 and English 2, the aim is for 75% of students to be reading and writing at grade level or above, with the expectation that they will pass the state assessments by the end of the spring 2025 semester while improving EOC ratings for both subjects. Administer the IXL Diagnostic to get a snapshot of each student's reading and writing skills. Based on the results, IXL will create a personalized plan of skill-building activities that target gaps and weaknesses with specific IXL lessons. IXL will be integrated into daily or weekly activities for students to practice the aligned skills. HS101 will implement IXL two days a week for 15 minutes to provide additional practice for students enrolled in the course. Teachers will regularly monitor progress, adjusting lesson plans and providing feedback as needed. Each quarter, students will be reassessed with the IXL Diagnostic to measure growth. This strategy ensures personalized skill-building, feedback, and assessment to improve reading and writing proficiency effectively. All non-ELAR classes will integrate a Targeted Reading Activity at least once a week to support literacy development across the curriculum. These activities will be designed to enhance students' reading comprehension and critical thinking skills within each subject area. By incorporating reading into classroom routines throughout the campus, this initiative will create consistent opportunities for students to engage with complex texts and improve their literacy skills, ultimately supporting their performance in all content areas. While not all of our students are struggling readers, we do have a significant portion that are, and everyone will benefit from extra reading and writing practice.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Using the IXL diagnostics and analytics action plan to provide students with a personalized skill-building plan will allow them to increase reading and writing proficiency due to the skill-building practices, district benchmarks, In-class assessments, review of state-released practice tests, EOC English 1 and English 2 state assessment.
Students will show measurable improvement in their reading and writing proficiency. By targeting specific skill gaps with personalized activities, regularly practicing aligned skills, and receiving continuous feedback, students will strengthen their foundational abilities. Periodic reassessment through the IXL Diagnostic will demonstrate growth, helping both teachers and students track progress and adjust learning strategies to ensure improvement over time.

Staff Responsible for Monitoring: Guiding Coalition and Administration..

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

Guiding Outcome 2: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: The performance of graduates who meet the criteria for CCMR will increase from 80% to 85% by August 2025

   HB3 Guiding Outcome

   Evaluation Data Sources: TAPR Report

Strategy 1 Details			Formative Reviews		
Strategy 1: All Seniors will complete the Senior Survey indicating their post-secondary goals.			**Formative**		
Strategy's Expected Result/Impact: Survey results will reveal individual CCMR pathways. Allowing the counseling team to ensure all students have access to appropriate resources. Counselors will consult individually with each senior to track CCMR progress ensuring every senior has the opportunity to complete their CTE pathway.			**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CCMR Committee and Counselors					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

State Compensatory

Budget for Ryan High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 75
Brief Description of SCE Services and/or Programs

Students will attend school on Monday and Wednesday nights. Students will also participate in Saturday school. The Master Schedule is designed to allow one content teacher from the math and ELAR departments to work with students who have struggled to pass Algebra 1, English 1, and English 2 STAAR

Personnel for Ryan High School

Name	Position	FTE
Ruby Kovoor	Academic Liaison	NaN

Campus Funding Summary

			At-Risk (SCE)		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutorials, Small Groups, Credit Recovery for At-Risk Learners		$22,684.00
1	1	2	At-Risk Teacher to Provide Intervention		$57,443.00
				Sub-Total	$80,127.00

Addendums

2022-23 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: RYAN H S

Campus Number: 061901002

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	74%	**67%**	59%	64%	79%	50%	94%	*	*	32%	73%	71%	56%	61%	60%
	2022	65%	68%	**62%**	54%	57%	76%	78%	64%	*	-	22%	61%	63%	59%	56%	53%
At Meets Grade Level or Above	2023	52%	56%	**46%**	35%	41%	63%	25%	88%	*	*	13%	60%	50%	34%	37%	35%
	2022	47%	49%	**42%**	32%	36%	61%	56%	50%	*	-	15%	28%	44%	39%	35%	32%
At Masters Grade Level	2023	13%	18%	**14%**	7%	9%	27%	13%	44%	*	*	2%	0%	16%	8%	8%	6%
	2022	11%	10%	**8%**	4%	4%	17%	11%	29%	*	-	4%	0%	8%	7%	5%	3%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**69%**	65%	62%	84%	86%	92%	-	-	36%	79%	70%	66%	63%	56%
	2022	72%	73%	**67%**	62%	61%	81%	67%	78%	*	*	28%	100%	71%	59%	59%	53%
At Meets Grade Level or Above	2023	54%	57%	**46%**	40%	39%	63%	57%	58%	-	-	19%	29%	49%	39%	37%	31%
	2022	55%	58%	**50%**	40%	42%	69%	67%	61%	*	*	12%	54%	53%	40%	42%	32%
At Masters Grade Level	2023	9%	8%	**6%**	2%	4%	13%	14%	0%	-	-	8%	0%	7%	3%	4%	2%
	2022	9%	9%	**7%**	3%	3%	16%	0%	11%	*	*	4%	8%	8%	3%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	75%	**68%**	62%	66%	77%	20%	89%	*	*	45%	83%	69%	64%	64%	64%
	2022	76%	70%	**61%**	60%	57%	71%	67%	29%	*	-	35%	82%	61%	60%	56%	55%
At Meets Grade Level or Above	2023	43%	41%	**24%**	19%	24%	29%	0%	44%	*	*	12%	25%	26%	20%	19%	20%
	2022	43%	38%	**24%**	24%	23%	28%	17%	0%	*	-	14%	12%	21%	29%	20%	23%
At Masters Grade Level	2023	23%	21%	**9%**	9%	9%	10%	0%	11%	*	*	6%	8%	10%	8%	8%	7%
	2022	27%	22%	**10%**	10%	10%	10%	0%	0%	*	-	9%	6%	7%	15%	8%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	86%	**82%**	73%	81%	91%	83%	93%	*	-	59%	82%	85%	74%	78%	80%
	2022	83%	80%	**75%**	69%	69%	88%	78%	83%	*	-	43%	89%	77%	70%	70%	65%
At Meets Grade Level or Above	2023	56%	53%	**41%**	27%	35%	61%	17%	86%	*	-	11%	36%	45%	29%	30%	27%
	2022	55%	51%	**43%**	32%	34%	65%	67%	58%	*	-	19%	32%	44%	40%	33%	32%
At Masters Grade Level	2023	21%	19%	**14%**	8%	8%	27%	17%	29%	*	-	3%	9%	16%	7%	9%	8%
	2022	21%	19%	**14%**	9%	9%	26%	0%	33%	*	-	7%	0%	15%	12%	9%	8%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	94%	**90%**	84%	90%	94%	*	100%	*	-	72%	*	91%	89%	88%	86%
	2022	89%	89%	**87%**	82%	83%	95%	100%	100%	*	*	51%	100%	88%	82%	82%	74%
At Meets Grade Level or Above	2023	70%	73%	**65%**	56%	60%	78%	*	80%	*	-	25%	*	66%	62%	57%	44%
	2022	68%	69%	**64%**	58%	56%	80%	80%	75%	*	*	21%	89%	66%	57%	53%	30%
At Masters Grade Level	2023	38%	39%	**29%**	18%	22%	49%	*	47%	*	-	6%	*	30%	25%	18%	8%
	2022	42%	41%	**36%**	33%	23%	57%	40%	50%	*	*	5%	44%	37%	33%	26%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	96%	**97%**	100%	90%	100%	-	*	-	*	*	-	99%	86%	97%	-
	2022	92%	99%	**96%**	83%	95%	100%	-	89%	*	-	-	-	95%	100%	92%	*
At Meets Grade Level or Above	2023	61%	79%	**67%**	73%	50%	76%	-	*	-	*	*	-	67%	64%	52%	-
	2022	64%	88%	**82%**	83%	76%	86%	-	89%	*	-	-	-	83%	67%	79%	*
At Masters Grade Level	2023	12%	13%	**8%**	9%	3%	10%	-	*	-	*	*	-	8%	7%	3%	-
	2022	13%	17%	**8%**	0%	5%	9%	-	22%	*	-	-	-	9%	0%	4%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	**75%**	68%	72%	86%	67%	94%	100%	100%	47%	80%	77%	68%	70%	67%
	2022	74%	73%	**70%**	65%	65%	83%	76%	76%	67%	*	34%	84%	72%	65%	64%	58%
At Meets Grade Level or Above	2023	49%	48%	**45%**	35%	39%	61%	30%	73%	100%	40%	15%	41%	48%	35%	35%	31%
	2022	48%	46%	**45%**	36%	38%	63%	58%	58%	56%	*	16%	37%	47%	40%	36%	30%
At Masters Grade Level	2023	20%	19%	**13%**	8%	10%	24%	13%	28%	0%	0%	5%	5%	15%	9%	8%	6%
	2022	23%	22%	**13%**	10%	8%	24%	8%	25%	11%	*	6%	8%	14%	12%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**68%**	62%	63%	81%	67%	93%	*	*	34%	76%	71%	61%	62%	58%
	2022	75%	76%	**64%**	58%	59%	79%	72%	72%	60%	*	25%	77%	67%	59%	58%	53%
At Meets Grade Level or Above	2023	53%	55%	**46%**	37%	40%	63%	40%	75%	*	*	16%	45%	49%	37%	37%	33%
	2022	53%	54%	**46%**	36%	39%	65%	61%	56%	60%	*	14%	39%	48%	40%	38%	32%
At Masters Grade Level	2023	20%	21%	**10%**	5%	7%	20%	13%	25%	*	*	5%	0%	12%	5%	6%	4%
	2022	25%	25%	**7%**	3%	3%	17%	6%	19%	20%	*	4%	3%	8%	5%	4%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**72%**	65%	68%	83%	20%	90%	*	*	45%	83%	74%	66%	66%	64%
	2022	72%	68%	**64%**	61%	59%	76%	67%	63%	*	-	35%	82%	66%	61%	58%	54%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	42%	**30%**	22%	26%	42%	0%	40%	*	*	11%	25%	32%	23%	21%	20%
	2022	42%	37%	**30%**	26%	26%	39%	17%	50%	*	-	14%	12%	30%	30%	23%	23%
At Masters Grade Level	2023	19%	17%	**9%**	9%	8%	10%	0%	10%	*	*	6%	8%	9%	7%	7%	7%
	2022	20%	17%	**10%**	10%	10%	9%	0%	13%	*	-	9%	6%	7%	15%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	75%	**82%**	73%	81%	91%	83%	93%	*	-	59%	82%	85%	74%	78%	80%
	2022	76%	73%	**75%**	69%	69%	88%	78%	83%	*	-	43%	89%	77%	70%	70%	65%
At Meets Grade Level or Above	2023	47%	44%	**41%**	27%	35%	61%	17%	86%	*	-	11%	36%	45%	29%	30%	27%
	2022	47%	44%	**43%**	32%	34%	65%	67%	58%	*	-	19%	32%	44%	40%	33%	32%
At Masters Grade Level	2023	18%	16%	**14%**	8%	8%	27%	17%	29%	*	-	3%	9%	16%	7%	9%	8%
	2022	21%	19%	**14%**	9%	9%	26%	0%	33%	*	-	7%	0%	15%	12%	9%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**90%**	84%	90%	94%	*	100%	*	-	72%	*	91%	89%	88%	86%
	2022	75%	75%	**87%**	82%	83%	95%	100%	100%	*	*	51%	100%	88%	82%	82%	74%
At Meets Grade Level or Above	2023	52%	51%	**65%**	56%	60%	78%	*	80%	*	-	25%	*	66%	62%	57%	44%
	2022	50%	51%	**64%**	58%	56%	80%	80%	75%	*	*	21%	89%	66%	57%	53%	30%
At Masters Grade Level	2023	27%	26%	**29%**	18%	22%	49%	*	47%	*	-	6%	*	30%	25%	18%	8%
	2022	30%	29%	**36%**	33%	23%	57%	40%	50%	*	*	5%	44%	37%	33%	26%	11%

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

\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
							School Progress - Annual Growth by Grade and Subject										
End of Course English I	2023	57%	66%	**60%**	50%	58%	69%	80%	75%	*	-	44%	60%	62%	52%	56%	52%
End of Course English II	2023	74%	75%	**68%**	68%	66%	73%	50%	33%	-	-	53%	65%	70%	60%	65%	60%
End of Course Algebra I	2023	76%	81%	**78%**	81%	79%	75%	*	100%	*	-	66%	70%	79%	77%	77%	77%
All Grades Both Subjects	2023	64%	65%	**68%**	65%	67%	72%	50%	67%	*	-	54%	65%	70%	62%	65%	62%
All Grades ELA/Reading	2023	63%	64%	**64%**	59%	62%	71%	64%	57%	*	-	49%	63%	66%	57%	61%	57%
All Grades Mathematics	2023	66%	67%	**78%**	81%	79%	75%	*	100%	*	-	66%	70%	79%	77%	77%	77%
							School Progress - Accelerated Learning by Grade and Subject										
End of Course English I	2023	26%	32%	**23%**	15%	24%	38%	*	-	-	-	14%	*	25%	19%	19%	29%
End of Course English II	2023	41%	40%	**35%**	40%	30%	45%	*	*	-	-	23%	60%	38%	30%	32%	28%
End of Course Algebra I	2023	58%	60%	**59%**	55%	57%	69%	*	*	-	-	44%	83%	62%	49%	53%	56%
All Grades Both Subjects	2023	38%	38%	**42%**	40%	39%	54%	14%	*	-	-	27%	67%	46%	34%	38%	37%
All Grades ELA/Reading	2023	35%	37%	**31%**	29%	28%	43%	*	*	-	-	19%	50%	34%	26%	28%	28%
All Grades Mathematics	2023	40%	40%	**59%**	55%	57%	69%	*	*	-	-	44%	83%	62%	49%	53%	56%

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

\- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	75%	**75%**	-	-	-	-	-	-	60%	44%	64%	-	70%	78%	62%	97%
	2022	74%	73%	**70%**	-	-	-	-	-	-	52%	38%	54%	100%	*	74%	52%	93%
At Meets Grade Level or Above	2023	49%	48%	**45%**	-	-	-	-	-	-	20%	8%	24%	-	28%	50%	22%	82%
	2022	48%	46%	**45%**	-	-	-	-	-	-	22%	16%	23%	100%	*	50%	22%	76%
At Masters Grade Level	2023	20%	19%	**13%**	-	-	-	-	-	-	3%	1%	4%	-	5%	16%	4%	26%
	2022	23%	22%	**13%**	-	-	-	-	-	-	3%	4%	3%	55%	*	17%	3%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**68%**	-	-	-	-	-	-	46%	28%	51%	-	64%	73%	51%	98%
	2022	75%	76%	**64%**	-	-	-	-	-	-	46%	22%	49%	*	*	69%	46%	92%
At Meets Grade Level or Above	2023	53%	55%	**46%**	-	-	-	-	-	-	19%	9%	22%	-	34%	51%	23%	91%
	2022	53%	54%	**46%**	-	-	-	-	-	-	24%	13%	25%	*	*	51%	24%	79%
At Masters Grade Level	2023	20%	21%	**10%**	-	-	-	-	-	-	1%	0%	1%	-	5%	12%	2%	19%
	2022	25%	25%	**7%**	-	-	-	-	-	-	1%	2%	0%	*	*	10%	1%	10%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**72%**	-	-	-	-	-	-	60%	52%	61%	-	66%	74%	61%	94%
	2022	72%	68%	**64%**	-	-	-	-	-	-	49%	46%	48%	*	-	67%	49%	93%
At Meets Grade Level or Above	2023	45%	42%	**30%**	-	-	-	-	-	-	14%	0%	17%	-	25%	34%	17%	45%
	2022	42%	37%	**30%**	-	-	-	-	-	-	18%	18%	17%	*	-	32%	18%	59%
At Masters Grade Level	2023	19%	17%	**9%**	-	-	-	-	-	-	5%	0%	6%	-	7%	10%	6%	12%
	2022	20%	17%	**10%**	-	-	-	-	-	-	6%	4%	4%	*	-	10%	6%	15%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	75%	**82%**	-	-	-	-	-	-	75%	60%	78%	-	81%	82%	77%	94%
	2022	76%	73%	**75%**	-	-	-	-	-	-	58%	48%	59%	*	-	80%	58%	92%
At Meets Grade Level or Above	2023	47%	44%	**41%**	-	-	-	-	-	-	15%	8%	16%	-	19%	47%	16%	75%
	2022	47%	44%	**43%**	-	-	-	-	-	-	20%	23%	18%	*	-	48%	20%	76%
At Masters Grade Level	2023	18%	16%	**14%**	-	-	-	-	-	-	4%	0%	5%	-	2%	16%	4%	25%
	2022	21%	19%	**14%**	-	-	-	-	-	-	4%	6%	3%	*	-	17%	4%	22%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**90%**	-	-	-	-	-	-	84%	72%	86%	-	*	91%	84%	98%
	2022	75%	75%	**87%**	-	-	-	-	-	-	72%	57%	74%	*	-	90%	72%	98%
At Meets Grade Level or Above	2023	52%	51%	**65%**	-	-	-	-	-	-	39%	11%	44%	-	*	69%	38%	90%
	2022	50%	51%	**64%**	-	-	-	-	-	-	27%	7%	29%	*	-	72%	27%	85%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	26%	**29%**	-	-	-	-	-	-	6%	6%	6%	-	*	34%	6%	45%
	2022	30%	29%	**36%**	-	-	-	-	-	-	8%	7%	8%	*	-	45%	8%	37%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**68%**	-	-	-	-	-	-	55%	52%	55%	-	67%	70%	59%	77%
All Grades ELA/Reading	2023	63%	64%	**64%**	-	-	-	-	-	-	49%	44%	50%	-	61%	67%	53%	75%
All Grades Mathematics	2023	66%	67%	**78%**	-	-	-	-	-	-	72%	*	69%	-	82%	79%	75%	86%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	38%	**42%**	-	-	-	-	-	-	32%	20%	36%	-	41%	45%	35%	89%
All Grades ELA/Reading	2023	35%	37%	**31%**	-	-	-	-	-	-	26%	17%	29%	-	33%	33%	28%	*
All Grades Mathematics	2023	40%	40%	**59%**	-	-	-	-	-	-	47%	*	47%	-	57%	60%	50%	100%

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	97%	99%	99%	100%	95%	100%	89%	98%	98%	99%	97%	98%	100%
Included in Accountability	93%	93%	**90%**	88%	88%	97%	77%	82%	86%	56%	90%	92%	94%	81%	88%	83%
Not Included in Accountability: Mobile	4%	5%	**4%**	9%	3%	2%	21%	6%	0%	33%	6%	3%	2%	10%	5%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**5%**	0%	9%	0%	3%	7%	14%	0%	2%	3%	4%	6%	6%	13%
Not Tested	1%	1%	**1%**	3%	1%	1%	0%	5%	0%	11%	2%	2%	1%	3%	2%	0%
Absent	1%	1%	**1%**	3%	1%	1%	0%	5%	0%	0%	2%	2%	1%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	100%	95%	*	*	98%	100%	100%	97%	99%	100%
Included in Accountability	92%	92%	**86%**	89%	81%	97%	79%	74%	*	*	88%	94%	89%	79%	84%	75%
Not Included in Accountability: Mobile	4%	5%	**4%**	8%	2%	2%	16%	8%	*	*	6%	0%	2%	10%	4%	3%
Not Included in Accountability: Other Exclusions	3%	3%	**9%**	1%	16%	0%	5%	13%	*	*	4%	6%	9%	9%	11%	23%
Not Tested	1%	1%	**1%**	2%	1%	1%	0%	5%	*	*	2%	0%	0%	3%	1%	0%
Absent	1%	1%	**1%**	2%	1%	1%	0%	5%	*	*	2%	0%	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	96%	99%	99%	100%	92%	*	*	97%	100%	99%	96%	98%	100%
Included in Accountability	94%	94%	**92%**	84%	96%	97%	63%	77%	*	*	88%	92%	97%	82%	91%	94%
Not Included in Accountability: Mobile	5%	5%	**5%**	12%	2%	2%	38%	8%	*	*	9%	8%	2%	11%	6%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	8%	*	*	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	**2%**	4%	1%	1%	0%	8%	*	*	3%	0%	1%	4%	2%	0%
Absent	1%	0%	**2%**	4%	1%	1%	0%	8%	*	*	3%	0%	1%	4%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**99%**	98%	99%	100%	100%	94%	*	*	98%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	**94%**	89%	95%	98%	75%	88%	*	*	92%	100%	98%	84%	93%	95%
Not Included in Accountability: Mobile	4%	5%	**5%**	10%	3%	2%	25%	6%	*	*	6%	0%	2%	12%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	*	*	0%	0%	0%	2%	1%	2%
Not Tested	1%	0%	**1%**	2%	1%	0%	0%	6%	*	*	2%	0%	1%	1%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**1%**	2%	1%	0%	0%	6%	*	*	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	96%	99%	100%	*	100%	*	-	100%	83%	99%	96%	98%	99%
Included in Accountability	94%	94%	**94%**	89%	93%	99%	*	100%	*	-	98%	67%	98%	82%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	1%	*	0%	*	-	2%	17%	2%	9%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	3%	0%	*	0%	*	-	0%	0%	0%	5%	1%	5%
Not Tested	1%	1%	**1%**	4%	1%	0%	*	0%	*	-	0%	17%	1%	4%	2%	1%
Absent	1%	1%	**1%**	4%	1%	0%	*	0%	*	-	0%	17%	1%	4%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	98%	**100%**	100%	100%	100%	-	*	-	*	*	-	100%	100%	100%	-
			2022 STAAR Participation (All Grades)													
All Tests																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	98%	99%	100%	*	99%	98%	99%	98%	98%	99%
Included in Accountability	93%	93%	**91%**	92%	88%	95%	90%	87%	100%	*	91%	87%	94%	84%	89%	85%
Not Included in Accountability: Mobile	5%	5%	**5%**	5%	5%	3%	7%	5%	0%	*	5%	7%	2%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	0%	6%	0%	0%	7%	0%	*	2%	3%	3%	4%	4%	10%
Not Tested	1%	1%	**1%**	2%	1%	1%	2%	1%	0%	*	1%	2%	1%	2%	2%	1%
Absent	1%	1%	**1%**	2%	1%	1%	2%	1%	0%	*	1%	2%	1%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	97%	99%	98%	100%	98%	100%	*	98%	97%	98%	98%	98%	99%
Included in Accountability	92%	92%	**88%**	92%	84%	94%	95%	80%	100%	*	89%	84%	90%	82%	86%	78%
Not Included in Accountability: Mobile	5%	5%	**4%**	5%	4%	3%	5%	3%	0%	*	4%	5%	2%	8%	4%	3%
Not Included in Accountability: Other Exclusions	2%	2%	**6%**	1%	11%	1%	0%	15%	0%	*	5%	8%	6%	7%	8%	17%
Not Tested	1%	1%	**2%**	3%	1%	2%	0%	3%	0%	*	2%	3%	2%	2%	2%	1%
Absent	1%	1%	**2%**	3%	1%	2%	0%	3%	0%	*	2%	3%	2%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	100%	100%	*	-	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	93%	**93%**	92%	91%	96%	86%	100%	*	-	93%	89%	96%	87%	91%	92%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	7%	4%	14%	0%	*	-	7%	11%	3%	11%	7%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	*	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	**1%**	1%	0%	1%	0%	0%	*	-	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	1%	0%	1%	0%	0%	*	-	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	98%	99%	99%	100%	100%	*	-	100%	100%	99%	99%	99%	99%
Included in Accountability	93%	94%	**93%**	94%	92%	95%	90%	92%	*	-	96%	90%	96%	86%	92%	91%
Not Included in Accountability: Mobile	4%	5%	**5%**	4%	6%	3%	10%	8%	*	-	4%	10%	3%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	*	-	0%	0%	0%	3%	1%	3%
Not Tested	2%	1%	**1%**	2%	1%	1%	0%	0%	*	-	0%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	2%	1%	1%	0%	0%	*	-	0%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**98%**	98%	98%	98%	83%	100%	*	*	97%	90%	98%	98%	98%	97%
Included in Accountability	94%	94%	**94%**	91%	95%	96%	83%	86%	*	*	88%	90%	98%	84%	93%	90%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	3%	2%	0%	14%	*	*	10%	0%	1%	13%	5%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	1%	0%	0%	0%	0%	*	*	0%	0%	0%	1%	0%	2%
Not Tested	2%	1%	**2%**	2%	2%	2%	17%	0%	*	*	3%	10%	2%	2%	2%	3%
Absent	1%	1%	**2%**	2%	2%	2%	17%	0%	*	*	3%	10%	2%	2%	2%	3%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	96%	**100%**	100%	100%	100%	-	100%	*	-	-	-	100%	100%	100%	*

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.4%	**91.9%**	91.4%	91.3%	92.9%	93.2%	95.4%	87.2%	89.6%	89.3%	90.6%	90.4%
2020-21	95.0%	97.0%	**95.3%**	95.0%	94.4%	96.3%	96.8%	98.3%	94.5%	96.0%	92.5%	94.2%	93.4%
Chronic Absenteeism													
2021-22	25.7%	19.4%	**28.1%**	31.0%	30.5%	23.7%	19.0%	9.6%	44.4%	34.5%	40.1%	33.7%	34.0%
2020-21	15.0%	7.9%	**14.6%**	16.4%	17.6%	10.7%	9.1%	4.0%	14.3%	14.0%	27.2%	18.7%	20.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	**0.2%**	0.4%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	0.0%
2020-21	2.4%	0.3%	**0.1%**	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.0%	**98.1%**	97.8%	97.9%	98.0%	*	100.0%	*	100.0%	88.9%	97.4%	100.0%
Received TxCHSE	0.3%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.8%	**1.3%**	1.1%	1.5%	1.3%	*	0.0%	*	0.0%	9.5%	1.9%	0.0%
Dropped Out	6.4%	1.2%	**0.6%**	1.1%	0.5%	0.7%	*	0.0%	*	0.0%	1.6%	0.7%	0.0%
Graduates and TxCHSE	90.0%	97.1%	**98.1%**	97.8%	97.9%	98.0%	*	100.0%	*	100.0%	88.9%	97.4%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	**99.4%**	98.9%	99.5%	99.3%	*	100.0%	*	100.0%	98.4%	99.3%	100.0%
Class of 2021													
Graduated	90.0%	97.6%	**99.2%**	98.8%	98.5%	100.0%	100.0%	100.0%	*	*	98.5%	98.6%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	3.9%	1.4%	**0.8%**	1.2%	1.5%	0.0%	0.0%	0.0%	*	*	1.5%	1.4%	0.0%
Dropped Out	5.8%	0.9%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	97.7%	**99.2%**	98.8%	98.5%	100.0%	100.0%	100.0%	*	*	98.5%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**100.0%**	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**100.0%**	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.9%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	99.0%	**100.0%**	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.1%	**100.0%**	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	98.4%	**99.1%**	98.9%	98.9%	99.4%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Received TxCHSE	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.4%	**0.2%**	0.0%	0.5%	0.0%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
Dropped Out	6.2%	0.9%	**0.7%**	1.1%	0.5%	0.6%	*	0.0%	*	0.0%	0.0%	1.2%	0.0%
Graduates and TxCHSE	92.7%	98.7%	**99.1%**	98.9%	98.9%	99.4%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	99.1%	**99.3%**	98.9%	99.5%	99.4%	*	100.0%	*	100.0%	100.0%	98.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.6%	**99.3%**	98.9%	99.5%	99.4%	*	100.0%	*	100.0%	100.0%	98.8%	100.0%
Received TxCHSE	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	0.9%	**0.7%**	1.1%	0.5%	0.6%	*	0.0%	*	0.0%	0.0%	1.2%	0.0%
Graduates and TxCHSE	93.2%	98.9%	**99.3%**	98.9%	99.5%	99.4%	*	100.0%	*	100.0%	100.0%	98.8%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	99.1%	**99.3%**	98.9%	99.5%	99.4%	*	100.0%	*	100.0%	100.0%	98.8%	100.0%
Class of 2019													
Graduated	92.6%	98.6%	**99.3%**	98.7%	100.0%	98.8%	100.0%	100.0%	-	-	100.0%	98.8%	100.0%
Received TxCHSE	0.6%	0.6%	**0.5%**	1.3%	0.0%	0.6%	0.0%	0.0%	-	-	0.0%	0.8%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	0.8%	**0.2%**	0.0%	0.0%	0.6%	0.0%	0.0%	-	-	0.0%	0.4%	0.0%
Graduates and TxCHSE	93.2%	99.1%	**99.8%**	100.0%	100.0%	99.4%	100.0%	100.0%	-	-	100.0%	99.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	99.2%	**99.8%**	100.0%	100.0%	99.4%	100.0%	100.0%	-	-	100.0%	99.6%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.5%	**98.1%**	97.8%	97.9%	98.0%	*	100.0%	*	100.0%	88.9%	97.4%	100.0%
Class of 2021	90.0%	96.8%	**98.4%**	98.8%	97.1%	99.5%	100.0%	100.0%	*	*	94.1%	97.5%	98.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.2%	**1.8%**	5.7%	0.0%	0.7%	*	5.3%	*	14.3%	5.4%	2.3%	1.5%
Class of 2021	3.8%	2.0%	**0.8%**	0.0%	1.0%	1.1%	0.0%	0.0%	*	*	1.6%	0.7%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	85.6%	**88.6%**	77.0%	88.9%	94.5%	*	94.7%	*	71.4%	33.9%	84.7%	76.5%
Class of 2021	81.9%	85.5%	**86.7%**	84.5%	85.0%	87.9%	100.0%	100.0%	*	*	29.7%	83.4%	74.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	87.8%	**90.3%**	82.8%	88.9%	95.2%	*	100.0%	*	85.7%	39.3%	87.0%	77.9%
Class of 2021	85.7%	87.5%	**87.5%**	84.5%	86.0%	88.9%	100.0%	100.0%	*	*	31.3%	84.1%	74.6%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.1%	**1.7%**	5.6%	0.0%	0.7%	*	5.3%	*	14.3%	5.0%	2.3%	1.5%
2020-21	3.8%	2.0%	**0.6%**	0.0%	1.0%	0.5%	0.0%	0.0%	*	*	0.0%	0.7%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	**87.6%**	75.6%	88.4%	93.2%	*	94.7%	*	71.4%	31.7%	83.7%	78.5%
2020-21	80.4%	84.3%	**86.2%**	84.5%	84.7%	87.2%	100.0%	100.0%	*	*	26.9%	83.0%	73.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	85.7%	**89.3%**	81.1%	88.4%	93.9%	*	100.0%	*	85.7%	36.7%	86.0%	80.0%
2020-21	84.1%	86.3%	**86.8%**	84.5%	85.6%	87.7%	100.0%	100.0%	*	*	26.9%	83.8%	73.1%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	460	100.0%	2,154	368,686
By Ethnicity:				
African American	90	19.6%	408	45,227
Hispanic	190	41.3%	662	191,125
White	148	32.2%	933	103,171
American Indian	3	0.7%	15	1,159
Asian	19	4.1%	80	18,794
Pacific Islander	3	0.7%	7	569
Two or More Races	7	1.5%	49	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	49	10.7%	307	51,023
Foundation H.S. Program (Endorsement)	8	1.7%	45	14,179
Foundation H.S. Program (DLA)	403	87.6%	1,802	302,917
Special Education Graduates	60	13.0%	221	32,447
Economically Disadvantaged Graduates	264	57.4%	873	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	65	14.1%	196	40,398
At-Risk Graduates	145	31.5%	577	159,689
CTE Completers	141	30.7%	655	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	72.2%	**70.0%**	56.7%	68.9%	77.7%	*	84.2%	*	71.4%	88.3%	65.9%	58.5%
2020-21	65.2%	62.3%	**57.6%**	42.9%	53.0%	69.0%	60.0%	80.0%	*	*	86.6%	51.3%	52.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	44.4%	**36.5%**	15.6%	30.0%	54.1%	*	63.2%	*	14.3%	1.7%	25.0%	12.3%
2020-21	52.7%	42.1%	**32.5%**	16.7%	23.3%	48.1%	40.0%	60.0%	*	*	0.0%	21.3%	6.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	54.5%	**49.8%**	27.8%	41.6%	70.3%	*	73.7%	*	28.6%	5.0%	34.1%	15.4%
2020-21	56.1%	54.2%	**45.6%**	28.6%	35.6%	61.5%	80.0%	80.0%	*	*	4.5%	35.0%	7.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	39.2%	**33.0%**	13.3%	27.4%	48.6%	*	57.9%	*	14.3%	1.7%	23.9%	10.8%
2020-21	45.7%	37.8%	**29.8%**	14.3%	23.8%	42.2%	40.0%	60.0%	*	*	0.0%	21.3%	7.5%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	36.7%	**30.7%**	11.1%	23.7%	47.3%	*	57.9%	*	14.3%	1.7%	19.7%	6.2%
2020-21	40.4%	35.9%	**27.4%**	13.1%	19.3%	41.2%	40.0%	60.0%	*	*	0.0%	17.7%	3.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	22.4%	**11.5%**	4.4%	8.9%	15.5%	*	42.1%	*	14.3%	0.0%	9.1%	7.7%
2020-21	21.3%	19.5%	**10.3%**	7.1%	5.4%	17.1%	0.0%	20.0%	*	*	0.0%	7.6%	3.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	15.8%	**13.3%**	8.9%	9.5%	19.6%	*	21.1%	*	0.0%	0.0%	8.7%	3.1%
2020-21	25.9%	13.4%	**14.0%**	3.6%	5.0%	27.8%	0.0%	30.0%	*	*	0.0%	7.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	47.5%	**49.6%**	45.6%	53.2%	47.3%	*	57.9%	*	57.1%	88.3%	53.4%	50.8%
2020-21	24.2%	33.8%	**34.9%**	26.2%	35.6%	38.0%	20.0%	60.0%	*	*	86.6%	36.8%	47.8%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	41.5%	**41.5%**	32.2%	45.8%	41.2%	*	57.9%	*	28.6%	28.3%	42.4%	38.5%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	27.7%	**26.0%**	7.1%	29.2%	30.5%	20.0%	50.0%	*	*	22.4%	25.3%	32.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.2%	**0.4%**	0.0%	0.5%	0.7%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
2020-21	0.7%	0.3%	**0.4%**	0.0%	0.0%	1.1%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.5%	**7.0%**	12.2%	7.4%	4.7%	*	0.0%	*	0.0%	53.3%	9.5%	12.3%
2020-21	2.4%	3.9%	**8.3%**	10.7%	8.4%	8.0%	0.0%	0.0%	*	*	61.2%	10.8%	20.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.5%	**4.8%**	7.8%	3.2%	4.7%	*	0.0%	*	28.6%	36.7%	6.1%	7.7%
2020-21	4.4%	3.9%	**3.7%**	9.5%	2.5%	2.1%	0.0%	10.0%	*	*	26.9%	4.7%	6.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	12.0%	**13.5%**	14.4%	9.5%	18.9%	*	10.5%	*	14.3%	5.0%	9.1%	3.1%
	2020-21	25.9%	11.5%	**6.1%**	7.1%	5.9%	5.3%	20.0%	10.0%	*	*	1.5%	7.6%	1.5%
Mathematics	2021-22	18.7%	11.4%	**10.4%**	3.3%	11.1%	14.2%	*	0.0%	*	0.0%	1.7%	9.1%	9.2%
	2020-21	19.4%	11.2%	**5.1%**	4.8%	7.4%	2.1%	20.0%	10.0%	*	*	0.0%	5.8%	1.5%
Both Subjects	2021-22	12.6%	3.6%	**2.4%**	0.0%	2.6%	4.1%	*	0.0%	*	0.0%	1.7%	1.1%	0.0%
	2020-21	14.4%	5.7%	**1.2%**	1.2%	2.0%	0.0%	20.0%	0.0%	*	*	0.0%	2.2%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	0.9%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	18.8%	**11.7%**	8.5%	7.5%	18.1%	0.0%	37.9%	*	4.5%	0.8%	6.8%	1.1%
	2021	21.1%	19.4%	**9.9%**	6.4%	6.0%	13.6%	30.0%	37.9%	0.0%	9.1%	0.0%	7.4%	2.5%
English Language Arts	2022	13.2%	8.7%	**4.9%**	3.3%	2.4%	8.4%	0.0%	20.7%	*	0.0%	0.0%	2.1%	0.0%
	2021	12.1%	10.6%	**4.7%**	2.1%	2.4%	7.3%	10.0%	17.2%	0.0%	9.1%	0.0%	2.7%	0.0%
Mathematics	2022	6.9%	4.9%	**3.0%**	0.5%	1.9%	4.5%	0.0%	24.1%	*	0.0%	0.0%	1.7%	0.0%
	2021	6.1%	4.8%	**2.7%**	0.0%	1.8%	5.0%	0.0%	6.9%	0.0%	0.0%	0.0%	1.8%	0.0%
Science	2022	9.6%	9.5%	**7.2%**	6.1%	2.1%	13.6%	0.0%	27.6%	*	4.5%	0.0%	3.8%	0.0%
	2021	8.7%	9.5%	**4.6%**	1.6%	2.7%	6.8%	0.0%	27.6%	0.0%	0.0%	0.0%	3.7%	0.0%
Social Studies	2022	12.5%	10.8%	**6.9%**	4.7%	4.7%	10.7%	0.0%	20.7%	*	4.5%	0.0%	4.0%	0.0%
	2021	11.6%	10.5%	**5.6%**	1.6%	3.8%	8.4%	10.0%	20.7%	0.0%	9.1%	0.0%	3.4%	0.6%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	62.9%	**51.7%**	33.3%	40.6%	60.7%	-	72.7%	-	*	*	41.5%	*
	2021	48.6%	55.1%	**46.2%**	50.0%	40.7%	46.2%	*	63.6%	-	*	-	45.7%	*
English Language Arts	2022	53.2%	76.3%	**69.4%**	42.9%	70.0%	73.1%	-	83.3%	-	-	-	53.8%	-
	2021	42.7%	55.2%	**58.0%**	*	54.5%	60.7%	*	60.0%	-	*	-	52.9%	-
Mathematics	2022	50.4%	57.9%	**56.7%**	*	12.5%	78.6%	-	57.1%	-	-	-	40.0%	-
	2021	49.4%	52.5%	**20.7%**	-	12.5%	15.8%	-	*	-	-	-	0.0%	-
Science	2022	44.7%	45.1%	**42.5%**	30.8%	55.6%	40.5%	-	62.5%	-	*	-	47.8%	-
	2021	41.4%	34.7%	**22.4%**	*	0.0%	38.5%	-	12.5%	-	-	-	17.4%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	47.5%	**20.0%**	10.0%	20.0%	27.3%	-	0.0%	-	*	-	8.3%	-
	2021	42.2%	43.0%	**18.3%**	*	17.6%	18.8%	*	16.7%	-	*	-	14.3%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	78.2%	**78.5%**	65.6%	77.4%	87.8%	*	89.5%	*	28.6%	63.3%	71.4%	76.9%
	2020-21	70.8%	93.1%	**76.7%**	64.3%	71.8%	87.7%	80.0%	80.0%	*	*	19.4%	69.1%	31.9%
At/Above Criterion for All Examinees	2021-22	32.1%	36.6%	**29.4%**	15.3%	19.7%	40.8%	*	70.6%	*	*	0.0%	18.2%	0.0%
	2020-21	32.9%	32.6%	**31.2%**	16.7%	17.9%	47.0%	*	62.5%	*	*	0.0%	20.3%	9.1%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1005	**970**	894	932	1020	*	1130	*	*	734	919	807
	2020-21	1002	987	**992**	933	941	1054	998	1110	830	935	795	951	852
English Language Arts and Writing	2021-22	506	508	**489**	455	467	516	*	548	*	*	359	459	393
	2020-21	504	501	**502**	471	473	538	495	550	410	480	406	476	422
Mathematics	2021-22	496	496	**481**	439	465	503	*	582	*	*	375	460	413
	2020-21	498	486	**490**	463	468	515	503	560	420	455	389	475	430
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.4	**20.9**	21.0	20.3	20.8	*	-	-	*	-	20.7	*
	2020-21	20.0	22.0	**20.9**	16.0	16.5	22.5	-	-	-	-	-	17.3	14.0
English Language Arts	2021-22	19.2	22.6	**21.5**	22.7	20.4	21.1	*	-	-	*	-	21.5	*
	2020-21	19.6	21.8	**20.4**	14.3	16.4	22.1	-	-	-	-	-	16.6	14.5
Mathematics	2021-22	19.3	21.2	**19.3**	19.0	19.2	19.1	*	-	-	*	-	18.7	*
	2020-21	19.9	21.3	**20.5**	16.0	17.3	21.8	-	-	-	-	-	16.7	15.0
Science	2021-22	19.8	22.5	**20.8**	19.5	20.1	21.2	*	-	-	*	-	20.6	*
	2020-21	20.3	22.2	**21.3**	18.0	15.8	22.9	-	-	-	-	-	18.1	12.0

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	37.8%	**36.7%**	29.0%	32.4%	45.8%	35.0%	69.4%	57.1%	30.2%	8.6%	28.5%	19.9%
	2020-21	42.5%	38.7%	**35.5%**	31.1%	29.4%	44.9%	45.5%	65.3%	66.7%	11.9%	9.3%	27.6%	13.6%
English Language Arts	2021-22	16.6%	11.6%	**7.9%**	6.2%	5.2%	12.0%	5.3%	24.5%	14.3%	2.0%	0.7%	4.8%	1.2%
	2020-21	16.3%	14.0%	**9.8%**	5.6%	5.7%	16.0%	10.0%	34.7%	33.3%	5.6%	1.1%	5.1%	0.3%
Mathematics	2021-22	19.9%	14.7%	**14.3%**	9.7%	11.8%	19.8%	15.8%	34.7%	0.0%	8.2%	0.8%	9.6%	3.1%
	2020-21	19.3%	14.6%	**12.3%**	6.6%	9.2%	18.6%	15.0%	32.7%	16.7%	2.9%	0.4%	8.2%	2.4%
Science	2021-22	21.1%	18.7%	**19.5%**	17.9%	15.6%	24.5%	10.5%	44.7%	42.9%	12.5%	7.3%	15.5%	8.8%
	2020-21	20.6%	19.2%	**19.5%**	18.0%	16.8%	23.0%	15.8%	44.7%	16.7%	5.6%	7.1%	16.8%	8.1%
Social Studies	2021-22	22.8%	22.4%	**22.5%**	18.4%	15.4%	32.7%	27.8%	55.1%	28.6%	19.6%	1.8%	14.3%	4.8%
	2020-21	22.8%	24.0%	**23.9%**	19.3%	16.2%	34.6%	33.3%	61.2%	33.3%	5.3%	1.4%	15.4%	3.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	36.6%	**34.3%**	38.1%	26.2%	41.7%	40.0%	40.0%	*	*	20.9%	29.9%	11.6%
	2019-20	46.1%	39.0%	**31.5%**	32.6%	21.1%	41.5%	*	50.0%	*	33.3%	12.2%	24.6%	7.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,194	100.0%	32,440	5,504,150	2,194	100.0%	32,521	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.4%	0	0.0%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.7%	0.7%	0	0.0%	0.7%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.1%	3.7%	0	0.0%	3.1%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 9	552	25.2%	7.7%	8.7%	552	25.2%	7.7%	8.7%
Grade 10	628	28.6%	8.0%	7.9%	628	28.6%	8.0%	7.9%
Grade 11	534	24.3%	7.6%	7.0%	534	24.3%	7.6%	7.0%
Grade 12	480	21.9%	7.2%	6.6%	480	21.9%	7.2%	6.6%
Ethnic Distribution:								
African American	466	21.2%	20.9%	12.8%	466	21.2%	20.9%	12.8%
Hispanic	977	44.5%	34.4%	53.0%	977	44.5%	34.3%	52.9%
White	631	28.8%	35.9%	25.6%	631	28.8%	36.0%	25.7%
American Indian	15	0.7%	0.4%	0.3%	15	0.7%	0.4%	0.3%
Asian	40	1.8%	3.8%	5.1%	40	1.8%	3.8%	5.1%
Pacific Islander	5	0.2%	0.2%	0.2%	5	0.2%	0.2%	0.2%
Two or More Races	60	2.7%	4.4%	3.0%	60	2.7%	4.4%	3.0%
Sex:								
Female	1,061	48.4%	48.9%	48.8%	1,061	48.4%	48.9%	48.8%
Male	1,133	51.6%	51.1%	51.2%	1,133	51.6%	51.1%	51.2%
Economically Disadvantaged	1,333	60.8%	48.8%	62.1%	1,333	60.8%	48.7%	62.0%
Non-Educationally Disadvantaged	861	39.2%	51.2%	37.9%	861	39.2%	51.3%	38.0%
Section 504 Students	318	14.5%	10.8%	7.4%	318	14.5%	10.8%	7.4%
EB Students/EL	473	21.6%	17.7%	23.1%	473	21.6%	17.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	97	4.0%	1.5%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	195	8.9%	7.5%	5.5%	195	8.9%	7.5%	5.5%
Foster Care	1	0.0%	0.3%	0.2%	1	0.0%	0.3%	0.2%
Homeless	29	1.3%	0.9%	1.3%	29	1.3%	0.9%	1.3%
Immigrant	27	1.2%	1.3%	2.2%	27	1.2%	1.3%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	27	1.2%	33.9%	64.6%	27	1.2%	33.9%	64.6%
Military Connected	45	2.1%	2.1%	3.6%	45	2.1%	2.1%	3.6%
At-Risk	769	35.1%	33.9%	53.3%	769	35.1%	33.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	471	21.5%	18.6%	23.2%	471	21.5%	18.6%	23.2%
Career and Technical Education	1,763	80.4%	30.4%	26.5%	1,763	80.4%	30.4%	26.5%
Career and Technical Education (9-12 grades only)	1,763	80.4%	79.7%	72.3%	1,763	80.4%	79.6%	72.2%
Gifted and Talented Education	276	12.6%	9.5%	8.2%	276	12.6%	9.5%	8.2%
Special Education	281	12.8%	13.6%	12.6%	281	12.8%	13.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	281							
By Type of Primary Disability Students with Intellectual Disabilities	150	53.4%	35.4%	44.1%				
Students with Physical Disabilities	6	2.1%	22.6%	20.0%				
Students with Autism	28	10.0%	14.0%	15.5%				
Students with Behavioral Disabilities	97	34.5%	26.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	378	15.7%	17.2%	16.8%				
By Ethnicity: African American	97	4.0%	5.5%	3.3%				
Hispanic	163	6.8%	5.3%	8.7%				
White	95	3.9%	5.0%	3.4%				
American Indian	2	0.1%	0.1%	0.1%				
Asian	6	0.2%	0.4%	0.7%				
Pacific Islander	2	0.1%	0.1%	0.0%				
Two or More Races	13	0.5%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	85	24.8%	21.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	93	18.6%	15.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	296	19.3%	22.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	285	16.4%	19.6%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.5%	-	4.1%	4.5%
Grade 1	-	1.1%	2.5%	-	2.1%	3.6%
Grade 2	-	0.4%	1.6%	-	0.5%	2.0%
Grade 3	-	0.4%	0.8%	-	0.9%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.1%	0.4%	-	1.0%	0.5%
Grade 9	1.2%	1.5%	8.7%	1.2%	3.2%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.3	18.7
Grade 1	-	17.9	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.2	19.3
Grade 4	-	18.5	19.4
Grade 5	-	19.6	20.8
Grade 6	-	20.1	19.2
Secondary:			
English/Language Arts	23.4	20.1	16.2
Foreign Languages	21.4	19.4	18.8
Mathematics	21.0	20.6	17.5
Science	24.2	22.2	18.5
Social Studies	25.0	22.6	18.9

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	203.7	100.0%	100.0%	100.0%
Professional Staff:	185.4	91.0%	70.5%	64.1%
Teachers	162.3	79.7%	54.9%	48.7%
Professional Support	19.1	9.4%	12.6%	10.9%
Campus Administration (School Leadership)	4.0	2.0%	2.2%	3.3%
Educational Aides:	18.3	9.0%	9.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	32.0	4,258.0
Part-time Librarians	1.0	n/a	4.0	646.0
Full-time Counselors	4.0	n/a	80.0	13,815.0
Part-time Counselors	3.0	n/a	13.0	1,240.0
Total Minority Staff:	37.2	18.3%	33.8%	53.2%
Teachers by Ethnicity:				
African American	13.5	8.3%	9.3%	11.8%
Hispanic	8.2	5.0%	14.6%	29.6%
White	134.9	83.1%	72.9%	54.9%
American Indian	0.2	0.1%	0.4%	0.3%
Asian	0.2	0.2%	0.8%	2.0%
Pacific Islander	1.0	0.6%	0.2%	0.1%
Two or More Races	4.2	2.6%	1.7%	1.2%
Teachers by Sex:				
Males	74.6	45.9%	25.2%	24.4%
Females	87.7	54.1%	74.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	6.7	4.1%	1.9%	2.0%
Bachelors	90.7	55.9%	65.4%	72.2%
Masters	63.5	39.1%	31.7%	25.0%
Doctorate	1.4	0.9%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	4.9%	4.8%	9.7%
1-5 Years Experience	28.0	17.2%	25.0%	26.3%
6-10 Years Experience	34.7	21.4%	22.1%	20.5%
11-20 Years Experience	47.5	29.3%	30.9%	27.2%
21-30 Years Experience	34.2	21.1%	14.9%	13.3%
Over 30 Years Experience	9.9	6.1%	2.3%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	13.5	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	6.7	6.1
Average Years Experience of Principals with District	19.0	6.2	5.3
Average Years Experience of Assistant Principals	11.5	5.8	5.2
Average Years Experience of Assistant Principals with District	11.5	5.2	4.4
Average Years Experience of Teachers:	13.3	11.5	11.0
Average Years Experience of Teachers with District:	8.8	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$62,224	$58,462	$53,300
1-5 Years Experience	$59,195	$59,248	$56,516
6-10 Years Experience	$62,760	$61,392	$59,732
11-20 Years Experience	$66,123	$65,427	$63,389
21-30 Years Experience	$68,227	$68,083	$67,876
Over 30 Years Experience	$71,298	$73,349	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$64,777	$63,228	$60,717
Professional Support	$72,740	$74,019	$72,022
Campus Administration (School Leadership)	$110,745	$93,206	$85,167
Instructional Staff Percent:	n/a	71.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	1.4%	2.2%	5.9%
Career and Technical Education	18.6	11.5%	4.8%	5.4%
Compensatory Education	0.0	0.0%	1.9%	3.2%
Gifted and Talented Education	0.0	0.0%	1.0%	1.7%
Regular Education	116.7	71.9%	77.7%	70.6%
Special Education	10.8	6.7%	6.7%	9.7%
Other	13.8	8.5%	5.7%	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Administration Summary

	Number	Percent
Students Tested	520	99
Students Not Tested		
Absent	4	1
Other	1	0
Total Documents Submitted	525	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	RC1 Number and Algebraic Methods (12) #	%	RC2 Describing and Graphing Linear Functions, Equations, and Inequalities (14) #	%	RC3 Writing and Solving Linear Functions, Equations, and Inequalities (13) #	%	RC4 Quadratic Functions and Equations (13) #	%	RC5 Exponential Functions and Equations (7) #	%
All Students	520	3769	171	33	349	67	142	27	53	10	5.0	41	6.4	46	5.3	41	5.7	44	3.3	46
Male	286	3754	101	35	185	65	76	27	28	10	4.7	39	6.4	46	5.3	41	5.6	43	3.2	46
Female	234	3788	70	30	164	70	66	28	25	11	5.4	45	6.5	46	5.3	41	5.7	44	3.3	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	266	3776	89	33	177	67	72	27	29	11	5.1	43	6.3	45	5.4	41	5.7	44	3.2	45
American Indian or Alaska Native	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	139	3625	56	40	83	60	24	17	4	3	4.3	36	5.6	40	4.7	36	4.9	38	2.8	40
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	110	3932	25	23	85	77	45	41	19	17	5.5	46	7.7	55	5.9	45	6.4	50	4.0	58
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	369	3722	136	37	233	63	86	23	31	8	4.7	39	6.1	44	5.2	40	5.4	42	3.1	44
No	151	3884	35	23	116	77	56	37	22	15	5.6	46	7.3	52	5.7	44	6.3	48	3.6	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	516	3771	168	33	348	67	142	28	53	10	5.0	42	6.5	46	5.3	41	5.7	44	3.3	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	8	3488	5	63	3	38	0	0	0	0	3.6	30	5.0	36	3.5	27	4.3	33	1.9	27
No Information Provided	512	3774	166	32	346	68	142	28	53	10	5.0	42	6.5	46	5.4	41	5.7	44	3.3	47
Identified as Emergent Bilingual/English Learner	164	3738	61	37	103	63	38	23	14	9	5.0	41	6.1	43	5.3	41	5.4	42	3.0	43
Monitored 1st Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	6	4180	0	0	6	100	4	67	3	50	6.8	57	7.5	54	8.5	65	8.8	68	4.5	64
Former EB/EL (Post Monitoring)	6	4146	0	0	6	100	5	83	1	17	7.0	58	8.8	63	7.0	54	7.2	55	5.5	79
Non-Emergent Bilingual/Non-English Learner	336	3768	106	32	230	68	93	28	34	10	4.9	41	6.6	47	5.2	40	5.7	44	3.3	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	518	3770	170	33	348	67	142	27	53	10	5.0	41	6.5	46	5.3	41	5.7	44	3.3	46
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	159	3739	58	36	101	64	37	23	13	8	5.0	41	6.1	43	5.3	41	5.4	42	3.0	43
Nonparticipants	360	3783	113	31	247	69	105	29	40	11	5.0	41	6.6	47	5.3	41	5.8	45	3.3	48
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	87	3439	63	72	24	28	2	2	0	0	3.3	28	4.3	31	3.7	28	4.3	33	2.0	29
No	433	3836	108	25	325	75	140	32	53	12	5.3	44	6.9	49	5.7	43	6.0	46	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	111	3816	33	30	78	70	37	33	12	11	5.1	43	6.8	49	5.4	41	6.0	46	3.5	51
No	409	3757	138	34	271	66	105	26	41	10	4.9	41	6.3	45	5.3	41	5.6	43	3.2	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	20	4041	4	20	16	80	13	65	5	25	6.2	52	7.5	54	7.2	55	7.2	55	4.6	66
Nonparticipants	500	3758	167	33	333	67	129	26	48	10	4.9	41	6.4	46	5.3	40	5.6	43	3.2	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	282	3670	121	43	161	57	52	18	17	6	4.6	38	5.8	41	4.9	38	5.1	39	2.8	41
No	238	3887	50	21	188	79	90	38	36	15	5.5	45	7.3	52	5.8	45	6.3	49	3.7	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary

	Number	Percent
Students Tested	443	99
Students Not Tested		
Absent	4	1
Other	0	0
Total Documents Submitted	447	100

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

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (12) #	1 %	2 Describing and Graphing Linear Functions, Equations, and Inequalities (14) #	2 %	3 Writing and Solving Linear Functions, Equations, and Inequalities (13) #	3 %	4 Quadratic Functions and Equations (13) #	4 %	5 Exponential Functions and Equations (7) #	5 %
All Students	443	3820	120	27	323	73	141	32	52	12	5.2	44	6.8	48	5.6	43	5.9	46	3.5	50
Male	232	3820	64	28	168	72	75	32	27	12	4.9	41	6.8	49	5.7	44	6.0	46	3.5	50
Female	211	3820	56	27	155	73	66	31	25	12	5.5	46	6.7	48	5.4	42	5.9	45	3.4	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	229	3820	67	29	162	71	71	31	28	12	5.4	45	6.6	47	5.7	44	5.9	45	3.4	48
American Indian or Alaska Native	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	111	3669	36	32	75	68	24	22	4	4	4.5	38	5.9	42	4.9	38	5.3	41	2.9	42
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	98	3989	16	16	82	84	45	46	19	19	5.8	48	8.1	58	6.1	47	6.8	52	4.3	61
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	315	3761	102	32	213	68	85	27	30	10	4.9	41	6.4	45	5.4	41	5.6	43	3.3	47
No	128	3965	18	14	110	86	56	44	22	17	6.0	50	7.8	56	6.1	47	6.7	51	3.9	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	441	3820	119	27	322	73	141	32	52	12	5.2	44	6.8	48	5.6	43	5.9	46	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	439	3823	118	27	321	73	141	32	52	12	5.2	44	6.8	49	5.6	43	5.9	46	3.5	50
Identified as Emergent Bilingual/English Learner	138	3786	45	33	93	67	38	28	14	10	5.2	44	6.3	45	5.6	43	5.6	43	3.3	47
Monitored 1st Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	5	4257	0	0	5	100	4	80	3	60	7.4	62	8.4	60	8.6	66	9.4	72	4.4	63
Former EB/EL (Post Monitoring)	6	4146	0	0	6	100	5	83	1	17	7.0	58	8.8	63	7.0	54	7.2	55	5.5	79
Non-Emergent Bilingual/Non-English Learner	287	3819	72	25	215	75	92	32	33	11	5.1	43	6.9	50	5.5	42	6.0	46	3.5	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	441	3821	119	27	322	73	141	32	52	12	5.2	44	6.8	49	5.6	43	5.9	46	3.5	50
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	133	3788	42	32	91	68	37	28	13	10	5.3	44	6.3	45	5.6	43	5.6	43	3.3	47
Nonparticipants	309	3834	78	25	231	75	104	34	39	13	5.2	43	7.0	50	5.6	43	6.1	47	3.6	51
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	63	3459	42	67	21	33	2	3	0	0	3.6	30	4.4	31	3.9	30	4.4	34	2.1	30
No	380	3880	78	21	302	79	139	37	52	14	5.5	46	7.2	51	5.9	45	6.2	48	3.7	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	96	3862	24	25	72	75	37	39	12	13	5.4	45	7.1	51	5.5	42	6.2	48	3.8	54
No	347	3808	96	28	251	72	104	30	40	12	5.2	43	6.7	48	5.6	43	5.9	45	3.4	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	20	4041	4	20	16	80	13	65	5	25	6.2	52	7.5	54	7.2	55	7.2	55	4.6	66
Nonparticipants	423	3809	116	27	307	73	128	30	47	11	5.2	43	6.7	48	5.5	42	5.9	45	3.4	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	226	3721	84	37	142	63	52	23	17	8	4.9	40	6.1	44	5.2	40	5.4	41	3.1	44
No	217	3922	36	17	181	83	89	41	35	16	5.6	47	7.5	53	6.0	46	6.5	50	3.9	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	77	99
Students Not Tested		
Absent	0	0
Other	1	1
Total Documents Submitted	78	100

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

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (12) Avg #	1 %	2 Describing and Graphing Linear Functions, Equations, and Inequalities (14) Avg #	2 %	3 Writing and Solving Linear Functions, Equations, and Inequalities (13) Avg #	3 %	4 Quadratic Functions and Equations (13) Avg #	4 %	5 Exponential Functions and Equations (7) Avg #	5 %
All Students	77	3478	51	66	26	34	1	1	1	1	3.5	29	4.5	32	3.9	30	4.2	32	2.0	29
Male	54	3472	37	69	17	31	1	2	1	2	3.4	29	4.6	33	3.8	29	4.1	32	2.0	29
Female	23	3491	14	61	9	39	0	0	0	0	3.8	32	4.3	31	4.0	31	4.3	33	2.0	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	37	3502	22	59	15	41	1	3	1	3	3.6	30	4.6	33	3.8	29	4.8	37	1.9	27
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	28	3450	20	71	8	29	0	0	0	0	3.4	28	4.4	31	3.9	30	3.6	28	2.2	32
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	12	3466	9	75	3	25	0	0	0	0	3.5	29	4.6	33	4.1	31	3.8	29	1.9	27
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	54	3494	34	63	20	37	1	2	1	2	3.6	30	4.6	33	4.1	31	4.2	32	2.0	29
No	23	3439	17	74	6	26	0	0	0	0	3.3	27	4.5	32	3.4	26	4.2	32	2.0	28
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	75	3484	49	65	26	35	1	1	1	1	3.6	30	4.6	33	3.9	30	4.2	32	2.0	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	73	3479	48	66	25	34	1	1	1	1	3.5	30	4.5	32	3.9	30	4.2	32	2.0	29
Identified as Emergent Bilingual/English Learner	26	3486	16	62	10	38	0	0	0	0	3.5	29	4.7	34	3.8	29	4.5	34	1.8	26
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	49	3470	34	69	15	31	1	2	1	2	3.5	29	4.5	32	3.9	30	4.1	31	2.1	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	77	3478	51	66	26	34	1	1	1	1	3.5	29	4.5	32	3.9	30	4.2	32	2.0	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	26	3486	16	62	10	38	0	0	0	0	3.5	29	4.7	34	3.8	29	4.5	34	1.8	26
Nonparticipants	51	3473	35	69	16	31	1	2	1	2	3.5	29	4.5	32	3.9	30	4.1	31	2.1	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	24	3387	21	88	3	13	0	0	0	0	2.8	23	4.2	30	3.2	25	3.9	30	1.9	27
No	53	3519	30	57	23	43	1	2	1	2	3.9	32	4.7	33	4.2	32	4.3	33	2.1	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	15	3519	9	60	6	40	0	0	0	0	3.5	29	5.1	36	4.3	33	4.2	32	2.1	30
No	62	3468	42	68	20	32	1	2	1	2	3.5	30	4.4	31	3.8	29	4.2	32	2.0	28
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	77	3478	51	66	26	34	1	1	1	1	3.5	29	4.5	32	3.9	30	4.2	32	2.0	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	56	3462	37	66	19	34	0	0	0	0	3.4	29	4.4	31	3.8	30	4.2	32	1.9	27
No	21	3521	14	67	7	33	1	5	1	5	3.8	32	4.9	35	4.0	31	4.2	32	2.3	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary

	Number	Percent
Students Tested	595	98
Students Not Tested		
Absent	8	1
Other	2	0
Total Documents Submitted	605	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Cell Structure and Function (10) Avg #	1 %	2 Mechanisms of Genetics (11) Avg #	2 %	3 Biological Evolution and Classification (10) Avg #	3 %	4 Biological Processes and Systems (10) Avg #	4 %	5 Interdependence within Environmental Systems (12) Avg #	5 %
All Students	595	4016	74	12	521	88	279	47	85	14	3.7	37	5.1	46	5.3	53	4.9	49	5.5	46
Male	325	4030	43	13	282	87	156	48	49	15	3.6	36	5.2	47	5.4	54	5.1	51	5.5	46
Female	270	3999	31	11	239	89	123	46	36	13	3.7	37	5.0	46	5.1	51	4.8	48	5.4	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	278	3943	39	14	239	86	113	41	26	9	3.3	33	4.8	44	5.1	51	4.6	46	5.0	42
American Indian or Alaska Native	5	4016	1	20	4	80	2	40	1	20	4.0	40	5.8	53	5.0	50	5.0	50	4.4	37
Asian	7	4286	0	0	7	100	6	86	0	0	4.9	49	6.4	58	6.4	64	6.1	61	7.3	61
Black or African American	144	3845	26	18	118	82	48	33	9	6	3.1	31	4.5	41	4.4	44	4.2	42	4.4	37
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	160	4286	8	5	152	95	110	69	49	31	4.7	47	6.1	56	6.3	63	6.2	62	7.2	60
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	386	3900	62	16	324	84	139	36	29	8	3.1	31	4.7	43	4.8	48	4.4	44	4.8	40
No	209	4231	12	6	197	94	140	67	56	27	4.6	46	5.9	54	6.2	62	5.9	59	6.8	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	6	3840	2	33	4	67	2	33	0	0	3.2	32	3.8	35	5.3	53	3.7	37	4.5	38
Nonparticipants	589	4018	72	12	517	88	277	47	85	14	3.7	37	5.1	47	5.3	53	5.0	50	5.5	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3624	2	33	4	67	0	0	0	0	2.7	27	2.3	21	4.0	40	3.7	37	2.7	22
No Information Provided	589	4020	72	12	517	88	279	47	85	14	3.7	37	5.1	47	5.3	53	5.0	50	5.5	46
Identified as Emergent Bilingual/English Learner	167	3843	31	19	136	81	51	31	9	5	2.9	29	4.3	40	4.6	46	4.2	42	4.3	36
Monitored 1st Year, reclassified from EB/EL	5	4154	1	20	4	80	4	80	1	20	4.4	44	6.0	55	6.4	64	5.0	50	6.2	52
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	5	4307	0	0	5	100	4	80	2	40	4.8	48	6.4	58	6.6	66	6.0	60	7.6	63
Former EB/EL (Post Monitoring)	10	4372	0	0	10	100	8	80	3	30	4.9	49	6.5	59	6.2	62	7.2	72	8.0	67
Non-Emergent Bilingual/Non-English Learner	403	4074	41	10	362	90	209	52	69	17	3.9	39	5.4	49	5.5	55	5.2	52	5.8	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	593	4018	73	12	520	88	279	47	85	14	3.7	37	5.1	46	5.3	53	4.9	49	5.5	46
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	162	3852	28	17	134	83	51	31	9	6	2.9	29	4.4	40	4.7	47	4.2	42	4.4	37
Nonparticipants	432	4078	46	11	386	89	228	53	76	18	3.9	39	5.4	49	5.5	55	5.2	52	5.9	49
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	70	3660	19	27	51	73	7	10	1	1	2.5	25	3.5	32	3.9	39	3.2	32	3.4	28
No	525	4064	55	10	470	90	272	52	84	16	3.8	38	5.3	48	5.4	54	5.2	52	5.7	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	126	3973	17	13	109	87	58	46	10	8	3.3	33	4.9	45	5.1	51	4.8	48	5.3	44
No	469	4028	57	12	412	88	221	47	75	16	3.7	37	5.2	47	5.3	53	5.0	50	5.5	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	70	4613	0	0	70	100	64	91	41	59	6.2	62	7.4	67	7.4	74	7.5	75	8.9	74
Nonparticipants	525	3937	74	14	451	86	215	41	44	8	3.3	33	4.8	44	5.0	50	4.6	46	5.0	42
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	272	3812	52	19	220	81	76	28	11	4	2.7	27	4.2	39	4.5	45	4.1	41	4.3	35
No	323	4188	22	7	301	93	203	63	74	23	4.4	44	5.8	53	5.9	59	5.7	57	6.5	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	570	99
Students Not Tested		
Absent	8	1
Other	0	0
Total Documents Submitted	578	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Cell Structure and Function (10) #	%	2 Mechanisms of Genetics (11) #	%	3 Biological Evolution and Classification (10) #	%	4 Biological Processes and Systems (10) #	%	5 Interdependence within Environmental Systems (12) #	%
All Students	570	4039	61	11	509	89	279	49	85	15	3.7	37	5.2	47	5.3	53	5.1	51	5.6	47
Male	305	4064	33	11	272	89	156	51	49	16	3.8	38	5.3	48	5.5	55	5.3	53	5.7	47
Female	265	4010	28	11	237	89	123	46	36	14	3.7	37	5.1	46	5.2	52	4.8	48	5.5	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	264	3965	33	13	231	88	113	43	26	10	3.4	34	4.9	45	5.1	51	4.7	47	5.1	43
American Indian or Alaska Native	5	4016	1	20	4	80	2	40	1	20	4.0	40	5.8	53	5.0	50	5.0	50	4.4	37
Asian	7	4286	0	0	7	100	6	86	0	0	4.9	49	6.4	58	6.4	64	6.1	61	7.3	61
Black or African American	134	3874	20	15	114	85	48	36	9	7	3.2	32	4.6	42	4.5	45	4.4	44	4.5	38
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	159	4292	7	4	152	96	110	69	49	31	4.7	47	6.1	56	6.4	64	6.2	62	7.2	60
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	369	3917	54	15	315	85	139	38	29	8	3.2	32	4.7	43	4.8	48	4.5	45	4.9	40
No	201	4263	7	3	194	97	140	70	56	28	4.7	47	6.1	55	6.3	63	6.0	60	7.0	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	5	3914	1	20	4	80	2	40	0	0	3.4	34	4.2	38	5.4	54	4.2	42	5.0	42
Nonparticipants	565	4040	60	11	505	89	277	49	85	15	3.7	37	5.2	47	5.3	53	5.1	51	5.6	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	3666	1	20	4	80	0	0	0	0	2.8	28	2.6	24	4.2	42	4.0	40	2.6	22
No Information Provided	565	4042	60	11	505	89	279	49	85	15	3.7	37	5.2	48	5.4	54	5.1	51	5.6	47
Identified as Emergent Bilingual/English Learner	156	3865	27	17	129	83	51	33	9	6	3.0	30	4.5	41	4.7	47	4.4	44	4.5	37
Monitored 1st Year, reclassified from EB/EL	5	4154	1	20	4	80	4	80	1	20	4.4	44	6.0	55	6.4	64	5.0	50	6.2	52
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	5	4307	0	0	5	100	4	80	2	40	4.8	48	6.4	58	6.6	66	6.0	60	7.6	63
Former EB/EL (Post Monitoring)	10	4372	0	0	10	100	8	80	3	30	4.9	49	6.5	59	6.2	62	7.2	72	8.0	67
Non-Emergent Bilingual/Non-English Learner	389	4095	32	8	357	92	209	54	69	18	4.0	40	5.4	50	5.6	56	5.3	53	6.0	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	568	4041	60	11	508	89	279	49	85	15	3.7	37	5.2	47	5.4	54	5.1	51	5.6	47
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	151	3875	24	16	127	84	51	34	9	6	3.0	30	4.5	41	4.7	47	4.4	44	4.5	38
Nonparticipants	418	4099	37	9	381	91	228	55	76	18	4.0	40	5.5	50	5.6	56	5.3	53	6.0	50
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	66	3664	17	26	49	74	7	11	1	2	2.5	25	3.6	32	3.9	39	3.3	33	3.4	29
No	504	4088	44	9	460	91	272	54	84	17	3.9	39	5.4	49	5.5	55	5.3	53	5.9	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	116	4015	11	9	105	91	58	50	10	9	3.5	35	5.1	46	5.3	53	5.0	50	5.5	46
No	454	4045	50	11	404	89	221	49	75	17	3.8	38	5.2	48	5.4	54	5.1	51	5.6	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	69	4628	0	0	69	100	64	93	41	59	6.2	62	7.5	68	7.5	75	7.5	75	9.0	75
Nonparticipants	501	3958	61	12	440	88	215	43	44	9	3.4	34	4.9	44	5.0	50	4.7	47	5.1	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	252	3836	43	17	209	83	76	30	11	4	2.8	28	4.4	40	4.6	46	4.2	42	4.4	36
No	318	4199	18	6	300	94	203	64	74	23	4.5	45	5.9	53	5.9	59	5.7	57	6.6	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

Report Date: SPRING 2024
Date of Testing: SPRING 2024

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		1 Cell Structure and Function		2 Mechanisms of Genetics		3 Biological Evolution and Classification		4 Biological Processes and Systems		5 Interdependence within Environmental Systems	
	Number	Percent											10		11		10		10		12	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	25	93																				
Students Not Tested																						
Absent	0	0																				
Other	2	7																				
Total Documents Submitted	27	100																				
All Students			25	3499	13	52	12	48	0	0	0	0	1.9	19	2.8	26	3.4	34	2.2	22	2.6	22
Male			20	3511	10	50	10	50	0	0	0	0	1.9	19	2.9	26	3.4	34	2.0	20	2.9	24
Female			5	3451	3	60	2	40	0	0	0	0	1.8	18	2.8	25	3.2	32	2.8	28	1.6	13
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			14	3534	6	43	8	57	0	0	0	0	2.1	21	2.9	26	3.6	36	2.4	24	2.6	21
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			10	3459	6	60	4	40	0	0	0	0	1.7	17	3.0	27	3.1	31	1.9	19	2.5	21
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		17	3537	8	47	9	53	0	0	0	0	1.9	19	3.2	29	3.5	35	2.3	23	2.7	23
	No		8	3417	5	63	3	38	0	0	0	0	1.9	19	2.1	19	3.1	31	1.9	19	2.5	21
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		24	3500	12	50	12	50	0	0	0	0	1.9	19	2.9	26	3.3	33	2.2	22	2.7	22
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		24	3503	12	50	12	50	0	0	0	0	1.9	19	2.9	27	3.4	34	2.2	22	2.6	22
Identified as Emergent Bilingual/English Learner			11	3527	4	36	7	64	0	0	0	0	2.0	20	2.8	26	3.6	36	2.2	22	2.7	23
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			14	3477	9	64	5	36	0	0	0	0	1.8	18	2.9	26	3.1	31	2.1	21	2.6	21
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		25	3499	13	52	12	48	0	0	0	0	1.9	19	2.8	26	3.4	34	2.2	22	2.6	22
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		11	3527	4	36	7	64	0	0	0	0	2.0	20	2.8	26	3.6	36	2.2	22	2.7	23
	Nonparticipants		14	3477	9	64	5	36	0	0	0	0	1.8	18	2.9	26	3.1	31	2.1	21	2.6	21
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		21	3480	11	52	10	48	0	0	0	0	1.8	18	2.8	26	3.2	32	2.1	21	2.6	21
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes		10	3489	6	60	4	40	0	0	0	0	1.6	16	2.8	25	3.1	31	2.2	22	2.9	24
	No		15	3506	7	47	8	53	0	0	0	0	2.1	21	2.9	26	3.5	35	2.1	21	2.5	21
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		24	3494	13	54	11	46	0	0	0	0	1.8	18	2.9	27	3.3	33	2.1	21	2.7	22
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		20	3509	9	45	11	55	0	0	0	0	1.9	19	2.7	25	3.4	34	2.3	23	2.9	24
	No		5	3459	4	80	1	20	0	0	0	0	1.8	18	3.4	31	3.2	32	1.8	18	1.8	15
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	676	99
Students Not Tested		
Absent	8	1
Other	2	0
Total Documents Submitted	686	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) Avg # of Points (of 32)	Reading (1) % Achieved	Writing (2) Avg # of Points (of 32)	Writing (2) % Achieved
All Students	676	4008	272	40	404	60	325	48	104	15	17.6	55	16.8	52
Male	379	3937	176	46	203	54	166	44	47	12	16.8	53	15.6	49
Female	297	4098	96	32	201	68	159	54	57	19	18.5	58	18.3	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	321	3914	145	45	176	55	135	42	35	11	16.3	51	15.5	49
American Indian or Alaska Native	5	4167	2	40	3	60	3	60	1	20	21.2	66	18.4	58
Asian	6	4479	0	0	6	100	6	100	2	33	23.8	74	25.5	80
Black or African American	169	3837	87	51	82	49	59	35	9	5	15.5	48	14.1	44
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	174	4329	37	21	137	79	122	70	57	33	21.6	68	21.4	67
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	453	3862	226	50	227	50	169	37	32	7	15.8	49	14.5	45
No	223	4304	46	21	177	79	156	70	72	32	21.2	66	21.4	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	8	3702	6	75	2	25	2	25	2	25	13.6	43	12.6	39
Nonparticipants	668	4011	266	40	402	60	323	48	102	15	17.6	55	16.8	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3673	4	67	2	33	2	33	0	0	13.3	42	11.3	35
No Information Provided	670	4011	268	40	402	60	323	48	104	16	17.6	55	16.8	53
Identified as Emergent Bilingual/English Learner	202	3769	118	58	84	42	57	28	7	3	14.4	45	13.0	41
Monitored 1st Year, reclassified from EB/EL	5	4445	1	20	4	80	4	80	2	40	23.0	72	23.4	73
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	5	4630	0	0	5	100	4	80	4	80	24.8	78	27.0	84
Former EB/EL (Post Monitoring)	10	4680	0	0	10	100	10	100	6	60	25.1	78	28.2	88
Non-Emergent Bilingual/Non-English Learner	449	4087	152	34	297	66	246	55	85	19	18.7	58	18.0	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	675	4008	271	40	404	60	325	48	104	15	17.6	55	16.8	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	197	3777	113	57	84	43	57	29	7	4	14.5	45	13.2	41
Nonparticipants	479	4103	159	33	320	67	268	56	97	20	18.8	59	18.3	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	102	3504	82	80	20	20	6	6	1	1	11.4	36	8.7	27
No	574	4097	190	33	384	67	319	56	103	18	18.7	58	18.2	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	146	3972	59	40	87	60	64	44	12	8	17.2	54	16.3	51
No	530	4018	213	40	317	60	261	49	92	17	17.7	55	16.9	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	70	4740	2	3	68	97	67	96	43	61	26.2	82	27.2	85
Nonparticipants	606	3923	270	45	336	55	258	43	61	10	16.6	52	15.6	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	328	3758	191	58	137	42	85	26	14	4	14.3	45	12.8	40
No	348	4243	81	23	267	77	240	69	90	26	20.6	64	20.5	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Administration Summary	Number	Percent
Students Tested	552	99
Students Not Tested		
Absent	8	1
Other	0	0
Total Documents Submitted	560	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) Avg #	Reading (1) %	Writing (2) #	Writing (2) %
											Pts Possible 32		Pts Possible 32	
All Students	552	4134	155	28	397	72	323	59	104	19	19.3	60	18.8	59
Male	296	4079	97	33	199	67	164	55	47	16	18.8	59	17.8	56
Female	256	4199	58	23	198	77	159	62	57	22	19.9	62	20.0	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	257	4036	85	33	172	67	134	52	35	14	18.0	56	17.5	55
American Indian or Alaska Native	5	4167	2	40	3	60	3	60	1	20	21.2	66	18.4	58
Asian	6	4479	0	0	6	100	6	100	2	33	23.8	74	25.5	80
Black or African American	128	3958	48	38	80	63	58	45	9	7	17.1	54	16.1	50
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	156	4427	20	13	136	87	122	78	57	37	23.0	72	23.0	72
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	355	3980	135	38	220	62	167	47	32	9	17.4	55	16.4	51
No	197	4412	20	10	177	90	156	79	72	37	22.6	71	23.2	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	549	4133	154	28	395	72	321	58	102	19	19.3	60	18.8	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	548	4137	153	28	395	72	321	59	104	19	19.3	60	18.9	59
Identified as Emergent Bilingual/English Learner	150	3878	70	47	80	53	56	37	7	5	16.0	50	14.8	46
Monitored 1st Year, reclassified from EB/EL	5	4445	1	20	4	80	4	80	2	40	23.0	72	23.4	73
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	5	4630	0	0	5	100	4	80	4	80	24.8	78	27.0	84
Former EB/EL (Post Monitoring)	10	4680	0	0	10	100	10	100	6	60	25.1	78	28.2	88
Non-Emergent Bilingual/Non-English Learner	377	4211	83	22	294	78	245	65	85	23	20.3	63	20.0	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	551	4135	154	28	397	72	323	59	104	19	19.3	60	18.8	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	145	3892	65	45	80	55	56	39	7	5	16.2	51	15.0	47
Nonparticipants	407	4221	90	22	317	78	267	66	97	24	20.4	64	20.2	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	65	3579	46	71	19	29	6	9	1	2	12.6	39	10.0	31
No	487	4208	109	22	378	78	317	65	103	21	20.2	63	20.0	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	114	4105	29	25	85	75	64	56	12	11	19.1	60	18.4	58
No	438	4142	126	29	312	71	259	59	92	21	19.3	60	18.9	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	69	4759	1	1	68	99	67	97	43	62	26.4	83	27.5	86
Nonparticipants	483	4045	154	32	329	68	256	53	61	13	18.3	57	17.6	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	241	3873	109	45	132	55	84	35	14	6	16.0	50	14.7	46
No	311	4337	46	15	265	85	239	77	90	29	21.9	68	22.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	124	98
Students Not Tested		
Absent	0	0
Other	2	2
Total Documents Submitted	126	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (32) Avg #	Reading (32) %	Writing (32) Avg #	Writing (32) %
All Students	124	3444	117	94	7	6	2	2	0	0	10.0	31	7.7	24
Male	83	3432	79	95	4	5	2	2	0	0	9.9	31	7.5	24
Female	41	3467	38	93	3	7	0	0	0	0	10.1	32	8.1	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	64	3427	60	94	4	6	1	2	0	0	9.6	30	7.8	24
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	41	3459	39	95	2	5	1	2	0	0	10.4	33	7.6	24
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	18	3481	17	94	1	6	0	0	0	0	10.3	32	8.1	25
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	98	3433	91	93	7	7	2	2	0	0	9.8	31	7.7	24
No	26	3483	26	100	0	0	0	0	0	0	10.4	32	8.0	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	5	3329	5	100	0	0	0	0	0	0	7.8	24	7.4	23
Nonparticipants	119	3448	112	94	7	6	2	2	0	0	10.1	31	7.7	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	122	3444	115	94	7	6	2	2	0	0	10.0	31	7.8	24
Identified as Emergent Bilingual/English Learner	52	3455	48	92	4	8	1	2	0	0	9.9	31	8.1	25
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	72	3436	69	96	3	4	1	1	0	0	10.0	31	7.5	23
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	124	3444	117	94	7	6	2	2	0	0	10.0	31	7.7	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	52	3455	48	92	4	8	1	2	0	0	9.9	31	8.1	25
Nonparticipants	72	3436	69	96	3	4	1	1	0	0	10.0	31	7.5	23
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	37	3371	36	97	1	3	0	0	0	0	9.4	29	6.5	20
No	87	3475	81	93	6	7	2	2	0	0	10.2	32	8.3	26
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	32	3499	30	94	2	6	0	0	0	0	10.5	33	8.6	27
No	92	3425	87	95	5	5	2	2	0	0	9.8	31	7.4	23
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	123	3444	116	94	7	6	2	2	0	0	10.0	31	7.7	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	87	3437	82	94	5	6	1	1	0	0	9.9	31	7.6	24
No	37	3459	35	95	2	5	1	3	0	0	10.1	32	8.0	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Administration Summary	Number	Percent
Students Tested	613	99
Students Not Tested		
Absent	4	1
Other	0	0
Total Documents Submitted	617	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) #	Reading (1) %	Writing (2) #	Writing (2) %
											Number of Points Possible: 32		Number of Points Possible: 32	
All Students	613	3976	200	33	413	67	307	50	30	5	17.8	55	16.5	52
Male	329	3888	137	42	192	58	141	43	9	3	16.6	52	15.0	47
Female	284	4079	63	22	221	78	166	58	21	7	19.0	59	18.3	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	300	3919	109	36	191	64	130	43	10	3	17.0	53	15.5	48
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	16	4441	1	6	15	94	14	88	3	19	22.9	71	25.2	79
Black or African American	136	3867	54	40	82	60	56	41	4	3	16.3	51	14.6	46
Native Hawaiian or Other Pacific Islander	3	---	---	---	---	---	---	---	---	---	---	---	---	---
White	154	4136	32	21	122	79	104	68	12	8	19.9	62	19.3	60
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	390	3890	156	40	234	60	158	41	11	3	16.5	52	15.0	47
No	223	4127	44	20	179	80	149	67	19	9	19.9	62	19.1	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	6	3621	4	67	2	33	1	17	0	0	14.3	45	8.8	28
Nonparticipants	607	3980	196	32	411	68	306	50	30	5	17.8	56	16.6	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3691	2	33	4	67	3	50	0	0	16.8	53	10.0	31
No Information Provided	607	3979	198	33	409	67	304	50	30	5	17.8	56	16.6	52
Identified as Emergent Bilingual/English Learner	159	3742	84	53	75	47	37	23	1	1	14.7	46	12.2	38
Monitored 1st Year, reclassified from EB/EL	6	4189	1	17	5	83	3	50	1	17	21.0	66	19.0	59
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	15	4267	2	13	13	87	12	80	1	7	21.7	68	21.5	67
Former EB/EL (Post Monitoring)	23	4443	0	0	23	100	22	96	4	17	23.3	73	25.4	79
Non-Emergent Bilingual/Non-English Learner	403	4022	113	28	290	72	227	56	22	5	18.4	57	17.4	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	612	3977	200	33	412	67	307	50	30	5	17.8	55	16.5	52
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	156	3731	84	54	72	46	34	22	1	1	14.5	45	12.0	37
Nonparticipants	456	4061	116	25	340	75	273	60	29	6	18.9	59	18.1	56
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	83	3565	60	72	23	28	9	11	0	0	12.5	39	9.0	28
No	530	4041	140	26	390	74	298	56	30	6	18.6	58	17.7	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	104	3844	38	37	66	63	40	38	1	1	16.3	51	14.4	45
No	509	4004	162	32	347	68	267	52	29	6	18.1	56	16.9	53
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	74	4513	2	3	72	97	70	95	17	23	23.4	73	26.4	82
Nonparticipants	539	3903	198	37	341	63	237	44	13	2	17.0	53	15.2	47
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	256	3760	132	52	124	48	69	27	3	1	15.1	47	12.4	39
No	357	4131	68	19	289	81	238	67	27	8	19.6	61	19.5	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	539	99
Students Not Tested		
Absent	4	1
Other	0	0
Total Documents Submitted	543	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) Avg #	Reading (1) %	Writing (2) #	Writing (2) %
											32		32	
All Students	539	4044	134	25	405	75	306	57	30	6	18.7	58	17.7	55
Male	279	3970	88	32	191	68	141	51	9	3	17.7	55	16.5	51
Female	260	4123	46	18	214	82	165	63	21	8	19.6	61	19.1	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	254	3997	68	27	186	73	129	51	10	4	18.1	56	16.9	53
American Indian or Alaska Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	15	4500	0	0	15	100	14	93	3	20	23.5	73	26.5	83
Black or African American	121	3913	42	35	79	65	56	46	4	3	17.0	53	15.4	48
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---
White	143	4189	21	15	122	85	104	73	12	8	20.6	64	20.3	63
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	337	3952	109	32	228	68	157	47	11	3	17.4	54	16.1	50
No	202	4198	25	12	177	88	149	74	19	9	20.8	65	20.4	64
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	5	3668	3	60	2	40	1	20	0	0	15.4	48	9.2	29
Nonparticipants	534	4048	131	25	403	75	305	57	30	6	18.7	58	17.8	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3691	2	33	4	67	3	50	0	0	16.8	53	10.0	31
No Information Provided	533	4048	132	25	401	75	303	57	30	6	18.7	58	17.8	56
Identified as Emergent Bilingual/English Learner	118	3835	47	40	71	60	37	31	1	1	16.0	50	13.8	43
Monitored 1st Year, reclassified from EB/EL	6	4189	1	17	5	83	3	50	1	17	21.0	66	19.0	59
Monitored 2nd Year, reclassified from EB/EL	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	15	4267	2	13	13	87	12	80	1	7	21.7	68	21.5	67
Former EB/EL (Post Monitoring)	23	4443	0	0	23	100	22	96	4	17	23.3	73	25.4	79
Non-Emergent Bilingual/Non-English Learner	370	4069	84	23	286	77	226	61	22	6	19.0	59	18.3	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	538	4044	134	25	404	75	306	57	30	6	18.7	58	17.7	55
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	115	3822	47	41	68	59	34	30	1	1	15.8	49	13.5	42
Nonparticipants	423	4105	87	21	336	79	272	64	29	7	19.4	61	18.9	59
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	61	3620	38	62	23	38	9	15	0	0	13.3	42	9.9	31
No	478	4098	96	20	382	80	297	62	30	6	19.3	60	18.7	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	92	3892	29	32	63	68	40	43	1	1	17.0	53	15.2	47
No	447	4075	105	23	342	77	266	60	29	6	19.0	59	18.2	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	73	4528	1	1	72	99	70	96	17	23	23.6	74	26.6	83
Nonparticipants	466	3968	133	29	333	71	236	51	13	3	17.9	56	16.3	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	202	3834	83	41	119	59	68	34	3	1	16.1	50	13.7	43
No	337	4170	51	15	286	85	238	71	27	8	20.2	63	20.1	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Administration Summary	Number	Percent
Students Tested	74	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	74	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) Avg # / 32	Reading (1) %	Writing (2) Avg # / 32	Writing (2) %
All Students	74	3485	66	89	8	11	1	1	0	0	11.2	35	7.7	24
Male	50	3431	49	98	1	2	0	0	0	0	10.5	33	6.9	21
Female	24	3596	17	71	7	29	1	4	0	0	12.6	39	9.4	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	46	3490	41	89	5	11	1	2	0	0	11.2	35	7.8	25
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	15	3499	12	80	3	20	0	0	0	0	11.3	35	8.0	25
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	11	3448	11	100	0	0	0	0	0	0	10.9	34	6.9	22
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	53	3501	47	89	6	11	1	2	0	0	11.2	35	8.0	25
No	21	3444	19	90	2	10	0	0	0	0	11.1	35	6.8	21
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	73	3486	65	89	8	11	1	1	0	0	11.2	35	7.7	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	74	3485	66	89	8	11	1	1	0	0	11.2	35	7.7	24
Identified as Emergent Bilingual/English Learner	41	3473	37	90	4	10	0	0	0	0	10.9	34	7.6	24
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	33	3499	29	88	4	12	1	3	0	0	11.6	36	7.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	74	3485	66	89	8	11	1	1	0	0	11.2	35	7.7	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	41	3473	37	90	4	10	0	0	0	0	10.9	34	7.6	24
Nonparticipants	33	3499	29	88	4	12	1	3	0	0	11.6	36	7.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	22	3414	22	100	0	0	0	0	0	0	10.2	32	6.6	21
No	52	3515	44	85	8	15	1	2	0	0	11.6	36	8.1	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	12	3478	9	75	3	25	0	0	0	0	11.0	34	8.1	25
No	62	3486	57	92	5	8	1	2	0	0	11.2	35	7.6	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	73	3485	65	89	8	11	1	1	0	0	11.2	35	7.7	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	54	3484	49	91	5	9	1	2	0	0	11.4	35	7.5	23
No	20	3487	17	85	3	15	0	0	0	0	10.8	34	8.1	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary

	Number	Percent
Students Tested	522	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	522	100

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

Results for Each Reporting Category

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History (36) #	1 History %	2 Geography and Culture (14) #	2 Geography and Culture %	3 Government and Citizenship (11) #	3 Government and Citizenship %	4 Economics, Science, Technology, and Society (17) #	4 %
All Students	522	4145	44	8	478	92	305	58	149	29	20.2	56	7.2	51	5.2	47	8.3	49
Male	289	4147	28	10	261	90	171	59	83	29	20.5	57	7.2	51	5.1	47	8.2	48
Female	233	4143	16	7	217	93	134	58	66	28	20.0	55	7.2	51	5.3	48	8.4	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	241	4070	26	11	215	89	127	53	51	21	19.2	53	6.8	49	4.8	44	7.8	46
American Indian or Alaska Native	6	4183	1	17	5	83	5	83	3	50	20.7	57	7.3	52	5.5	50	9.5	56
Asian	10	4326	0	0	10	100	6	60	5	50	22.8	63	8.0	57	6.1	55	9.7	57
Black or African American	111	4017	12	11	99	89	49	44	20	18	18.2	51	6.5	47	4.6	42	7.5	44
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	154	4342	5	3	149	97	118	77	70	45	23.2	64	8.1	58	6.1	56	9.5	56
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	317	4033	34	11	283	89	149	47	61	19	18.6	52	6.5	46	4.8	43	7.6	44
No	205	4318	10	5	195	95	156	76	88	43	22.7	63	8.2	59	5.8	53	9.4	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	5	4212	0	0	5	100	2	40	2	40	21.2	59	6.6	47	5.8	53	8.4	49
Nonparticipants	517	4145	44	9	473	91	303	59	147	28	20.2	56	7.2	51	5.2	47	8.3	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	521	4146	44	8	477	92	305	59	149	29	20.2	56	7.2	51	5.2	47	8.3	49
Identified as Emergent Bilingual/English Learner	125	3921	19	15	106	85	46	37	10	8	17.0	47	6.0	43	4.2	38	6.7	39
Monitored 1st Year, reclassified from EB/EL	9	4202	1	11	8	89	5	56	3	33	20.8	58	7.9	56	4.9	44	8.9	52
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	22	4317	0	0	22	100	18	82	9	41	23.3	65	8.5	60	5.6	51	9.2	54
Former EB/EL (Post Monitoring)	23	4279	2	9	21	91	17	74	9	39	22.3	62	8.0	57	5.6	51	9.4	55
Non-Emergent Bilingual/Non-English Learner	341	4204	22	6	319	94	217	64	117	34	21.1	58	7.4	53	5.5	50	8.7	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	521	4145	44	8	477	92	304	58	149	29	20.2	56	7.2	51	5.2	47	8.3	49
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	122	3911	19	16	103	84	43	35	9	7	16.9	47	5.9	42	4.2	38	6.6	39
Nonparticipants	399	4217	25	6	374	94	261	65	140	35	21.3	59	7.6	54	5.5	50	8.8	52
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	73	3737	21	29	52	71	14	19	4	5	14.1	39	4.7	34	3.7	34	5.7	34
No	449	4212	23	5	426	95	291	65	145	32	21.2	59	7.6	54	5.4	49	8.7	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	82	4177	7	9	75	91	52	63	22	27	20.9	58	7.2	52	5.3	48	8.3	49
No	440	4139	37	8	403	92	253	58	127	29	20.1	56	7.2	51	5.2	47	8.3	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	53	4662	0	0	53	100	51	96	43	81	27.2	76	9.9	71	7.6	69	11.9	70
Nonparticipants	469	4087	44	9	425	91	254	54	106	23	19.5	54	6.9	49	4.9	45	7.9	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	196	3931	26	13	170	87	70	36	20	10	17.1	48	6.0	43	4.2	38	6.8	40
No	326	4274	18	6	308	94	235	72	129	40	22.1	61	7.9	56	5.8	53	9.2	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 002 RYAN H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		Number	Percent
Students Tested		522	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		522	100
Legend			
--- = No Data Reported For Fewer Than Five Students			

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History 36 #	1 History 36 %	2 Geography and Culture 14 #	2 Geography and Culture 14 %	3 Government and Citizenship 11 #	3 Government and Citizenship 11 %	4 Economics, Science, Technology, and Society 17 #	4 Economics, Science, Technology, and Society 17 %
All Students	522	4145	44	8	478	92	305	58	149	29	20.2	56	7.2	51	5.2	47	8.3	49
Male	289	4147	28	10	261	90	171	59	83	29	20.5	57	7.2	51	5.1	47	8.2	48
Female	233	4143	16	7	217	93	134	58	66	28	20.0	55	7.2	51	5.3	48	8.4	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	241	4070	26	11	215	89	127	53	51	21	19.2	53	6.8	49	4.8	44	7.8	46
American Indian or Alaska Native	6	4183	1	17	5	83	5	83	3	50	20.7	57	7.3	52	5.5	50	9.5	56
Asian	10	4326	0	0	10	100	6	60	5	50	22.8	63	8.0	57	6.1	55	9.7	57
Black or African American	111	4017	12	11	99	89	49	44	20	18	18.2	51	6.5	47	4.6	42	7.5	44
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	154	4342	5	3	149	97	118	77	70	45	23.2	64	8.1	58	6.1	56	9.5	56
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	317	4033	34	11	283	89	149	47	61	19	18.6	52	6.5	46	4.8	43	7.6	44
No	205	4318	10	5	195	95	156	76	88	43	22.7	63	8.2	59	5.8	53	9.4	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	5	4212	0	0	5	100	2	40	2	40	21.2	59	6.6	47	5.8	53	8.4	49
Nonparticipants	517	4145	44	9	473	91	303	59	147	28	20.2	56	7.2	51	5.2	47	8.3	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	521	4146	44	8	477	92	305	59	149	29	20.2	56	7.2	51	5.2	47	8.3	49
Identified as Emergent Bilingual/English Learner	125	3921	19	15	106	85	46	37	10	8	17.0	47	6.0	43	4.2	38	6.7	39
Monitored 1st Year, reclassified from EB/EL	9	4202	1	11	8	89	5	56	3	33	20.8	58	7.9	56	4.9	44	8.9	52
Monitored 2nd Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	22	4317	0	0	22	100	18	82	9	41	23.3	65	8.5	60	5.6	51	9.2	54
Former EB/EL (Post Monitoring)	23	4279	2	9	21	91	17	74	9	39	22.3	62	8.0	57	5.6	51	9.4	55
Non-Emergent Bilingual/Non-English Learner	341	4204	22	6	319	94	217	64	117	34	21.1	58	7.4	53	5.5	50	8.7	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	521	4145	44	8	477	92	304	58	149	29	20.2	56	7.2	51	5.2	47	8.3	49
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	122	3911	19	16	103	84	43	35	9	7	16.9	47	5.9	42	4.2	38	6.6	39
Nonparticipants	399	4217	25	6	374	94	261	65	140	35	21.3	59	7.6	54	5.5	50	8.8	52
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	73	3737	21	29	52	71	14	19	4	5	14.1	39	4.7	34	3.7	34	5.7	34
No	449	4212	23	5	426	95	291	65	145	32	21.2	59	7.6	54	5.4	49	8.7	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	82	4177	7	9	75	91	52	63	22	27	20.9	58	7.2	52	5.3	48	8.3	49
No	440	4139	37	8	403	92	253	58	127	29	20.1	56	7.2	51	5.2	47	8.3	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	53	4662	0	0	53	100	51	96	43	81	27.2	76	9.9	71	7.6	69	11.9	70
Nonparticipants	469	4087	44	9	425	91	254	54	106	23	19.5	54	6.9	49	4.9	45	7.9	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	196	3931	26	13	170	87	70	36	20	10	17.1	48	6.0	43	4.2	38	6.8	40
No	326	4274	18	6	308	94	235	72	129	40	22.1	61	7.9	56	5.8	53	9.2	54
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

Performance by Roster | Performance by Student

Average Score, Performance Distribution and Average Points Earned on **Spring 2024 STAAR Algebra I Online, ASL, and Proctored Administration Forms** (STAAR EOC Spring 20
Category: RYAN H S, 2023-2024

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR EOC Spring 2024 Math | **Standards Keys**

Roster	Teacher	Total	Total				5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations, and Inequalities	3. Writing and Solving Linear Functions, Equations, and Inequalities	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
			Student Count	Test Completion Rate	Average Score	Performance Distribution							
State			466254		4011	Percent 21% 34% 20% 25% / Count 98K 159K 91.8K 117K							
ESC			51570		3983	Percent 23% 34% 19% 24% / Count 11.9K 17.6K 9.7K 12.3K							
District			2810		3944	Percent 23% 35% 21% 21% / Count 657 974 599 580							
Campus			617		3884	Percent 27% 36% 19% 18% / Count 165 224 116 112							
(students not in any roster)			617		3884	Percent 27% 36% 19% 18% / Count 165 224 116 112							

Performance by Roster | Performance by Student

Average Score, Performance Distribution and Average Points Earned on **Spring 2024 STAAR English I Online, ASL, and Proctored Administration Forms (STAAR Category: RYAN H S, 2023-2024**

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR EOC Spring 2024 RLA | **Standards Keys**

Roster	Teacher	Total						5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	1. Reading	2. Writing
			Student Count	Test Completion Rate	Average Score	Performance Distribution					
State			486180		4070 ⓘ	**Percent** 33% 13% 37% 17% **Count** 160K 63.3K 179K 82.9K	ⓘ				
ESC			52627		4078 ⓘ	**Percent** 32% 13% 37% 17% **Count** 17.1K 6.7K 19.7K 9.2K	ⓘ				
District			2904		4099 ⓘ	**Percent** 32% 11% 38% 19% **Count** 921 327 1.1K 563	ⓘ				
Campus			669		4018 ⓘ	**Percent** 40% 11% 33% 16% **Count** 265 76 223 105	ⓘ				
(students not in any roster)			669		4018 ⓘ	**Percent** 40% 11% 33% 16% **Count** 265 76 223 105	ⓘ				

Average Score, Performance Distribution and Average Points Earned on **Spring 2024 STAAR English II Online, ASL, and Proctored Administration Forms** (STAAF
Category: RYAN H S, 2023-2024

Filtered By **Rosters:** All Rosters | **Test Administrations:** STAAR EOC Spring 2024 RLA | **Standards Keys**

Roster	Teacher	Total	Total				5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	1. Reading	2. Writing
			Student Count	Test Completion Rate	Average Score	Performance Distribution				
State			462264		4095 ⓘ	Percent 26% 15% 51% 9% Count 117K 67.1K 237K 40.1K				
ESC			50808		4113 ⓘ	Percent 24% 14% 52% 9% Count 12.2K 7.3K 26.7K 4.6K				
District			2815		4084 ⓘ	Percent 26% 14% 52% 8% Count 725 393 1.5K 228				
Campus			544		3963 ⓘ	Percent 34% 17% 43% 5% Count 187 94 236 27				
(students not in any roster)			544		3963 ⓘ	Percent 34% 17% 43% 5% Count 187 94 236 27				

Diagnostic levels

Levels 🔵 National norms ❓

Above grade (0%)
9 students

On grade (2%)
33 students

Below grade (5%)
106 students
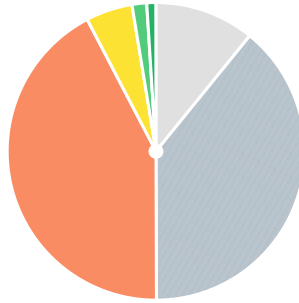
Not pinpointed (11%)
227 students

In assessment window (39%)
818 students

Far below grade (43%)
887 students

Group by [Grade ✕ ⌄] ⊕   Apply changes

Ninth grade
👤 554

Tenth grade
👤 554

Eleventh grade
👤 458

Twelfth grade
👤 514

- 🟩 Above grade ❓
- 🟢 On grade
- 🟡 Below grade
- 🟧 Far below grade
- ▨ In assessment window
- ⬜ Not pinpointed

Learning games (0%)
3 hr 59 min

Practice (55%)
2,631 hr 18 min

Instructional videos (0%)
11 hr 0 min

Assessment (38%)
1,782 hr 15 min

Group Jam (2%)
108 hr 49 min

Quizzes (4%)
213 hr 45 min
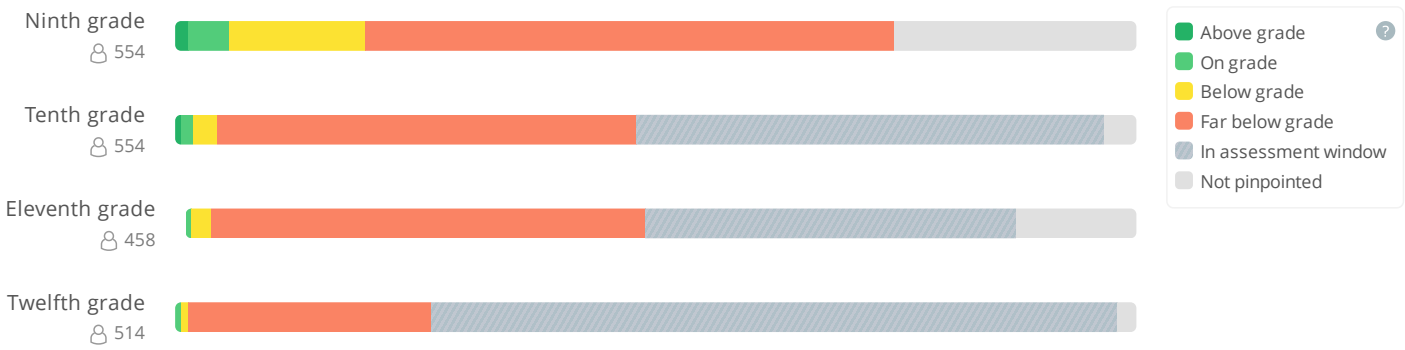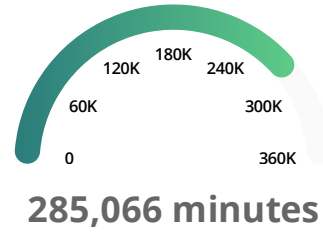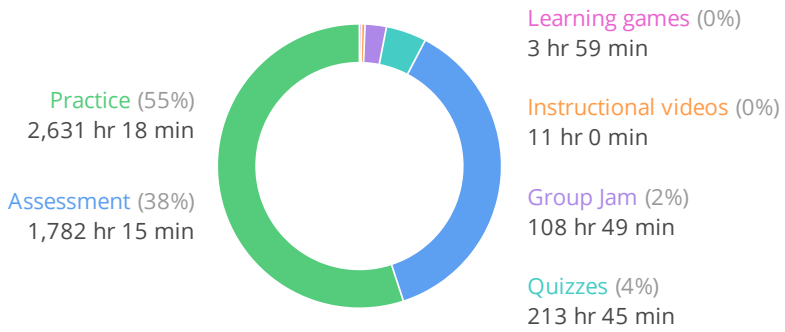
Time spent on IXL

Help your students grow by having them spend more time on IXL!

120K   180K   240K
60K   300K
0   360K

285,066 minutes

Group by   Grade   ⊕   Apply changes

Ninth grade
👤 554   125,835 min

Tenth grade
👤 554   76,846 min

Eleventh grade
👤 458   44,037 min

Twelfth grade
👤 514   38,347 min
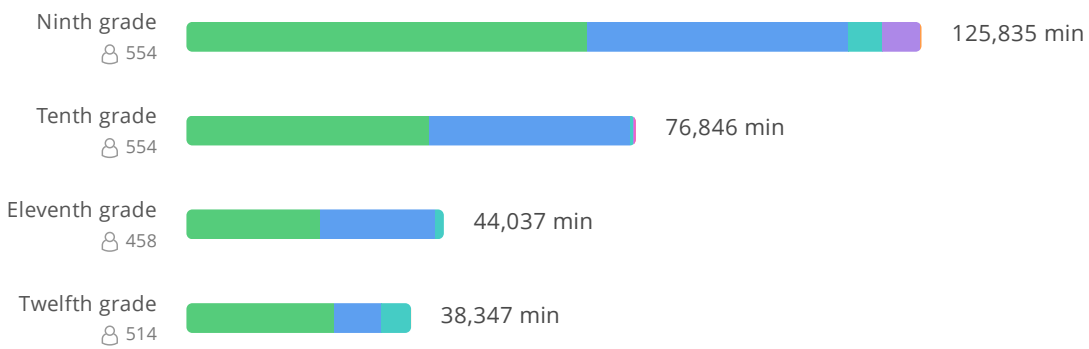
- Practice
- Assessment
- LevelUp Screener
- Common Assessment
- RTD
- Snapshot
- Quizzes
- Group Jam
- Instructional videos
- Learning games
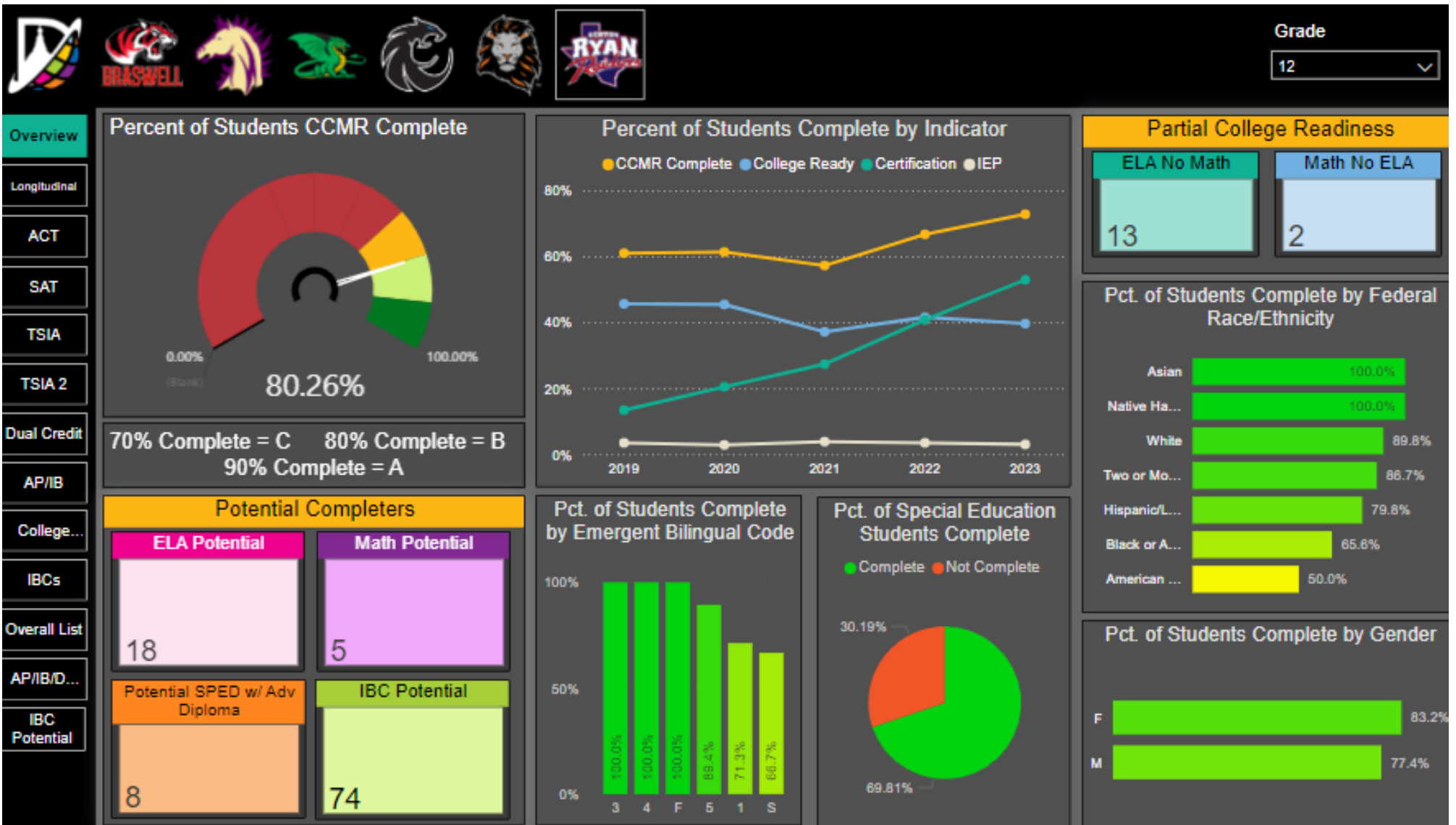
CCMR Dashboard as of June 4, 2024

Denton Independent School District

Fred Moore High School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

School Motto

Dedication * Direction * Discovery

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred Moore High School is a comprehensive Denton ISD high school located in the center of Denton, Texas. The school has a rich and long-standing history in the community as well as in the school district, providing alternative educational opportunities for students from across all comprehensive high schools in the district. The school is named after its founder and long-time Denton community leader, Dr. Fred Moore. Dr. Moore was an important figure in the local African American community. Fred Moore had a remarkable career in education and became the Principal of Fred Douglas school in 1915. During his career as an educator and leader in the country, Dr. Moore stressed the importance of the rules of conduct for students, a premise established then and used today in school settings across the nation. The building now named Fred Moore High School was opened in 1948 and operated as Fred Douglas High School. In 1991-92, the building, having been renovated, was re-opened for the 1991-92 school year. Fred Moore High School has remained opened as DISD's Accelerated Comprehensive High School of Choice.

The current enrollment of FMHS is approximately 120 students throughout the school year, with rolling enrollment which would typically not exceed 75 students on campus at any given time. There are currently two graduations held in each calendar year, one in December and one in May. Students range in grade level from 9th grade through 12th grade, with the majority of students falling in the 11th and 12th grade classification. The school is open to all students from all situations and backgrounds, and an admission process precedes enrollment in the school. The non-traditional format of the school allows for students to work on five to six classes each day and work at an accelerated pace, as well as providing opportunities to recover lost credit from previous attempts.

Demographics Strengths

- Accelerated graduation pathway, with accelerated rigorous coursework
- Individualized graduation plans
- Student-centered focus not only on academics but on social-emotional needs
- Ongoing referrals from past FM graduates and their families
- High rate of success of our graduates (acceptance and attendance to Community Colleges, Universities, and Trade Schools)
- Community Partnerships:
  - UNT- Career Connects
  - UNT - Go Center
  - Lake Cities Rotary/Interact and Community Services
- Community resources continue to increase for scholarships and grants

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

At Fred Moore, over 100% of students are classified as "at-risk" of dropping out of high school. Many of the students who are accepted have failed multiple core classes and have developed poor attendance habits. Many times, students are one to two years behind academically. By providing accelerated learning opportunities, many times students can graduate on time. With direct teach opportunities, which are STAAR test prep periods, students with multiple failed attempts on STAAR finally obtain a passing score. Qualitative data from student feedback indicates concern that if some had stayed on their traditional campus, they most likely would have dropped out. Increased efforts are continuing with visiting campuses across the four comprehensive high schools. During these visits, updated guidelines for the admission process and transcript review will be discussed with campus counseling teams.

EOC results for Spring 2024

94% passing rate for US History

53% passing rate for English 1 & 2

62% passing rate for Algebra 1

89% passing rate for Biology

Student Learning Strengths

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

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

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

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

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

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

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

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

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

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the District. Add PSAT, SAT, TSI to the testing areas for students during the school day.   **Root Cause:** Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

Problem Statement 2 (Prioritized): Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities.   **Root Cause:** Need to build on the instruction that various campuses from which we enroll students have used for Algebra instruction and supplement the learning with trying to cover the gaps which exist with our students.

School Processes & Programs

School Processes & Programs Summary

Fred Moore has developed a positive, supportive environment for students, faculty, staff, and families. The leadership at Fred Moore actively seeks input from all staff members and maintains open communication with stakeholders, ensuring transparency in decision-making processes and the reasoning behind them. Staff members feel confident bringing concerns or suggestions to administration, fostering a collaborative approach to problem-solving.

Teacher retention is strong due to the positive work environment, with opportunities for faculty and staff to take on leadership roles at the campus and District levels. These leadership roles help drive projects that support the overall goals of the school. In addition, the administration consistently encourages staff to embrace new responsibilities as needed. A strong emphasis is placed on professional development, with a focus on both on-campus and off-campus opportunities. Teachers are involved in the planning of their professional development, with budgetary support from the administration to ensure these opportunities are realized.

School Processes & Programs Strengths

- Every teacher is Highly Qualified and certified in their teaching area

- Additional courses offered in Fine Arts, Sociology, Theatre

- Teachers are provided with professional learning opportunities

- Decision making is site-based to the extent possible with teacher and staff input respected

- Staff feels supported and heard by the administration

- Shared vision of Professional Learning Community consistently practiced

- Campus funds are utilized in support of meeting the needs of students

- Flexibility of scheduling promotes acceleration of credits earned

- Teachers, staff, and parents are active members of the Campus Leadership Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment. **Root Cause:** Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom. Continuing to look at ways to add without getting too far away from the basics of accelerated learning.

Perceptions

Perceptions Summary

Fred Moore High School conducts its operations with a focus on maintaining high educational standards while providing a smaller, more supportive environment compared to traditional high schools in Denton ISD. The staff is deeply committed to the success and well-being of each student, ensuring that all individual needs are met.

Teachers at FMHS are highly qualified and deliver rigorous coursework with a self-paced approach, allowing students to progress at their own speed while focusing on the specific credits required for graduation. Upon graduation, students are well-prepared for their next step, whether it be college, trade school, military service, or entering the workforce.

The school's motto—Dedication, Direction, Discovery—reflects the core values and beliefs that drive the culture at FMHS. Students are encouraged to demonstrate dedication to succeed, and staff provide clear guidance and support to help them navigate toward their goals. This focus on individual progress and personal growth is central to the Fred Moore experience and aligns with the school's commitment to student success and preparation for the future.

To better assess how well we conduct business, FMHS actively gathers feedback through parent engagement evaluations, student and staff surveys, and community partnership involvement, ensuring a climate of continuous improvement.

Perceptions Strengths

Fred Moore High School excels in fostering a committed and supportive environment for its students, faculty, and community. The dedication of both teaching and support staff is evident in their focus on addressing the diverse needs of students, working collaboratively each day to ensure student success. A key strength of Fred Moore is its unwavering commitment to providing educational opportunities and resources that prioritize student progress and graduation. This focus has been instrumental in the school's long-standing success. Innovation remains a priority, with ongoing efforts to enhance support for teachers and expand services to reach more students.

To assess the effectiveness of its operations, Fred Moore engages in various forms of feedback, including surveys and evaluations from parents, students, and staff, ensuring continuous improvement in communication, engagement, and overall satisfaction. Community partnerships also play a vital role, providing additional resources and opportunities for students.

Fred Moore High School's Key Offerings:

- **Graduation**: The school offers two graduation ceremonies each year—Fall and Spring—held at Ryan High School's Fine Arts Center.
- **Diploma Options**: Students at Fred Moore receive the same Foundation and Foundation with Endorsement diplomas as those at traditional campuses, recognized by all accredited colleges and universities.
- **Rigorous Curriculum**: Coursework is provided online, with each student receiving a device for independent learning, supplemented by teacher tutoring and support.
- **Accelerated Pacing**: Students can advance to the next course in their graduation plan as soon as they're ready, rather than waiting for the end of the semester.
- **College and Career Center**: Fred Moore offers test preparation, resume writing assistance, and support for job, college, and FAFSA applications.
- **Clubs and Organizations**: A variety of clubs and leadership groups allow students to engage with their campus and community, build friendships, and develop new skills.
- **Field Trips**: Outings promote STEM enrichment, cultural awareness, and college/career readiness.
- **Incentive Programs**: The campus rewards student leadership, attendance, and achievement both inside and outside the classroom.
- **Scholarship Opportunities**: Staff members actively assist students with identifying and applying for scholarships.
- **College and Career Fairs**: Held each Fall and Spring to connect students with post-graduation opportunities.
- **Industry Leaders**: Regular visits from professionals provide students with insight into career paths and help guide their post-graduation plans.

Through surveys, focus groups, and feedback from students and staff, Fred Moore continuously evaluates its strengths and works to enhance the student experience, maintain high staff retention, and strengthen community partnerships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. Bringing professional development to the campus and offering off campus teacher-selected professional development ideas and workshops. **Root Cause:** Need for growth without sacrificing the smaller teacher to student ratio. Continued variation of accelerated learning model without sacrificing established norms.

Priority Problem Statements

Problem Statement 1: Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the District. Add PSAT, SAT, TSI to the testing areas for students during the school day.

Root Cause 1: Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Ability to reach all District campuses to discuss the areas in which FMHS can help serve more students, increasing overall enrollment and graduation rates, but at the same time not overpopulate the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process, understanding that staffing differences do still limit some services.

Root Cause 2: Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities.

Root Cause 3: Need to build on the instruction that various campuses from which we enroll students have used for Algebra instruction and supplement the learning with trying to cover the gaps which exist with our students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment.

Root Cause 4: Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom. Continuing to look at ways to add without getting too far away from the basics of accelerated learning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. Bringing professional development to the campus and offering off campus teacher-selected professional development ideas and workshops.

Root Cause 5: Need for growth without sacrificing the smaller teacher to student ratio. Continued variation of accelerated learning model without sacrificing established norms.

Problem Statement 5 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- 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
- 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
- T-TESS 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

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

- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Increase passing rate of EOC exams to at least 65% for students that are retesting.

> **High Priority**
>
> **HB3 Guiding Outcome**
>
> **Evaluation Data Sources:** TEA Accountability Reports
> TEA EOC Reports
> TAPR Reports
> Campus-developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize IXL during STAAR-prep/remediation periods.	**Formative**		
Strategy's Expected Result/Impact: Increase students' preparedness for STAAR, increase familiarity with question types	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Core teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Students will practice targeted writing weekly and receive constructive feedback to achieve improvement	**Formative**		
Strategy's Expected Result/Impact: Students will demonstrate increased achievement in Extended Constructed Response portion of STAAR	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Core teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: With teacher feedback and modeling, students to set and meet a SMART personal goal for EOC results.	**Formative**		
Strategy's Expected Result/Impact: At least 90% of students will meet or exceed their personal goal.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Core teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Teachers will administer practice STAAR tests and/or released practice questions quarterly to measure student progress	**Formative**		
Strategy's Expected Result/Impact: Student achievement will improve in each quarterly assessment.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Core teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: EOY ADA for 23-24SY was 88.81%. We will increase ADA to a minimum of 94%.

High Priority

Evaluation Data Sources: eSchool daily attendance
Attendance dashboard
Truancy & Dropout Prevention System

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with the Student Support Services Department biweekly to provide District resources to struggling students.	**Formative**		
Strategy's Expected Result/Impact: Students will be aware of resources available to them. Interventions will lead to improvements in chronic absenteeism.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Attendance liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create and implement incentives for students with good attendance.	**Formative**		
Strategy's Expected Result/Impact: Create a positive school culture around attendance.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Attendance liaison Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Review attendance patterns weekly for early identification of students at risk of chronic absenteeism.	**Formative**		
Strategy's Expected Result/Impact: Early identification will lead to early intervention. Reduction in chronic absenteeism.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Attendance liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Daily parent/guardian contacts by office staff, in addition to automated phone call, for absent students.	**Formative**		
Strategy's Expected Result/Impact: Increased communication with parents/guardians will result in improved attendance.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration Office staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Campus Advisory Committee

Committee Role	Name	Position
Social Worker	Pricilla Vazquez	Social Worker
Classroom Teacher	Bryan McLaren	Teacher
Classroom Teacher	Melissa Reeves	Teacher
Classroom Teacher	Jacqueline Davis	Teacher
Classroom Teacher	Stephanie Cooper	Teacher
Classroom Teacher	Countressa Ware Jones	Teacher
Special Education Teacher	Kelly Fiore-Watson	Teacher
Counselor	Christina Smith	Counselor
Paraprofessional	Stephanie Lundgren	Registrar/Administrative Assistant
Administrator	Toby Thomason	Principal

Addendums

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	8	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	8	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (12) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (14) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (13) #	%	4 Quadratic Functions and Equations (13) #	%	5 Exponential Functions and Equations (7) #	%
All Students	8	3662	3	38	5	63	0	0	0	0	3.8	31	5.9	42	4.5	35	5.6	43	3.0	43
Male	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	5	3795	1	20	4	80	0	0	0	0	5.0	42	7.0	50	5.2	40	5.8	45	3.2	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	5	3677	2	40	3	60	0	0	0	0	4.2	35	6.4	46	4.2	32	5.2	40	3.2	46
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	8	3662	3	38	5	63	0	0	0	0	3.8	31	5.9	42	4.5	35	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	8	3662	3	38	5	63	0	0	0	0	3.8	31	5.9	42	4.5	35	5.6	43	3.0	43
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	7	3643	3	43	4	57	0	0	0	0	3.7	31	5.4	39	4.3	33	5.7	44	3.1	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	8	3662	3	38	5	63	0	0	0	0	3.8	31	5.9	42	4.5	35	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	7	3643	3	43	4	57	0	0	0	0	3.7	31	5.4	39	4.3	33	5.7	44	3.1	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	7	3712	2	29	5	71	0	0	0	0	4.1	35	6.0	43	5.0	38	5.9	45	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	3511	3	60	2	40	0	0	0	0	2.6	22	5.0	36	3.6	28	5.2	40	2.4	34
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	8	3662	3	38	5	63	0	0	0	0	3.8	31	5.9	42	4.5	35	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	8	3662	3	38	5	63	0	0	0	0	3.8	31	5.9	42	4.5	35	5.6	43	3.0	43
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	3	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	3	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (12) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (14) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (13) #	%	4 Quadratic Functions and Equations (13) #	%	5 Exponential Functions and Equations (7) #	%
All Students	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	5	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	5	100

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

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 Number and Algebraic Methods (12) #	%	2 Describing and Graphing Linear Functions, Equations, and Inequalities (14) #	%	3 Writing and Solving Linear Functions, Equations, and Inequalities (13) #	%	4 Quadratic Functions and Equations (13) #	%	5 Exponential Functions and Equations (7) #	%
All Students	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
Male	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	5	3695	2	40	3	60	0	0	0	0	4.0	33	6.0	43	5.0	38	5.6	43	3.0	43
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		Number	Percent
Students Tested		9	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		9	100
Legend			
--- = No Data Reported For Fewer Than Five Students			

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		1 Cell Structure and Function		2 Mechanisms of Genetics		3 Biological Evolution and Classification		4 Biological Processes and Systems		5 Interdependence within Environmental Systems	
											Number of Points Possible									
											10		11		10		10		12	
											Avg. # of Points / % Achieved									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	3668	1	11	8	89	1	11	0	0	2.2	22	3.6	32	3.7	37	2.9	29	4.0	33
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	7	3729	0	0	7	100	1	14	0	0	2.3	23	3.6	32	4.3	43	3.1	31	4.3	36
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	6	3641	0	0	6	100	0	0	0	0	2.2	22	3.8	35	3.3	33	2.5	25	3.7	31
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	5	3577	1	20	4	80	0	0	0	0	2.2	22	3.2	29	3.4	34	2.2	22	3.4	28
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	9	3668	1	11	8	89	1	11	0	0	2.2	22	3.6	32	3.7	37	2.9	29	4.0	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	9	3668	1	11	8	89	1	11	0	0	2.2	22	3.6	32	3.7	37	2.9	29	4.0	33
Identified as Emergent Bilingual/English Learner	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	6	3687	1	17	5	83	1	17	0	0	1.8	18	3.8	35	3.3	33	3.3	33	4.5	38
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	9	3668	1	11	8	89	1	11	0	0	2.2	22	3.6	32	3.7	37	2.9	29	4.0	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	6	3687	1	17	5	83	1	17	0	0	1.8	18	3.8	35	3.3	33	3.3	33	4.5	38
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	8	3674	1	13	7	88	1	13	0	0	2.3	23	3.4	31	3.9	39	3.0	30	4.0	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	3558	1	20	4	80	0	0	0	0	2.6	26	3.2	29	3.2	32	2.0	20	3.0	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	9	3668	1	11	8	89	1	11	0	0	2.2	22	3.6	32	3.7	37	2.9	29	4.0	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	9	3668	1	11	8	89	1	11	0	0	2.2	22	3.6	32	3.7	37	2.9	29	4.0	33
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		Number	Percent
Students Tested		5	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		5	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Cell Structure and Function (10) #	%	Mechanisms of Genetics (11) #	%	Biological Evolution and Classification (10) #	%	Biological Processes and Systems (10) #	%	Interdependence within Environmental Systems (12) #	%
All Students	5	3768	0	0	5	100	1	20	0	0	1.8	18	4.0	36	4.2	42	3.2	32	5.2	43
Male	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3768	0	0	5	100	1	20	0	0	1.8	18	4.0	36	4.2	42	3.2	32	5.2	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	5	3768	0	0	5	100	1	20	0	0	1.8	18	4.0	36	4.2	42	3.2	32	5.2	43
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3768	0	0	5	100	1	20	0	0	1.8	18	4.0	36	4.2	42	3.2	32	5.2	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3768	0	0	5	100	1	20	0	0	1.8	18	4.0	36	4.2	42	3.2	32	5.2	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	5	3768	0	0	5	100	1	20	0	0	1.8	18	4.0	36	4.2	42	3.2	32	5.2	43
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		Number	Percent
Students Tested		4	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		4	100

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

Results for Each Reporting Category

	1 Cell Structure and Function	2 Mechanisms of Genetics	3 Biological Evolution and Classification	4 Biological Processes and Systems	5 Interdependence within Environmental Systems
Number of Points Possible	10	11	10	10	12

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 #	1 %	2 #	2 %	3 #	3 %	4 #	4 %	5 #	5 %
All Students	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	13	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	13	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) #	Reading (1) %	Writing (2) #	Writing (2) %
											Number of Points Possible 32		Number of Points Possible 32	
All Students	13	3580	11	85	2	15	1	8	0	0	12.0	38	9.5	30
Male	8	3477	8	100	0	0	0	0	0	0	11.4	36	7.0	22
Female	5	3745	3	60	2	40	1	20	0	0	13.0	41	13.6	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	6	3448	6	100	0	0	0	0	0	0	9.7	30	7.8	24
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	8	3415	8	100	0	0	0	0	0	0	9.9	31	6.9	21
No	5	3844	3	60	2	40	1	20	0	0	15.4	48	13.8	43
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	13	3580	11	85	2	15	1	8	0	0	12.0	38	9.5	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	13	3580	11	85	2	15	1	8	0	0	12.0	38	9.5	30
Identified as Emergent Bilingual/English Learner	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	11	3588	9	82	2	18	1	9	0	0	12.5	39	9.4	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	13	3580	11	85	2	15	1	8	0	0	12.0	38	9.5	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	11	3588	9	82	2	18	1	9	0	0	12.5	39	9.4	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No	11	3562	9	82	2	18	1	9	0	0	11.5	36	9.6	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	5	3750	3	60	2	40	1	20	0	0	14.2	44	12.6	39
No	8	3474	8	100	0	0	0	0	0	0	10.6	33	7.6	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	13	3580	11	85	2	15	1	8	0	0	12.0	38	9.5	30
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	13	3580	11	85	2	15	1	8	0	0	12.0	38	9.5	30
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		Number	Percent
Students Tested		4	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		4	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) #	Reading (1) %	Writing (2) #	Writing (2) %
											Number of Points Possible: 32		32	
All Students	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	1	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
No	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		Number	Percent
Students Tested		9	100
Students Not Tested			
Absent		0	0
Other		0	0
Total Documents Submitted		9	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) Avg #	Reading (1) %	Writing (2) Avg #	Writing (2) %
											32 pts possible		32 pts possible	
All Students	9	3485	9	100	0	0	0	0	0	0	10.7	33	7.8	24
Male	6	3499	6	100	0	0	0	0	0	0	11.7	36	7.2	22
Female	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	5	3406	5	100	0	0	0	0	0	0	9.0	28	7.4	23
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	7	3451	7	100	0	0	0	0	0	0	10.1	32	7.4	23
No	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	9	3485	9	100	0	0	0	0	0	0	10.7	33	7.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	9	3485	9	100	0	0	0	0	0	0	10.7	33	7.8	24
Identified as Emergent Bilingual/English Learner	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	7	3471	7	100	0	0	0	0	0	0	11.1	35	7.0	22
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	9	3485	9	100	0	0	0	0	0	0	10.7	33	7.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	7	3471	7	100	0	0	0	0	0	0	11.1	35	7.0	22
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
No	8	3459	8	100	0	0	0	0	0	0	10.0	31	7.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3495	6	100	0	0	0	0	0	0	10.7	33	8.0	25
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	9	3485	9	100	0	0	0	0	0	0	10.7	33	7.8	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	9	3485	9	100	0	0	0	0	0	0	10.7	33	7.8	24
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	21	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	21	100
Legend		
--- = No Data Reported For Fewer Than Five Students		

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) Number of Points Possible 32 — Avg #	Reading %	Writing (2) Number of Points Possible 32 — Avg #	Writing %
All Students	21	4028	5	24	16	76	9	43	0	0	19.1	60	16.4	51
Male	8	4004	4	50	4	50	3	38	0	0	18.4	57	16.1	50
Female	13	4043	1	8	12	92	6	46	0	0	19.6	61	16.6	52
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	9	3883	2	22	7	78	2	22	0	0	17.3	54	13.6	42
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	8	4170	1	13	7	88	5	63	0	0	21.1	66	19.1	60
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	11	3953	3	27	8	73	3	27	0	0	18.7	59	14.3	45
No	10	4110	2	20	8	80	6	60	0	0	19.6	61	18.8	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	21	4028	5	24	16	76	9	43	0	0	19.1	60	16.4	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	21	4028	5	24	16	76	9	43	0	0	19.1	60	16.4	51
Identified as Emergent Bilingual/English Learner	6	3822	2	33	4	67	1	17	0	0	15.8	49	13.0	41
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	15	4110	3	20	12	80	8	53	0	0	20.5	64	17.8	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	21	4028	5	24	16	76	9	43	0	0	19.1	60	16.4	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	6	3822	2	33	4	67	1	17	0	0	15.8	49	13.0	41
Nonparticipants	15	4110	3	20	12	80	8	53	0	0	20.5	64	17.8	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No	18	4078	3	17	15	83	9	50	0	0	19.6	61	17.7	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	8	4082	1	13	7	88	5	63	0	0	20.8	65	17.1	54
No	13	3994	4	31	9	69	4	31	0	0	18.2	57	16.0	50
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	20	4030	5	25	15	75	9	45	0	0	19.3	60	16.4	51
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	21	4028	5	24	16	76	9	43	0	0	19.1	60	16.4	51
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	14	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	14	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (32) Avg #	Reading %	Writing (32) Avg #	Writing %
All Students	14	4116	2	14	12	86	8	57	0	0	20.2	63	18.4	57
Male	6	4084	2	33	4	67	3	50	0	0	19.3	60	18.0	56
Female	8	4140	0	0	8	100	5	63	0	0	20.9	65	18.6	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	4	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	7	4228	0	0	7	100	5	71	0	0	21.9	68	20.4	64
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	8	3989	2	25	6	75	3	38	0	0	19.5	61	14.9	46
No	6	4286	0	0	6	100	5	83	0	0	21.2	66	23.0	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	14	4116	2	14	12	86	8	57	0	0	20.2	63	18.4	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	14	4116	2	14	12	86	8	57	0	0	20.2	63	18.4	57
Identified as Emergent Bilingual/English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	10	4211	1	10	9	90	7	70	0	0	21.5	67	20.2	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	14	4116	2	14	12	86	8	57	0	0	20.2	63	18.4	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	10	4211	1	10	9	90	7	70	0	0	21.5	67	20.2	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---
No	12	4195	0	0	12	100	8	67	0	0	21.0	66	20.3	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	5	4155	0	0	5	100	4	80	0	0	21.4	67	19.2	60
No	9	4094	2	22	7	78	4	44	0	0	19.6	61	17.9	56
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	13	4127	2	15	11	85	8	62	0	0	20.5	64	18.5	58
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	14	4116	2	14	12	86	8	57	0	0	20.2	63	18.4	57
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

24050201ALHS00

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary		
	Number	Percent
Students Tested	7	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	7	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Reading (1) — 32 pts #	Reading (1) %	Writing (2) — 32 pts #	Writing (2) %
All Students	7	3851	3	43	4	57	1	14	0	0	17.0	53	12.6	39
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	5	3887	1	20	4	80	1	20	0	0	17.6	55	13.4	42
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	5	3887	1	20	4	80	1	20	0	0	17.6	55	13.4	42
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	7	3851	3	43	4	57	1	14	0	0	17.0	53	12.6	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	7	3851	3	43	4	57	1	14	0	0	17.0	53	12.6	39
Identified as Emergent Bilingual/English Learner	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	5	3909	2	40	3	60	1	20	0	0	18.4	58	13.0	41
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	7	3851	3	43	4	57	1	14	0	0	17.0	53	12.6	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	3909	2	40	3	60	1	20	0	0	18.4	58	13.0	41
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	1	---	---	---	---	---	---	---	---	---	---	---	---	---
No	6	3843	3	50	3	50	1	17	0	0	16.8	53	12.5	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	7	3851	3	43	4	57	1	14	0	0	17.0	53	12.6	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	7	3851	3	43	4	57	1	14	0	0	17.0	53	12.6	39
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	16	94
Students Not Tested		
Absent	1	6
Other	0	0
Total Documents Submitted	17	100

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

	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History (36) #	1 History (36) %	2 Geography and Culture (14) #	2 Geography and Culture (14) %	3 Government and Citizenship (11) #	3 Government and Citizenship (11) %	4 Economics, Science, Technology, and Society (17) #	4 Economics, Science, Technology, and Society (17) %
All Students	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	14	4096	0	0	14	100	7	50	3	21	19.1	53	7.4	53	5.3	48	7.6	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	8	3879	1	13	7	88	3	38	0	0	15.4	43	6.4	46	4.4	40	6.5	38
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	6	4468	0	0	6	100	5	83	4	67	25.3	70	8.5	61	7.5	68	10.0	59
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	10	3980	1	10	9	90	4	40	1	10	16.9	47	7.5	54	4.6	42	6.9	41
Economically Disadvantaged No	6	4302	0	0	6	100	4	67	3	50	22.5	63	7.2	51	6.8	62	9.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Nonparticipants	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
Identified as Emergent Bilingual/English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	11	4199	0	0	11	100	6	55	4	36	20.9	58	8.0	57	5.6	51	8.1	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Nonparticipants	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Nonparticipants	12	4204	0	0	12	100	7	58	4	33	20.9	58	8.1	58	5.6	51	8.3	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education No	13	4159	0	0	13	100	7	54	3	23	19.8	55	7.8	55	5.6	51	8.2	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	6	4405	0	0	6	100	5	83	3	50	25.2	70	8.7	62	6.0	55	9.7	57
Section 504 No	10	3919	1	10	9	90	3	30	1	10	15.3	43	6.6	47	5.1	46	6.7	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Nonparticipants	15	4081	1	7	14	93	7	47	4	27	18.6	52	7.3	52	5.3	48	7.7	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
At-Risk No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

District: 061-901 DENTON ISD
Campus: 039 FRED MOORE H S

Report Date: SPRING 2024
Date of Testing: SPRING 2024

Administration Summary	Number	Percent
Students Tested	16	94
Students Not Tested		
Absent	1	6
Other	0	0
Total Documents Submitted	17	100

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

Group	Number of Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	1 History Avg #	1 History %	2 Geography and Culture Avg #	2 %	3 Government and Citizenship Avg #	3 %	4 Economics, Science, Technology, and Society Avg #	4 %
Number of Points Possible											36		14		11		17	
All Students	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	14	4096	0	0	14	100	7	50	3	21	19.1	53	7.4	53	5.3	48	7.6	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	8	3879	1	13	7	88	3	38	0	0	15.4	43	6.4	46	4.4	40	6.5	38
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	6	4468	0	0	6	100	5	83	4	67	25.3	70	8.5	61	7.5	68	10.0	59
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged Yes	10	3980	1	10	9	90	4	40	1	10	16.9	47	7.5	54	4.6	42	6.9	41
Economically Disadvantaged No	6	4302	0	0	6	100	4	67	3	50	22.5	63	7.2	51	6.8	62	9.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A Nonparticipants	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
Identified as Emergent Bilingual/English Learner	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	11	4199	0	0	11	100	6	55	4	36	20.9	58	8.0	57	5.6	51	8.1	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual Nonparticipants	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Nonparticipants	12	4204	0	0	12	100	7	58	4	33	20.9	58	8.1	58	5.6	51	8.3	49
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education No	13	4159	0	0	13	100	7	54	3	23	19.8	55	7.8	55	5.6	51	8.2	48
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 Yes	6	4405	0	0	6	100	5	83	3	50	25.2	70	8.7	62	6.0	55	9.7	57
Section 504 No	10	3919	1	10	9	90	3	30	1	10	15.3	43	6.6	47	5.1	46	6.7	39
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented Nonparticipants	15	4081	1	7	14	93	7	47	4	27	18.6	52	7.3	52	5.3	48	7.7	45
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk Yes	16	4101	1	6	15	94	8	50	4	25	19.0	53	7.4	53	5.4	49	7.8	46
At-Risk No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

2022-23 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: FRED MOORE H S

Campus Number: 061901039

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	74%	**60%**	*	*	*	-	-	-	-	*	-	*	57%	*	-
	2022	65%	68%	**60%**	*	*	*	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2023	52%	56%	**30%**	*	*	*	-	-	-	-	*	-	*	43%	*	-
	2022	47%	49%	**20%**	*	*	*	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2023	13%	18%	**0%**	*	*	*	-	-	-	-	*	-	*	0%	*	-
	2022	11%	10%	**0%**	*	*	*	-	-	-	-	*	-	*	*	*	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**38%**	*	40%	*	-	-	-	-	*	-	25%	60%	29%	*
	2022	72%	73%	**59%**	80%	29%	80%	-	-	-	-	20%	-	70%	43%	70%	*
At Meets Grade Level or Above	2023	54%	57%	**38%**	*	40%	*	-	-	-	-	*	-	25%	60%	29%	*
	2022	55%	58%	**41%**	40%	14%	80%	-	-	-	-	0%	-	60%	14%	40%	*
At Masters Grade Level	2023	9%	8%	**8%**	*	0%	*	-	-	-	-	*	-	13%	0%	0%	*
	2022	9%	9%	**0%**	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	75%	**90%**	*	80%	*	*	-	-	-	*	-	*	83%	100%	*
	2022	76%	70%	**100%**	*	*	*	-	-	-	*	-	-	100%	*	100%	*
At Meets Grade Level or Above	2023	43%	41%	**40%**	*	20%	*	*	-	-	-	*	-	*	50%	17%	*
	2022	43%	38%	**17%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
At Masters Grade Level	2023	23%	21%	**20%**	*	20%	*	*	-	-	-	*	-	*	17%	17%	*
	2022	27%	22%	**0%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	86%	**50%**	*	*	*	-	-	-	-	*	-	*	50%	40%	-
	2022	83%	80%	*	-	*	-	-	-	-	*	*	-	*	*	*	-
At Meets Grade Level or Above	2023	56%	53%	**13%**	*	*	*	-	-	-	-	*	-	*	17%	0%	-
	2022	55%	51%	*	-	*	-	*	-	-	*	*	-	*	*	*	-
At Masters Grade Level	2023	21%	19%	**0%**	*	*	*	-	-	-	-	*	-	*	0%	0%	-
	2022	21%	19%	*	-	*	-	*	-	-	*	*	-	*	*	*	-
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	94%	**85%**	100%	67%	89%	*	-	-	-	*	-	94%	67%	83%	*
	2022	89%	89%	**91%**	100%	67%	100%	*	*	-	-	*	-	82%	100%	87%	*
At Meets Grade Level or Above	2023	70%	73%	**38%**	57%	22%	44%	*	-	-	-	*	-	41%	33%	28%	*
	2022	68%	69%	**61%**	33%	50%	78%	*	*	-	-	*	-	64%	58%	47%	*
At Masters Grade Level	2023	38%	39%	**23%**	29%	0%	44%	*	-	-	-	*	-	29%	11%	11%	*
	2022	42%	41%	**26%**	17%	33%	22%	*	*	-	-	*	-	36%	17%	20%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	96%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	92%	99%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2023	61%	79%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	64%	88%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2023	12%	13%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	13%	17%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	**69%**	65%	56%	83%	*	-	-	-	55%	-	74%	64%	70%	*
	2022	74%	73%	**79%**	93%	50%	94%	*	*	-	*	45%	-	84%	72%	86%	43%
At Meets Grade Level or Above	2023	49%	48%	**34%**	35%	24%	48%	*	-	-	-	36%	-	29%	39%	23%	*
	2022	48%	46%	**45%**	29%	28%	72%	*	*	-	*	9%	-	48%	40%	37%	14%
At Masters Grade Level	2023	20%	19%	**13%**	18%	4%	22%	*	-	-	-	0%	-	21%	6%	8%	*
	2022	23%	22%	**11%**	7%	11%	11%	*	*	-	*	0%	-	13%	8%	9%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**48%**	43%	38%	63%	-	-	-	-	40%	-	36%	58%	45%	*
	2022	75%	76%	**59%**	83%	30%	83%	-	-	-	-	14%	-	77%	33%	77%	*
At Meets Grade Level or Above	2023	53%	55%	**35%**	29%	38%	38%	-	-	-	-	40%	-	18%	50%	27%	*
	2022	53%	54%	**36%**	33%	20%	67%	-	-	-	-	0%	-	54%	11%	38%	*
At Masters Grade Level	2023	20%	21%	**4%**	14%	0%	0%	-	-	-	-	0%	-	9%	0%	0%	*
	2022	25%	25%	**0%**	0%	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**90%**	*	80%	*	*	-	-	-	*	-	*	83%	100%	*
	2022	72%	68%	**100%**	*	*	*	-	-	-	*	-	-	100%	*	100%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	42%	**40%**	*	20%	*	*	-	-	-	*	-	*	50%	17%	*
	2022	42%	37%	**29%**	*	*	*	-	-	-	*	-	-	17%	*	0%	*
At Masters Grade Level	2023	19%	17%	**20%**	*	20%	*	*	-	-	-	*	-	*	17%	17%	*
	2022	20%	17%	**0%**	*	*	*	-	-	-	*	-	-	0%	*	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	75%	**50%**	*	*	*	-	-	-	-	*	-	*	50%	40%	-
	2022	76%	73%	*	-	*	-	*	-	-	*	*	-	*	*	*	-
At Meets Grade Level or Above	2023	47%	44%	**13%**	*	*	*	-	-	-	-	*	-	*	17%	0%	-
	2022	47%	44%	*	-	*	-	*	-	-	*	*	-	*	*	*	-
At Masters Grade Level	2023	18%	16%	**0%**	*	*	*	-	-	-	-	*	-	*	0%	0%	-
	2022	21%	19%	*	-	*	-	*	-	-	*	*	-	*	*	*	-
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**85%**	100%	67%	89%	*	-	-	-	*	-	94%	67%	83%	*
	2022	75%	75%	**91%**	100%	67%	100%	*	*	-	-	*	-	82%	100%	87%	*
At Meets Grade Level or Above	2023	52%	51%	**38%**	57%	22%	44%	*	-	-	-	*	-	41%	33%	28%	*
	2022	50%	51%	**61%**	33%	50%	78%	*	*	-	-	*	-	64%	58%	47%	*
At Masters Grade Level	2023	27%	26%	**23%**	29%	0%	44%	*	-	-	-	*	-	29%	11%	11%	*
	2022	30%	29%	**26%**	17%	33%	22%	*	*	-	-	*	-	36%	17%	20%	*

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English II	2023	74%	75%	**57%**	*	*	*	-	-	-	-	*	-	*	*	*	-
All Grades Both Subjects	2023	64%	65%	**57%**	*	*	*	-	-	-	-	*	-	*	*	*	-
All Grades ELA/Reading	2023	63%	64%	**57%**	*	*	*	-	-	-	-	*	-	*	*	*	-
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English II	2023	41%	40%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
All Grades Both Subjects	2023	38%	38%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
All Grades ELA/Reading	2023	35%	37%	*	*	*	*	-	-	-	-	*	-	*	*	*	-

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	75%	**69%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	*
	2022	74%	73%	**79%**	-	-	-	-	-	-	*	-	-	*	-	84%	43%	*
At Meets Grade Level or Above	2023	49%	48%	**34%**	-	-	-	-	-	-	*	-	*	-	-	34%	*	*
	2022	48%	46%	**45%**	-	-	-	-	-	-	*	-	-	*	-	50%	14%	*
At Masters Grade Level	2023	20%	19%	**13%**	-	-	-	-	-	-	*	-	*	-	-	13%	*	*
	2022	23%	22%	**11%**	-	-	-	-	-	-	*	-	-	*	-	11%	0%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**48%**	-	-	-	-	-	-	*	-	*	-	-	48%	*	*
	2022	75%	76%	**59%**	-	-	-	-	-	-	-	-	-	-	-	61%	*	*
At Meets Grade Level or Above	2023	53%	55%	**35%**	-	-	-	-	-	-	*	-	*	-	-	33%	*	*
	2022	53%	54%	**36%**	-	-	-	-	-	-	-	-	-	-	-	33%	*	*
At Masters Grade Level	2023	20%	21%	**4%**	-	-	-	-	-	-	*	-	*	-	-	5%	*	*
	2022	25%	25%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**90%**	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
	2022	72%	68%	**100%**	-	-	-	-	-	-	-	-	-	-	-	100%	*	-
At Meets Grade Level or Above	2023	45%	42%	**40%**	-	-	-	-	-	-	*	-	*	-	-	38%	*	-
	2022	42%	37%	**29%**	-	-	-	-	-	-	-	-	-	-	-	40%	*	-
At Masters Grade Level	2023	19%	17%	**20%**	-	-	-	-	-	-	*	-	*	-	-	13%	*	-
	2022	20%	17%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	75%	**50%**	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
	2022	76%	73%	*****	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2023	47%	44%	**13%**	-	-	-	-	-	-	-	-	-	-	-	13%	-	-
	2022	47%	44%	*****	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2023	18%	16%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2022	21%	19%	*****	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**85%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
	2022	75%	75%	**91%**	-	-	-	-	-	-	*	-	-	*	-	100%	*	*
At Meets Grade Level or Above	2023	52%	51%	**38%**	-	-	-	-	-	-	*	-	*	-	-	42%	*	*
	2022	50%	51%	**61%**	-	-	-	-	-	-	*	-	-	*	-	68%	*	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	26%	**23%**	-	-	-	-	-	-	*	-	*	-	-	25%	*	*
	2022	30%	29%	**26%**	-	-	-	-	-	-	*	-	-	*	-	26%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**57%**	-	-	-	-	-	-	-	-	-	-	-	57%	-	-
All Grades ELA/Reading	2023	63%	64%	**57%**	-	-	-	-	-	-	-	-	-	-	-	57%	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	38%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades ELA/Reading	2023	35%	37%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	**66%**	74%	61%	70%	*	*	-	-	92%	-	65%	66%	63%	29%
Not Included in Accountability: Mobile	4%	5%	**31%**	26%	32%	30%	*	*	-	-	8%	-	29%	34%	34%	50%
Not Included in Accountability: Other Exclusions	2%	1%	**3%**	0%	7%	0%	*	*	-	-	0%	-	6%	0%	3%	21%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	92%	92%	**55%**	78%	42%	62%	-	*	-	-	83%	-	52%	57%	46%	13%
Not Included in Accountability: Mobile	4%	5%	**38%**	22%	42%	38%	-	*	-	-	17%	-	33%	43%	46%	50%
Not Included in Accountability: Other Exclusions	3%	3%	**7%**	0%	16%	0%	-	*	-	-	0%	-	14%	0%	8%	38%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	*	*	*	-	-	*	-	100%	100%	100%	*
Included in Accountability	94%	94%	**77%**	*	83%	*	*	*	-	-	*	-	80%	75%	75%	*
Not Included in Accountability: Mobile	5%	5%	**23%**	*	17%	*	*	*	-	-	*	-	20%	25%	25%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	*	*	*	-	-	*	-	0%	0%	0%	*
Not Tested	1%	1%	**0%**	*	0%	*	*	*	-	-	*	-	0%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	*	*	*	-	-	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	*	*	*	-	-	*	-	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	**100%**	*	100%	*	-	*	-	-	*	-	*	100%	100%	*
Included in Accountability	93%	94%	**67%**	*	60%	*	-	*	-	-	*	-	*	75%	63%	*
Not Included in Accountability: Mobile	4%	5%	**33%**	*	40%	*	-	*	-	-	*	-	*	25%	38%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	*	-	*	-	-	*	-	*	0%	0%	*
Not Tested	1%	0%	**0%**	*	0%	*	-	*	-	-	*	-	*	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	*	0%	*	-	*	-	-	*	-	*	0%	0%	*
Other	0%	0%	**0%**	*	0%	*	-	*	-	-	*	-	*	0%	0%	*
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	-	*	-	100%	100%	100%	*
Included in Accountability	94%	94%	**74%**	64%	82%	75%	*	-	-	-	*	-	77%	69%	75%	*
Not Included in Accountability: Mobile	4%	4%	**26%**	36%	18%	25%	*	-	-	-	*	-	23%	31%	25%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	-	-	-	*	-	0%	0%	0%	*
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	-	*	-	0%	0%	0%	*
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	-	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	*	-	0%	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	96%	100%	96%	*	*	-	*	100%	-	98%	98%	100%	100%
Included in Accountability	93%	93%	**63%**	61%	62%	64%	*	*	-	*	79%	-	66%	60%	69%	78%
Not Included in Accountability: Mobile	5%	5%	**33%**	35%	31%	32%	*	*	-	*	21%	-	30%	36%	27%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	7%	0%	*	*	-	*	0%	-	2%	2%	4%	22%
Not Tested	1%	1%	**2%**	4%	0%	4%	*	*	-	*	0%	-	2%	2%	0%	0%
Absent	1%	1%	**1%**	0%	0%	4%	*	*	-	*	0%	-	0%	2%	0%	0%
Other	0%	0%	**1%**	4%	0%	0%	*	*	-	*	0%	-	2%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**97%**	100%	100%	91%	*	-	-	-	100%	-	100%	94%	100%	100%
Included in Accountability	92%	92%	**59%**	75%	59%	55%	*	-	-	-	88%	-	65%	53%	65%	60%
Not Included in Accountability: Mobile	5%	5%	**32%**	25%	29%	36%	*	-	-	-	13%	-	30%	35%	25%	0%
Not Included in Accountability: Other Exclusions	2%	2%	**5%**	0%	12%	0%	*	-	-	-	0%	-	5%	6%	10%	40%
Not Tested	1%	1%	**3%**	0%	0%	9%	*	-	-	-	0%	-	0%	6%	0%	0%
Absent	1%	1%	**3%**	0%	0%	9%	*	-	-	-	0%	-	0%	6%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**92%**	*	*	100%	*	-	-	*	-	-	91%	*	100%	*
Included in Accountability	93%	93%	**54%**	*	*	60%	*	-	-	*	-	-	55%	*	63%	*
Not Included in Accountability: Mobile	5%	5%	**38%**	*	*	40%	*	-	-	*	-	-	36%	*	38%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	*	0%	*	-	-	*	-	-	0%	*	0%	*
Not Tested	1%	1%	**8%**	*	*	0%	*	-	-	*	-	-	9%	*	0%	*
Absent	1%	0%	**0%**	*	*	0%	*	-	-	*	-	-	0%	*	0%	*
Other	0%	0%	**8%**	*	*	0%	*	-	-	*	-	-	9%	*	0%	*
Science																
Assessment Participant	98%	99%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Included in Accountability	93%	94%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Not Included in Accountability: Mobile	4%	5%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Not Included in Accountability: Other Exclusions	1%	1%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Not Tested	2%	1%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Absent	1%	1%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Other	0%	0%	*****	-	*	-	*	-	-	*	*	-	*	*	*	-
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	*	*	-	-	100%	-	100%	100%	100%	*
Included in Accountability	94%	94%	**66%**	55%	67%	75%	*	*	-	-	60%	-	73%	60%	71%	*
Not Included in Accountability: Mobile	4%	4%	**34%**	45%	33%	25%	*	*	-	-	40%	-	27%	40%	29%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	*
Not Tested	2%	1%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	*
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	-	0%	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	96%	*****	*	-	*	-	-	-	-	-	-	*	-	-	-

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.4%	**86.0%**	84.0%	86.7%	86.2%	-	*	-	*	89.1%	85.9%	*
2020-21	95.0%	97.0%	**93.4%**	94.7%	93.7%	93.1%	-	-	-	*	90.8%	92.7%	*
Chronic Absenteeism													
2021-22	25.7%	19.4%	**56.3%**	68.0%	56.4%	47.6%	-	*	-	*	50.0%	62.7%	75.0%
2020-21	15.0%	7.9%	**27.6%**	36.0%	17.9%	25.6%	-	-	-	*	30.0%	34.6%	33.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.4%	0.3%	**1.0%**	0.0%	0.0%	2.3%	-	-	-	*	0.0%	1.8%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.0%	**79.6%**	75.0%	68.8%	94.4%	*	*	-	*	85.7%	81.3%	71.4%
Received TxCHSE	0.3%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	1.8%	**20.4%**	25.0%	31.3%	5.6%	*	*	-	*	14.3%	18.8%	28.6%
Dropped Out	6.4%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.0%	97.1%	**79.6%**	75.0%	68.8%	94.4%	*	*	-	*	85.7%	81.3%	71.4%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
Class of 2021													
Graduated	90.0%	97.6%	**74.4%**	72.7%	71.4%	76.9%	-	-	-	*	*	65.2%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	3.9%	1.4%	**25.6%**	27.3%	28.6%	23.1%	-	-	-	*	*	34.8%	*
Dropped Out	5.8%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	90.3%	97.7%	**74.4%**	72.7%	71.4%	76.9%	-	-	-	*	*	65.2%	*
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.0%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.3%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.7%	99.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.1%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	*	100.0%	*
Class of 2020													
Graduated	92.2%	98.4%	**92.9%**	85.7%	93.8%	100.0%	-	-	-	*	*	91.7%	*
Received TxCHSE	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.1%	0.4%	**4.8%**	7.1%	6.3%	0.0%	-	-	-	*	*	4.2%	*
Dropped Out	6.2%	0.9%	**2.4%**	7.1%	0.0%	0.0%	-	-	-	*	*	4.2%	*
Graduates and TxCHSE	92.7%	98.7%	**92.9%**	85.7%	93.8%	100.0%	-	-	-	*	*	91.7%	*
Graduates, TxCHSE, and Continuers	93.8%	99.1%	**97.6%**	92.9%	100.0%	100.0%	-	-	-	*	*	95.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.6%	**97.6%**	92.9%	100.0%	100.0%	-	-	-	*	*	95.8%	*
Received TxCHSE	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Continued HS	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.2%	0.9%	**2.4%**	7.1%	0.0%	0.0%	-	-	-	*	*	4.2%	*
Graduates and TxCHSE	93.2%	98.9%	**97.6%**	92.9%	100.0%	100.0%	-	-	-	*	*	95.8%	*
Graduates, TxCHSE, and Continuers	93.8%	99.1%	**97.6%**	92.9%	100.0%	100.0%	-	-	-	*	*	95.8%	*
Class of 2019													
Graduated	92.6%	98.6%	**93.8%**	71.4%	100.0%	95.0%	-	-	-	-	80.0%	90.0%	*
Received TxCHSE	0.6%	0.6%	**6.3%**	28.6%	0.0%	5.0%	-	-	-	-	20.0%	10.0%	*
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.2%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	99.1%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	99.2%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.5%	**79.6%**	75.0%	68.8%	94.4%	*	*	-	*	85.7%	81.3%	71.4%
Class of 2021	90.0%	96.8%	**74.4%**	72.7%	71.4%	76.9%	-	-	-	*	*	65.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.2%	**7.0%**	0.0%	9.1%	11.8%	-	*	-	*	0.0%	7.7%	0.0%
Class of 2021	3.8%	2.0%	**17.2%**	0.0%	20.0%	30.0%	-	-	-	*	*	13.3%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	85.6%	**55.8%**	66.7%	45.5%	58.8%	-	*	-	*	0.0%	57.7%	60.0%
Class of 2021	81.9%	85.5%	**62.1%**	62.5%	60.0%	60.0%	-	-	-	*	*	66.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	87.8%	**62.8%**	66.7%	54.5%	70.6%	-	*	-	*	0.0%	65.4%	60.0%
Class of 2021	85.7%	87.5%	**79.3%**	62.5%	80.0%	90.0%	-	-	-	*	*	80.0%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	3.8%	2.0%	**18.9%**	0.0%	15.4%	33.3%	-	-	-	-	*	21.1%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	**40.9%**	47.4%	35.0%	39.1%	-	*	-	*	0.0%	41.0%	42.9%
2020-21	80.4%	84.3%	**54.1%**	44.4%	53.8%	60.0%	-	-	-	-	*	42.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	85.7%	**40.9%**	47.4%	35.0%	39.1%	-	*	-	*	0.0%	41.0%	42.9%
2020-21	84.1%	86.3%	**73.0%**	44.4%	69.2%	93.3%	-	-	-	-	*	63.2%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	66	100.0%	2,154	368,686
By Ethnicity:				
African American	19	28.8%	408	45,227
Hispanic	20	30.3%	662	191,125
White	23	34.8%	933	103,171
American Indian	0	0.0%	15	1,159
Asian	3	4.5%	80	18,794
Pacific Islander	0	0.0%	7	569
Two or More Races	1	1.5%	49	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	39	59.1%	307	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	45	14,179
Foundation H.S. Program (DLA)	27	40.9%	1,802	302,917
Special Education Graduates	10	15.2%	221	32,447
Economically Disadvantaged Graduates	39	59.1%	873	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	7	10.6%	196	40,398
At-Risk Graduates	45	68.2%	577	159,689
CTE Completers	2	3.0%	655	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
						College, Career, and Military Ready Graduates (Student Achievement)							
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	72.2%	**89.4%**	78.9%	85.0%	100.0%	-	*	-	*	90.0%	84.6%	85.7%
2020-21	65.2%	62.3%	**89.2%**	88.9%	84.6%	93.3%	-	-	-	-	*	84.2%	*
						College Ready Graduates							
College Ready (Annual Graduates)													
2021-22	52.9%	44.4%	**12.1%**	5.3%	15.0%	8.7%	-	*	-	*	0.0%	7.7%	0.0%
2020-21	52.7%	42.1%	**27.0%**	0.0%	23.1%	46.7%	-	-	-	-	*	21.1%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	54.5%	**22.7%**	31.6%	15.0%	17.4%	-	*	-	*	0.0%	25.6%	0.0%
2020-21	56.1%	54.2%	**37.8%**	11.1%	30.8%	60.0%	-	-	-	-	*	31.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	39.2%	**12.1%**	10.5%	10.0%	8.7%	-	*	-	*	0.0%	10.3%	0.0%
2020-21	45.7%	37.8%	**35.1%**	0.0%	23.1%	66.7%	-	-	-	-	*	26.3%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	36.7%	**9.1%**	5.3%	10.0%	4.3%	-	*	-	*	0.0%	7.7%	0.0%
2020-21	40.4%	35.9%	**27.0%**	0.0%	23.1%	46.7%	-	-	-	-	*	21.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	22.4%	**3.0%**	0.0%	5.0%	4.3%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	21.3%	19.5%	**8.1%**	0.0%	7.7%	13.3%	-	-	-	-	*	5.3%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	15.8%	**1.5%**	0.0%	0.0%	4.3%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	25.9%	13.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
						Career / Military Ready Graduates							
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	47.5%	**84.8%**	78.9%	75.0%	100.0%	-	*	-	*	90.0%	79.5%	85.7%
2020-21	24.2%	33.8%	**78.4%**	88.9%	84.6%	66.7%	-	-	-	-	*	78.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	41.5%	**83.3%**	78.9%	70.0%	100.0%	-	*	-	*	80.0%	76.9%	85.7%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	27.7%	**75.7%**	77.8%	84.6%	66.7%	-	-	-	-	*	78.9%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.5%	**1.5%**	0.0%	5.0%	0.0%	-	*	-	*	10.0%	2.6%	0.0%
2020-21	2.4%	3.9%	**2.7%**	11.1%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	3.9%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	12.0%	**9.1%**	10.5%	5.0%	4.3%	-	*	-	*	0.0%	10.3%	0.0%
	2020-21	25.9%	11.5%	**18.9%**	11.1%	15.4%	26.7%	-	-	-	-	*	21.1%	*
Mathematics	2021-22	18.7%	11.4%	**7.6%**	5.3%	5.0%	4.3%	-	*	-	*	0.0%	7.7%	0.0%
	2020-21	19.4%	11.2%	**16.2%**	0.0%	15.4%	26.7%	-	-	-	-	*	10.5%	*
Both Subjects	2021-22	12.6%	3.6%	**3.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	5.1%	0.0%
	2020-21	14.4%	5.7%	**8.1%**	0.0%	7.7%	13.3%	-	-	-	-	*	10.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
Mathematics	2021-22	14.0%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	10.3%	0.1%	**5.4%**	0.0%	15.4%	0.0%	-	-	-	-	*	10.5%	*
Both Subjects	2021-22	7.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	*	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	18.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	21.1%	19.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
English Language Arts	2022	13.2%	8.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	12.1%	10.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	4.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	6.1%	4.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Science	2022	9.6%	9.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	8.7%	9.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	10.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	11.6%	10.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	62.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	55.1%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	76.3%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	55.2%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	57.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	52.5%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	45.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	34.7%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	47.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	43.0%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	78.2%	**18.2%**	21.1%	20.0%	17.4%	-	*	-	*	10.0%	20.5%	14.3%
	2020-21	70.8%	93.1%	**51.4%**	44.4%	53.8%	53.3%	-	-	-	-	*	57.9%	*
At/Above Criterion for All Examinees	2021-22	32.1%	36.6%	**16.7%**	*	*	*	-	-	-	-	*	0.0%	*
	2020-21	32.9%	32.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1005	**906**	*	*	*	-	-	-	-	*	896	*
	2020-21	1002	987	**842**	838	779	899	-	-	-	-	815	869	750
English Language Arts and Writing	2021-22	506	508	**464**	*	*	*	-	-	-	-	*	460	*
	2020-21	504	501	**422**	435	387	445	-	-	-	-	390	439	375
Mathematics	2021-22	496	496	**442**	*	*	*	-	-	-	-	*	436	*
	2020-21	498	486	**420**	403	391	454	-	-	-	-	425	430	375
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	22.4	*	*	-	-	-	-	-	-	-	-	-
	2020-21	20.0	22.0	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	22.6	*	*	-	-	-	-	-	-	-	-	-
	2020-21	19.6	21.8	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	21.2	*	*	-	-	-	-	-	-	-	-	-
	2020-21	19.9	21.3	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	22.5	*	*	-	-	-	-	-	-	-	-	-
	2020-21	20.3	22.2	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	37.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	42.5%	38.7%	**2.6%**	0.0%	0.0%	6.1%	-	-	-	*	0.0%	2.4%	*
English Language Arts	2021-22	16.6%	11.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	16.3%	14.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2021-22	19.9%	14.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	19.3%	14.6%	**3.7%**	0.0%	0.0%	9.5%	-	-	-	-	0.0%	3.6%	*
Science	2021-22	21.1%	18.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
	2020-21	20.6%	19.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Social Studies	2021-22	22.8%	22.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2020-21	22.8%	24.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	36.6%	**21.6%**	33.3%	7.7%	26.7%	-	-	-	-	*	15.8%	*
	2019-20	46.1%	39.0%	**16.7%**	15.4%	16.7%	10.0%	-	-	-	*	*	18.5%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	58	100.0%	32,440	5,504,150	59	100.0%	32,521	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.4%	0	0.0%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.7%	0.7%	0	0.0%	0.7%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.1%	3.7%	0	0.0%	3.1%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 9	2	3.4%	7.7%	8.7%	2	3.4%	7.7%	8.7%
Grade 10	8	13.8%	8.0%	7.9%	8	13.6%	8.0%	7.9%
Grade 11	20	34.5%	7.6%	7.0%	20	33.9%	7.6%	7.0%
Grade 12	28	48.3%	7.2%	6.6%	29	49.2%	7.2%	6.6%
Ethnic Distribution:								
African American	16	27.6%	20.9%	12.8%	16	27.1%	20.9%	12.8%
Hispanic	16	27.6%	34.4%	53.0%	17	28.8%	34.3%	52.9%
White	21	36.2%	35.9%	25.6%	21	35.6%	36.0%	25.7%
American Indian	1	1.7%	0.4%	0.3%	1	1.7%	0.4%	0.3%
Asian	0	0.0%	3.8%	5.1%	0	0.0%	3.8%	5.1%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	4	6.9%	4.4%	3.0%	4	6.8%	4.4%	3.0%
Sex:								
Female	36	62.1%	48.9%	48.8%	37	62.7%	48.9%	48.8%
Male	22	37.9%	51.1%	51.2%	22	37.3%	51.1%	51.2%
Economically Disadvantaged	32	55.2%	48.8%	62.1%	33	55.9%	48.7%	62.0%
Non-Educationally Disadvantaged	26	44.8%	51.2%	37.9%	26	44.1%	51.3%	38.0%
Section 504 Students	16	27.6%	10.8%	7.4%	16	27.1%	10.8%	7.4%
EB Students/EL	3	5.2%	17.7%	23.1%	3	5.1%	17.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	3	2.6%	1.5%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	7	12.1%	7.5%	5.5%	7	11.9%	7.5%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	0	0.0%	0.9%	1.3%	0	0.0%	0.9%	1.3%
Immigrant	0	0.0%	1.3%	2.2%	0	0.0%	1.3%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	33.9%	64.6%	0	0.0%	33.9%	64.6%
Military Connected	0	0.0%	2.1%	3.6%	0	0.0%	2.1%	3.6%
At-Risk	53	91.4%	33.9%	53.3%	54	91.5%	33.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	3	5.2%	18.6%	23.2%	3	5.1%	18.6%	23.2%
Career and Technical Education	32	55.2%	30.4%	26.5%	32	54.2%	30.4%	26.5%
Career and Technical Education (9-12 grades only)	32	55.2%	79.7%	72.3%	32	54.2%	79.6%	72.2%
Gifted and Talented Education	1	1.7%	9.5%	8.2%	1	1.7%	9.5%	8.2%
Special Education	7	12.1%	13.6%	12.6%	7	11.9%	13.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	7							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	35.4%	44.1%				
Students with Physical Disabilities	0	0.0%	22.6%	20.0%				
Students with Autism	*	*	14.0%	15.5%				
Students with Behavioral Disabilities	*	*	26.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	99	85.3%	17.2%	16.8%				
By Ethnicity:								
African American	23	19.8%	5.5%	3.3%				
Hispanic	36	31.0%	5.3%	8.7%				
White	35	30.2%	5.0%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	2.6%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	2	1.7%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	86.7%	21.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	12	100.0%	15.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	59	85.5%	22.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	26	81.3%	19.6%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.5%	-	4.1%	4.5%
Grade 1	-	1.1%	2.5%	-	2.1%	3.6%
Grade 2	-	0.4%	1.6%	-	0.5%	2.0%
Grade 3	-	0.4%	0.8%	-	0.9%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.1%	0.4%	-	1.0%	0.5%
Grade 9	0.0%	1.5%	8.7%	-	3.2%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.3	18.7
Grade 1	-	17.9	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.2	19.3
Grade 4	-	18.5	19.4
Grade 5	-	19.6	20.8
Grade 6	-	20.1	19.2
Secondary:			
English/Language Arts	1.6	20.1	16.2
Foreign Languages	2.3	19.4	18.8
Mathematics	1.6	20.6	17.5
Science	1.6	22.2	18.5
Social Studies	1.7	22.6	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	14.3	100.0%	100.0%	100.0%
Professional Staff:	13.3	93.0%	70.5%	64.1%
Teachers	8.0	55.8%	54.9%	48.7%
Professional Support	4.3	30.2%	12.6%	10.9%
Campus Administration (School Leadership)	1.0	7.0%	2.2%	3.3%
Educational Aides:	1.0	7.0%	9.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	32.0	4,258.0
Part-time Librarians	0.0	n/a	4.0	646.0
Full-time Counselors	1.0	n/a	80.0	13,815.0
Part-time Counselors	0.0	n/a	13.0	1,240.0
Total Minority Staff:	3.5	24.4%	33.8%	53.2%
Teachers by Ethnicity:				
African American	1.0	12.5%	9.3%	11.8%
Hispanic	0.0	0.0%	14.6%	29.6%
White	7.0	87.5%	72.9%	54.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	1.7%	1.2%
Teachers by Sex:				
Males	1.1	13.3%	25.2%	24.4%
Females	6.9	86.7%	74.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.1	1.3%	1.9%	2.0%
Bachelors	6.0	74.9%	65.4%	72.2%
Masters	1.9	23.8%	31.7%	25.0%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.5%	4.8%	9.7%
1-5 Years Experience	1.1	13.3%	25.0%	26.3%
6-10 Years Experience	2.0	25.0%	22.1%	20.5%
11-20 Years Experience	3.9	48.8%	30.9%	27.2%
21-30 Years Experience	1.0	12.5%	14.9%	13.3%
Over 30 Years Experience	0.0	0.0%	2.3%	2.9%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	7.2	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	6.7	6.1
Average Years Experience of Principals with District	2.0	6.2	5.3
Average Years Experience of Assistant Principals	0.0	5.8	5.2
Average Years Experience of Assistant Principals with District	0.0	5.2	4.4
Average Years Experience of Teachers:	9.8	11.5	11.0
Average Years Experience of Teachers with District:	7.3	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,986	$58,462	$53,300
1-5 Years Experience	$58,805	$59,248	$56,516
6-10 Years Experience	$60,879	$61,392	$59,732
11-20 Years Experience	$64,707	$65,427	$63,389
21-30 Years Experience	$66,960	$68,083	$67,876
Over 30 Years Experience	-	$73,349	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$63,220	$63,228	$60,717
Professional Support	$66,628	$74,019	$72,022
Campus Administration (School Leadership)	$117,088	$93,206	$85,167
Instructional Staff Percent:	n/a	71.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	5.9%
Career and Technical Education	0.6	7.7%	4.8%	5.4%
Compensatory Education	0.0	0.0%	1.9%	3.2%
Gifted and Talented Education	0.0	0.0%	1.0%	1.7%
Regular Education	6.4	80.5%	77.7%	70.6%
Special Education	0.9	11.8%	6.7%	9.7%
Other	0.0	0.0%	5.7%	3.5%

Denton Independent School District

LaGrone Academy

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

At LaGrone Academy, we will:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LaGrone Academy is a Denton ISD school of choice that opened in August 2021 serving 11th & 12th grade students full-time and all DISD campuses part-time with a focus on career and industry. Our gender enrollment consists of 58% female and 42% male. The majority of our students are white (52%) with Hispanic/Latin (30%) and Black/African American (15%) rounding out the top 3. 10% of our students are served with an IEP and 7% of the LaGrone population are Emerging Bilingual. 27% of the LaGrone students are served under Section 504. Most of our staff members are teaching CTE courses, with all CTE instructors joining us from Industry. Eight teachers are responsible for our core subjects (2 each in Math, Science, Social Studies, and English)and one designated teacher for Special Education support and instruction.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.   **Root Cause:** Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Student Learning

Student Learning Summary

LaGrone Academy serves 11th and 12th grade students. The US History EOC is the only state exam administered, based on grade level needs. However, EOCs of other content exams are administered for students in need of re-testing. In addition, other campus/grade level exams administered include: PSAT, TSI and SAT. Academic support classes are provided within the school day to support student needs regarding credit recovery as well as EOC instructional support. LaGrone focuses on CCMR accountability measures, as evidenced, with an 80% CCMR point acquisition in the 2023-2024 school year. CCMR will continue as our focus for the 2024-2025 school year.

Student Learning Strengths

Master Schedule - Our strengths include built in academic support through a carefully crafted master schedule. Additionally, academic support is provided through an 85-minute mid-day section between 2nd and 3rd period.

Smaller Learning Environment – Our setting is designed to accommodate 11th and 12th grades only. There is a current enrollment of 180 with an expected maximum capacity of approximately 500.

Career-Focused – Traditional high schools, with a focus on the core curriculum, often find elective coursework in isolation from core curriculum. Students have proven to be more engaged when new information can be related to areas of interest. Thus, the LaGrone Academy focuses on career pathways. In doing so, our staff seeks opportunities for the core to simultaneously support and strengthen the career content, allowing students to achieve the essential knowledge and skills of both. Students have opportunity through internships and practicums, certifications, and relevant student organizations related to their fields of study.

Culture & School of Choice – Our school of choice model significantly benefits the LaGrone learning environment. Because all students have chosen to attend LaGrone, a strong and positive culture is evident.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Results for AP testing are lower than desired.   **Root Cause:** Teachers are in need of professional development, focused on teaching AP courses.

Problem Statement 2 (Prioritized): Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests)   **Root Cause:** Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

LaGrone Academy's strength concerning school processes and the programs it offers is in the cross-curricular opportunities between CTE courses and core subjects. Students recognize the connections between the two, resulting in enhanced engagement, and an *All In a*ttitude!

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):
While extra-curricular opportunities are available, including clubs and organizations, they are limited. Additionally, with a smaller group of full-time students, the clubs and organizations have a smaller number of student participants.   **Root Cause:** The leaders of clubs and organizations on the LaGrone campus did not collaborate in scheduling events that do not conflict with one another, keeping students from participating in multiple groups without conflict.

Problem Statement 2 (Prioritized): LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.   **Root Cause:** Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Problem Statement 3 (Prioritized): Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests)   **Root Cause:** Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.

Problem Statement 4 (Prioritized): Results for AP testing are lower than desired.   **Root Cause:** Teachers are in need of professional development, focused on teaching AP courses.

Problem Statement 5 (Prioritized): Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.   **Root Cause:** Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Perceptions

Perceptions Summary

LaGrone has focused efforts to engage our students in a variety of ways. Daily, we have staff members greet students as they arrive (our "first impressions" team) while upbeat music plays throughout our atrium area. On Fridays, we dance! Students and staff enthusiastically participate in group dances and encourage others to do so. In 2024/2025, we will be hosting *Coffee Talk* with administration and parents. We have surveyed the students to gain insight into interests and have several clubs and events in the works based upon the results. We frequently welcome outside visitors as all teachers are encouraged to invite speakers/experts to share experiences and ideas. In addition, and while it is informal, we daily make an effort to question students on how we're doing, how they are feeling, asking for suggestions on how to make LaGrone Academy better.

Perceptions Strengths

We have a positive vibe on the LaGrone campus. Students are slowly opening up to the freedoms that a smaller campus with a solid campus culture can offer them. Students that were struggling on the traditional campus are making good choices, good friends, good connections with their teachers, and good grades!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.   **Root Cause:** Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Problem Statement 2 (Prioritized): LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.   **Root Cause:** Inadequate communication to all 9th and 10th grade students concerning the benefits of attending the LaGrone Academy.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: While extra-curricular opportunities are available, including clubs and organizations, they are limited. Additionally, with a smaller group of full-time students, the clubs and organizations have a smaller number of student participants.

Root Cause 2: The leaders of clubs and organizations on the LaGrone campus did not collaborate in scheduling events that do not conflict with one another, keeping students from participating in multiple groups without conflict.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Incoming LaGrone students arrive on campus with deficits regarding previous STAAR tests. (sometimes multiple tests)

Root Cause 3: Student's home campuses are large with limited staffing to lean in on needed supports that are focused to individual need.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Results for AP testing are lower than desired.

Root Cause 4: Teachers are in need of professional development, focused on teaching AP courses.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.

Root Cause 5: Students come to the LaGrone Academy from many different schools. Our full-time students come from 4 different DISD high schools. Part time students come from even more.

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Improve the percentage of students who are College, Career, Military Ready by 10%.

High Priority

Evaluation Data Sources: Student Performance Indicators:

TSIA2 Results
SAT Scores
ACT Scores
AP Exam Scores
Dual Credit Completion
Industry-Based Certifications (with completion of associated pathways)
Military Enlistment

Strategy 1 Details	Formative Reviews		
Strategy 1: A modified schedule was created and implemented to utilize student half-days for focused test preparation, including TSIA2 Math and English for Seniors, SAT Math and English for Juniors, as well as support and preparation for industry-based certifications.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Track students' progress toward achieving a College, Career, and Military Readiness point through individualized meetings, identifying areas where additional support is needed to help them reach this benchmark. **Staff Responsible for Monitoring:** Bourland, Principal; Oehlschlaeger, Assistant Principal; Livingston, CTC; Reyes, CTE Counselor; **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementing measures to accurately track students' progress toward achieving concentrator status (completion of 2 or more courses for at least 2 credits) and completer status (completion of 3 or more courses for 4 or more credits, including an advanced course), in alignment with the relevant Industry-Based Certification.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase the overall College, Career, Military Readiness achievements for students. **Staff Responsible for Monitoring:** Bourland, Principal; Oehlschlaeger, Assistant Principal; Livingston, CTC; Reyes, CTE Counselor; **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Testing Timelines: We plan to conduct testing earlier to allow teachers time for any necessary reteaching and to provide students the opportunity for retesting if needed. Additionally, we are working to shift certifications to the junior year, where applicable, rather than waiting until the senior year.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Earlier completion of Industry-Based Certifications. **Staff Responsible for Monitoring:** Bourland, Principal; Oehlschlaeger, Assistant Principal; Livingston, CTC; Reyes, CTE Counselor; **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Increase enrollment of part and full-time students by 10%

High Priority

Evaluation Data Sources: Student enrollment data.

Strategy 1 Details	Formative Reviews		
Strategy 1: We are organizing career pathway showcase nights, specifically targeting pathways with growth potential. By focusing on students in grades 4-10, we aim to drive immediate growth for the 2025/2026 school year and establish a strong foundation for the next 3 to 5 years.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Growth overall with specific growth in Criminal Justice, Education and Training, Engineering, and Visual Arts.			
Staff Responsible for Monitoring: Bourland, Principal; Oehlschlaeger, Assistant Principal; Seagle, Visual Arts			
Title I: 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: Providing a 9th grade night in the Spring of 2025, to promote programs in all areas.	**Formative**		
Strategy's Expected Result/Impact: Increased visibility and understanding of pathways offered within Denton ISD, by engaging both students and parents.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Bourland, Principal; Oehlschlaeger, Assistant Principal; Williams, Counselor; **Title I:** 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Gather specific student interest data from 5th and 8th grade tours to create a targeted audience for future career pathway events and recruitment efforts.	**Formative**		
Strategy's Expected Result/Impact: A targeted recruitment list for each career pathway.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Bourland, Principal; Oehlschlaeger, Assistant Principal; Williams, Counselor; Reyes, CTE Counselor; **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Presentations will be conducted on every high school campus, directly addressing all 9th and 10th graders in the district, to promote CTE career pathways through a targeted marketing approach.	**Formative**		
Strategy's Expected Result/Impact: Support campus counselors in delivering strategic course information to guide students in their course selection, directly impacting enrollment in CTE programs.	**Dec**	**Mar**	**May**
Title I: 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

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

Academic Excellence Improvement Council

Committee Role	Name	Position
Parent	Sarah Turnage	Parent
Community Representative	Bryan Looney	Community Representative
Classroom Teacher	Michelle McCollum	Teacher
Classroom Teacher	Debra Reynolds	Teacher
Classroom Teacher	James Navarro	Teacher
Classroom Teacher	Tai Tran	Teacher
Classroom Teacher	Andrea King	Teacher
Classroom Teacher	Kelly Belcher	Teacher
Classroom Teacher	Natasha Bass	Teacher
Classroom Teacher	Annie Teague	Teacher
Classroom Teacher	Rachel Bradford	Teacher
Classroom Teacher	Paul Yarbrough	Teacher
Administrator	Ben Oehlschlaeger	Assistant Principal
Administrator	Marcus Bourland	Principal

Denton Independent School District

Myers Middle School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

For the 2024-2025 overview, the Campus Leadership Team made the following observations:

Bettye Myers MS. will continue to empower all staff leadership, ensure consistency and accountability for campus procedures and policies, maintain authentic communication, mentor teachers, and provide a voice for students to feel heard. Additionally, we will recognize a "Student of the Month" each month, randomly selecting students by grade level to spotlight those making a positive impact on campus. This recognition can be teacher- or administrator-selected and will occur every month.

Bettye Myers MS. will continue to explore creative strategies to improve student attendance. We will effectively utilize MAP data and common assessments at the beginning, middle, and end of the year to enhance student achievement and outcomes. We will provide training for all teachers on assessment alignment and backward design. We will revisit campus expectations for learning and assessment, enhance data discussions during PLCs, and increase bell-to-bell instruction through classroom walkthroughs for personal growth.

Bettye Myers MS will address staff needs through ongoing communication and collaboration across all departments. This includes involving teachers in the DTMSS process, recognizing the contributions of support staff, paraprofessionals, and substitute teachers, creating professional development opportunities, and mentoring new teachers while hiring and retaining experienced staff. To support and show appreciation for our teachers and staff, we have established a teacher-led campus committee, the Sunshine Committee, which assists in promoting and building a positive school culture. This includes initiatives such as creating a "Favorite Things" spreadsheet to express our recognition and gratitude for their efforts.

Bettye Myers MS. will look to improve on staff visibility in hallways during passing periods and student advisory, and maintain programs such as UT campus visits, Lae campus visits, and College and Career Night. Dedicated time will be allocated for Professional Learning Communities during the school day.

Campus administration, in collaboration with technology staff, will work with teachers to create engaging lessons that integrate purposeful technology, including displaying student work. We will increase opportunities for students to collaborate with teachers and peers online.

Bettye Myers MS. will continue to focus on collaborating with families and involving all stakeholders in family night activities, promoting parent and community involvement in campus decisions.

Demographics

Demographics Summary

Bettye Myers Middle School opened its doors in 2013. Myers Middle School is named in honor of the highly respected Dr. Bettye Myers, a former professor at Texas Woman's University and a longstanding advocate for public education and the Denton community. Dr. Myers held several leadership positions in local organizations, including serving as a former member and President of the Denton ISD Board of Trustees.

As the district's seventh middle school, we are situated in the town of Shady Shores, and we serve the Ryan High School attendance zone.

Our school mascot is the Titans/Lady Titans, and are school colors are red, navy blue and white.

Our mission is to empower students to achieve excellence in an ever-changing world by ensuring that everyone experiences success every day.

As stated in our school motto: Our students Enter to "Learn, Leave to Achieve", and have the opportunity to explore a wide variety of academic courses and participate in extracurricular and co-curricular activities.

Myers Middle School offers a range of activities, including band, orchestra, choir, art, cheerleading, and various athletic options such as volleyball, football, basketball (both girls' and boys' teams), and track and field (both girls' and boys' teams). Additionally, Myers Middle School boasts a rich tradition with recognized programs like Teach Denton, National Junior Honor Society, Student Council, and other community-oriented clubs and organizations.

Myers Middle School currently has an enrollment of 837 students for the 2024-2025 school year. Please refer to the table below for an approximate breakdown of student enrollment, including participation in special programs.

Data Sources Reviewed: TEA 2022-2023, Denton ISD Edugence Report

Enrollment: (24-25 SY): 837

Attendance: 96.1%
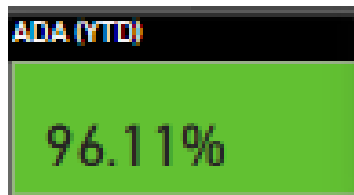
Ethnicity Groups:

African- American - 27.25% (230)
Hispanic - 40.17% (339)
White - 25.36% (214)
Asian - 3.4% (29)

Two or more races - 3.55% (30)

Percent of Active Students by Federal Race/Ethnicity

- American Indian or Alaska N...
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian / Other Paci...
- Two or More Races
- White

| 27.25% | 40.17% | 25.36% |
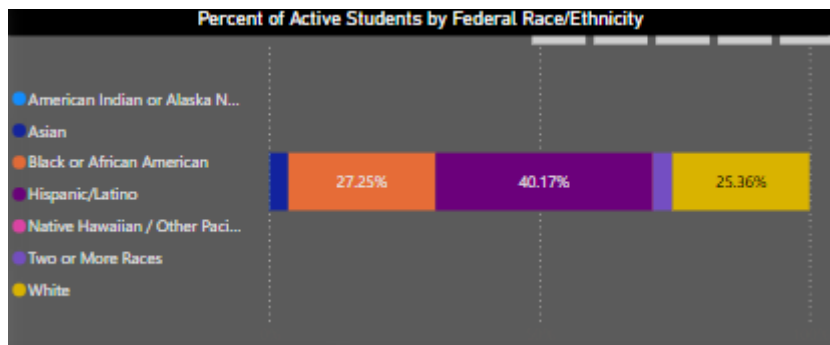
Gender Breakdown:

Female- 49.6%
Male- 50.4%

Pct. of Active Students by Gender

M F

48.0%   52.0%
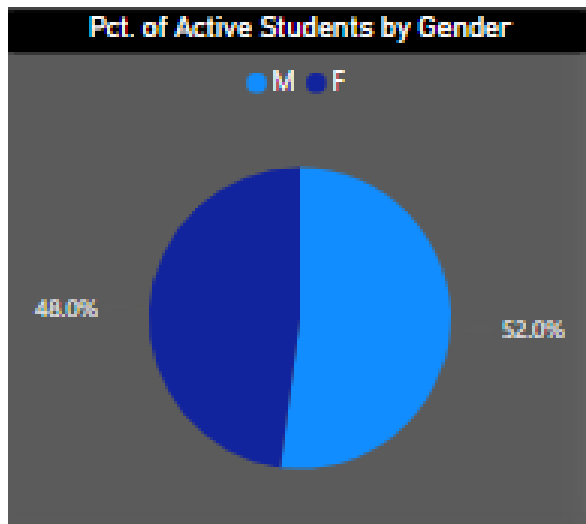
Student Groups	Count	Percent
All	832	100%
6th	269	32.5%
7th	296	35.5%
8th	272	32.7%

Count of Active Students by Grade

Grade	Count
06	269
07	296
08	272

Mobility/Stability:

Student Groups	Count	Percent
All	125	13.9%
African American	59	6.5%
Hispanic	31	3.4%
White	23	2.6%
Asian	3	0.3%
Other	9	1.0%

Special Education - 33 (22.9%)
EB/ESL - 19 (9%)
Eco Dis.- 109 (18.6%)

Special Program Participation:
Bilingual/ESL Education - 230 (28%)
Career and Technical Education - 262 (31.9%)
Gifted and Talented - 102 (12.4%)
Special Education - 122 (14.9%)

Demographics Strengths

- **Diverse Student Body**
  - We believe a diverse student population brings a wealth of cultural perspectives and experiences, which can enrich the learning environment and promote global awareness.
- **Student-Centered focus**
  - Students are offered the opportunity for enrichment and development through numerous specialized programs and extracurricular activities.
  - Communities In Schools of Denton ISD is an affiliate of a national nonprofit organization that leads dropout prevention efforts. Their goal is to reduce the dropout rate

and increase the number of students who are promoted and ultimately graduate from high school. Achieving this milestone is crucial for setting the stage for future success.

- **Strategic academic planning for students through targeted academic interventions.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are observing a steady increase in our student mobility rate, with a significant percentage of students identified as economically disadvantaged and participating in special academic programs.

Student Learning

Student Learning Summary

<u>STAAR Data Spring 2024</u>

Red = Decrease from previous SY

Green = Increase from previous SY

Year	6th Grade Reading (DNM)	6th Grade Reading (Approaches)	6th Grade Reading (Meets)	6th Grade Reading (Masters)	6th Grade Math (DNM)	6th Grade Math (Approaches)	6th Grade Math (Meets)	6th Grade Math (Masters)
2024	34%	66%	46%	7%	46%	54%	21%	5%
2023	23%	77%	52%	17%	36%	64%	25%	4%
Year	7th Grade Reading (DNM)	7th Grade Reading (Approaches)	7th Grade Reading (Meets)	7th Grade Reading (Masters)	7th Grade Math (DNM)	7th Grade Math (Approaches)	7th Grade Math (Meets)	7th Grade Math (Masters)
2024	31%	69%	46%	24%	82%	18%	5%	1%
2023	19%	81%	53%	20%	39%	61%	30%	8%
Year	8th Grade Reading (DNM)	8th Grade Reading (Approaches)	8th Grade Reading (Meets)	8th Grade Reading (Masters)	8th Grade Math (DNM)	8th Grade Math (Approaches)	8th Grade Math (Meets)	8th Grade Math (Masters)
2024	28%	72%	43%	20%	40%	60%	22%	5%
2023	22%	78%	51%	23%	43%	57%	23%	1%

Student Learning Strengths

Myers Middle School is committed to increasing student state assessment scores in all tested subject areas by 10% this school year, with a targeted focus on Math and Reading.

Student achievement is measured using various sources of data, which allow us to identify trends within each grade level and across different student subgroups. Data points include STAAR assessments, MAP scores, common assessments, and student report cards. Below is information on STAAR assessments, including comparisons over the past three years, with a particular emphasis on Math and Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Limited English Proficient (LEP) students are in need of targeted academic interventions to address their unique learning challenges.   **Root Cause:** Limited English Proficient (LEP) students face challenges due to several factors such as language barriers, cultural differences, limited access to resources, insufficient teacher training, and socioeconomic issues.

Problem Statement 2: Excessive student absences are a significant concern, impacting academic performance and overall school success.   **Root Cause:** Excessive student absences can be attributed to several factors, including personal and family issues, academic struggles, mental health challenges, a negative school environment, transportation problems, and cultural attitudes.

Problem Statement 3: Current efforts to increase enrollment in Honors courses may not properly identify and support students who could excel in honors courses, which is crucial for expanding access to advanced academic opportunities and enriching education.   **Root Cause:** Under-utilization of student data, limited teacher involvement, lack of awareness and communication about honors courses, bias in selection criteria, and inadequate support systems.

Problem Statement 4: Our current approach to student-driven data has been ineffective, resulting in a lack of actionable strategies.   **Root Cause:** Insufficient data analysis, unclear objectives, limited stakeholder involvement, poor communication, and inadequate training hinder effective decision-making. Improving these areas is crucial for developing targeted strategies, monitoring progress, and enhancing student outcomes.

Problem Statement 5: There is a need to enhance the availability and quality of professional development for teachers and staff, focusing on best instructional practices, STAAR preparation, and accelerated instruction.   **Root Cause:** Inadequate training, limited access to opportunities, insufficient campus support for implementation, and ineffective feedback are key issues affecting professional development.

School Processes & Programs

School Processes & Programs Summary

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

Teacher Interviews	Teacher Demographics
Staff Degrees & Certification	Grade Reports
Special Programs Certifications	Teacher - Student Ratios

School Processes & Programs Strengths

Diverse teaching staff		
Opportunities for leadership		
PLC		
Guiding Coalition		
Campus Leadership Team		
Hiring Committees		
Highly Qualified Staff		

Diverse teaching staff
Strengths with Staff
Number of teachers seeking advanced degrees, professional development
Staff Highlight Strength Videos

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2023-2024 school year, campus student discipline issues were significantly high, indicating a pressing need for targeted interventions to address behavioral challenges and improve the overall school climate.

Problem Statement 2: Inadequate campus professional development, combined with inconsistent teacher feedback and support, has hindered educators' skill development and negatively impacted student performance.

Problem Statement 3: New teachers and those new to the campus struggle due to insufficient orientation, mentoring, and tailored professional development.   **Root Cause:** Inadequate campus support, such as insufficient orientation, mentoring, and tailored professional development, impacts new teachers and those new to the campus.

Perceptions

Perceptions Summary

Potential data sources include but are not limited to:

- Teachers and staff surveys
- Parent surveys
- Climate and culture surveys
- Counselor surveys
- Focus groups and committees
- Classroom walkthrough data
- Parent conferences and meetings

Perceptions Strengths

Campus strengths and priorities include, but are not limited to:

- Students participating in multiple extracurricular activities
- Teachers and staff supporting students at extracurricular events
- The Communities in Schools mentoring program
- Student recognition through assemblies and Student of the Month awards
- Bi-weekly campus newsletter shared to teachers and parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Recent survey data reveals a lack of sufficient opportunities for parents to engage in campus events and participate in their child's education. Enhancing these opportunities is crucial for strengthening home-school connections, increasing parental support, and fostering a more collaborative educational environment.

Problem Statement 2: The lack of a structured staff and student appreciation and recognition program has reduced morale and engagement, affecting motivation and school climate. **Root Cause:** A comprehensive recognition program is crucial for creating a positive environment and boosting overall well-being and productivity.

Problem Statement 3: The current school culture lacks cohesion and inclusivity, resulting in diminished student and staff engagement and a less supportive learning environment. **Root Cause:** Improving the overall school culture is crucial for fostering a positive, respectful, and collaborative atmosphere that enhances student achievement and staff satisfaction.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* 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 2025, Bettye Myers Middle School will improve student learning outcomes by increasing the percentage of students achieving "Approaches" and "Meets" standards in both Math and Reading by 10%.

High Priority

Evaluation Data Sources: STAAR Data (2021-2024)
Map Data - BOY, MOY, EOY
PLC & Team Lead meetings
Attendance data.
Instructional walk data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will collaborate closely with district curriculum coordinators and campus instructional support personnel to enhance instructional design and delivery, with the goal of increasing student engagement and achievement.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student growth in both Math and Reading for all students based on previous years' STAAR data, MAP data, and student report cards. **Staff Responsible for Monitoring:** Curriculum Coordinators, Department Chairs, Bettye Myers Administration **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a Student Advisory period where core content teachers will mentor, and tutor students needing targeted intervention in specific TEKS and provide accelerated instruction twice a week.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student learning and outcomes, increased academic performance in Math and Reading, and enhanced student engagement. Additionally, it will foster stronger teacher-student relationships and promote a supportive learning environment for at-risk students. **Staff Responsible for Monitoring:** Bettye Myers Administration CIS counselor Guidance Counselors **Targeted Support Strategy** **Funding Sources:** - State Compensatory Education (SCE) - $10,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Edugence and content data with core content staff to involve teachers in assessing and making decisions based on individual student data for instructional design. Data analysis will be included in the agendas for the Guiding Coalition Team and Department PLC meetings.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: We will empower teachers to make data informed instructional decisions and best practices, ultimately enhancing student learning and achievement. **Staff Responsible for Monitoring:** Curriculum Coordinators Department Chairs Administration Team Leads **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: Allocate time for Guiding Coalition members to observe and mentor teachers, ensuring the implementation of effective strategies like differentiation, engagement with at-risk students, higher-level questioning, and positive feedback. This will enhance data-driven, targeted instruction for all students, especially those at risk.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS **Staff Responsible for Monitoring:** Bettye Myers Administration Dept. Chairs Guiding Coalition Curriculum Coordinators **Targeted Support Strategy** **Funding Sources:** - State Compensatory Education (SCE) - $3,500			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Continue to partner with CIS to provide mentors for at risk students and to engage the parents of our at risk students in parent education sessions on and off site.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: We aim to increase parent engagement, increase campus mentors, and increased student achievement.
    Staff Responsible for Monitoring: Administration
Counselors
CIS
Teachers
 	
    Funding Sources: Communities in Schools Case Management - At-Risk (SCE) - $16,000			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By May 2025, 100% of eligible HB1416 students will be served through academic intervention and accelerated instruction. Student participation in intervention classes, student advisory classes, and Saturday school accelerated learning opportunities will be measured through attendance data.

High Priority

Evaluation Data Sources: Student Advisory, MAP data, STAAR testing, district common assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts and Reading (all grade levels) students not successful in ELAR STAAR, current grades 6-8, will receive accelerated instruction during the regular 90 minute class period.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: By implementing these strategies, we will create a supportive and effective learning environment that helps students build the skills necessary to succeed in ELAR and on the STAAR assessments. **Staff Responsible for Monitoring:** Bettye Myers Administration Counselors Diagnostician Dyslexia staff Teachers 504 Coordinator Guiding Coalition **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide before- and after-school tutorial opportunities, as well as Saturday school, for targeted academic support in Math and English Language Arts/Reading for students in grades 6-8. This aims to enhance their skills, boost confidence, and improve overall performance.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student learning and outcomes will lead to increased academic performance in Math and Reading, enhanced student engagement, and stronger teacher-student relationships, creating a supportive environment for at-risk students. **Staff Responsible for Monitoring:** Bettye Myers Administration Guidance Counselors Diagnostician Dyslexia staff Teachers 504 Coordinator Guiding Coalition **Targeted Support Strategy** **Funding Sources:** Extra Duty Pay for Teachers and Transportation Costs - State Compensatory Education (SCE) - $4,500			

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

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: We will enhance the campus environment and overall culture by fostering a safe, healthy, and positive social, emotional, and academic atmosphere through events and programs designed to build collegiality among all stakeholders.

> **High Priority**
>
> **Evaluation Data Sources:** Club rosters
> Meeting Agendas
> Master Schedule
> Staff Development
> Academic Assemblies and pep rallies
> Discipline data
> Counselor referrals
> Mentor sign-in
> School Messenger reports
> Family Engagement Nights
> Leadership Opportunities
> Leadership Committees,
> T-TESS appraisals
> Daily announcements
> Student led activities
> Student surveys
> Diverse school decorations

Strategy 1 Details	Formative Reviews		
Strategy 1: Foster authentic positive relationships and a supportive campus culture through cooperative learning, regular student recognition, and reinforcement of efforts. Teachers will greet students at the door, create social contracts, and prioritize positive relationships at the start of each class. The Student Advisory schedule will continue this school year, focusing on literacy, academic intervention, social-emotional learning, and study skills.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: We aim to increase student achievement while reducing discipline referrals. **Staff Responsible for Monitoring:** Teachers Counselors Bettye Myers Administration **Funding Sources:** - State Compensatory Education (SCE) - $2,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that assist students in transitioning to 6th and 9th grades. Increase communication with 5th and 9th grade teachers and engage parents in elementary feeder schools to help prepare students for this transition. Additionally, provide transitional preparation programs for parents of current 5th and 8th grade students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved communication between 5th and 9th grade teachers and increased parental involvement, ultimately enhancing student readiness for the challenges of middle and high school. Additionally, parents will be better equipped with the knowledge and resources needed to support their children during this critical time, resulting in greater student confidence and engagement. **Staff Responsible for Monitoring:** Bettye Myers Administration Teachers Guidance Counselors **Funding Sources:** - State Compensatory Education (SCE) - $1,500			

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure all students are College, Career, and Military Ready by the end of 8th grade by hosting career nights, visiting the LaGrone Technology Center, Counselors delivering CCMR lessons, and touring the University of North Texas campus and classrooms.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Implementing targeted programs and support systems, will increase in students attending post-secondary schools. **Staff Responsible for Monitoring:** Teachers Counselors Bettye Myers Administration			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Enhance staff recognition through our campus Teacher of the Month program and participating in a broader teacher recognition initiative. Additionally, acknowledge teachers with support from the campus PTA and the Sunshine Committee.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Enhancing teacher recognition and engagement will improve staff morale and job satisfaction, creating a more positive school culture. **Staff Responsible for Monitoring:** Counselors Bettye Myers Administration Department Chairs Team Leaders Sunshine Committee Guiding Coalition			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Teachers will collaborate closely with district curriculum coordinators and campus instructional support personnel to enhance instructional design and delivery, with the goal of increasing student engagement and achievement.
1	1	2	Implement a Student Advisory period where core content teachers will mentor, and tutor students needing targeted intervention in specific TEKS and provide accelerated instruction twice a week.
1	1	3	Utilize Edugence and content data with core content staff to involve teachers in assessing and making decisions based on individual student data for instructional design. Data analysis will be included in the agendas for the Guiding Coalition Team and Department PLC meetings.
1	1	4	Allocate time for Guiding Coalition members to observe and mentor teachers, ensuring the implementation of effective strategies like differentiation, engagement with at-risk students, higher-level questioning, and positive feedback. This will enhance data-driven, targeted instruction for all students, especially those at risk.
1	2	1	English Language Arts and Reading (all grade levels) students not successful in ELAR STAAR, current grades 6-8, will receive accelerated instruction during the regular 90 minute class period.
1	2	2	Provide before- and after-school tutorial opportunities, as well as Saturday school, for targeted academic support in Math and English Language Arts/Reading for students in grades 6-8. This aims to enhance their skills, boost confidence, and improve overall performance.

Campus Based Leadership Team

Committee Role	Name	Position
Parent	Nicole Nicholson	Parent
Paraprofessional	Amanda Baker	Campus Attendance Clerk
Campus Administrator	Ron Sterling	Principal
Campus Administrator	Tara Hartford	Assistant Principal
Non-Classroom professional	Emily Valenta	Guidance Counselor
Classroom Teacher	Shannon Martin	Math
Classroom Teacher	Jason Alexander	CTE
Paraprofessional	Maria Coco	Inclusion Aide
Business Representative	Danielle Martinez	CIS
Parent	Laura Russell	Parent
Classroom Teacher	Rochelle Cook	Social Studies
Classroom Teacher	Shea Graham	Science
Classroom Teacher	Josh Johnson	Special Education
Classroom Teacher	Carrie Atkins	Fine Arts

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Communities in Schools Case Management		$16,000.00
				Sub-Total	$16,000.00
State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$10,000.00
1	1	4			$3,500.00
1	2	2	Extra Duty Pay for Teachers and Transportation Costs		$4,500.00
2	1	1			$2,000.00
2	1	2			$1,500.00
				Sub-Total	$21,500.00

Addendums

EMPLOYEE ENGAGEMENT REPORT

2022 Denton ISD Employee Engagement Survey

Direct | PEDEN, DONALD | All - All

Oct 17, 2022 - Oct 31, 2022 | Total Respondents : 72

Mean

3.71

Change
↑ +0.30

Respondents
72

Percentile Rank
24th

The mean is greater than 24% of those in the Gallup Overall database.

Highest Q^{12} Items

Q06. Development
3.86

Q10. Best Friend
3.80

Lowest Q^{12} Items

Q02. Materials and Equipment
3.60

Q04. Recognition
3.03
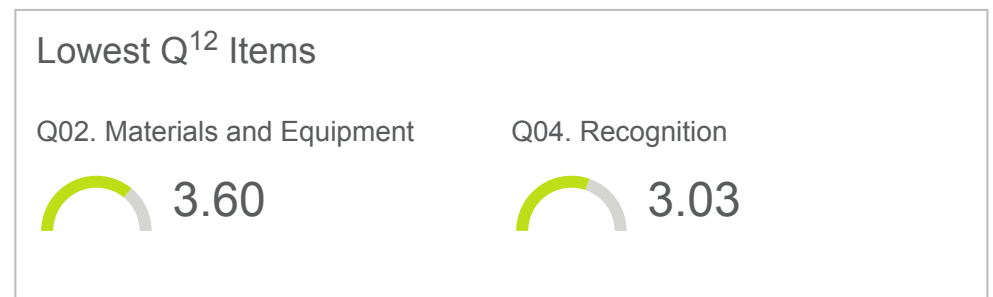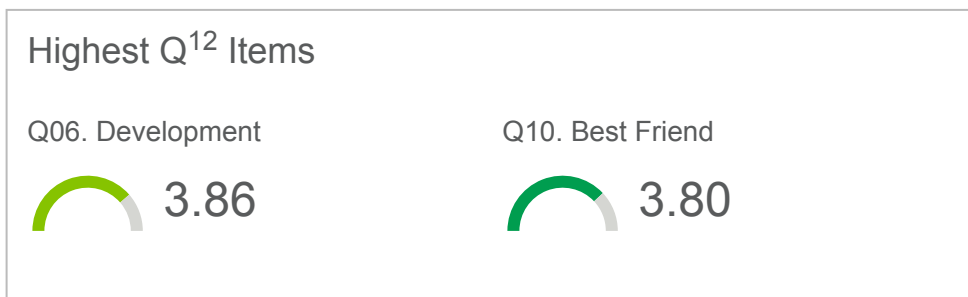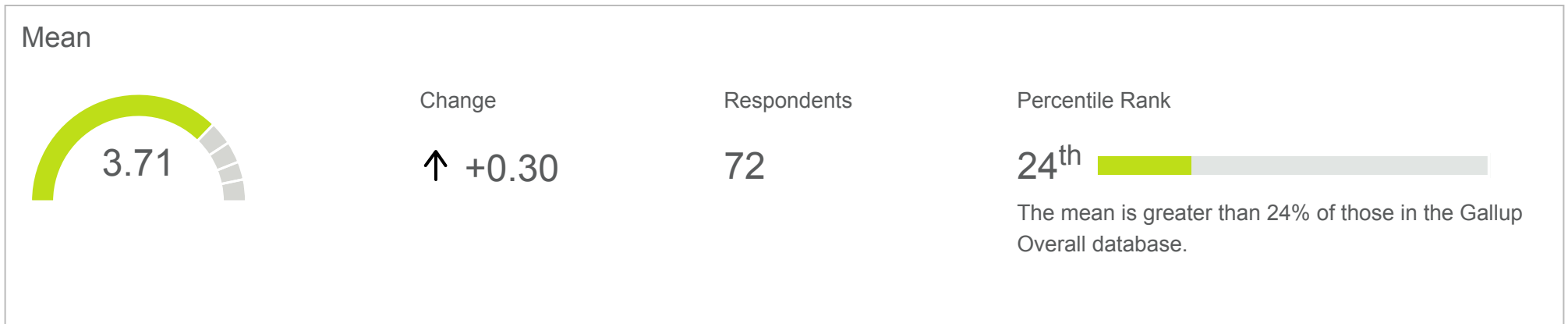
Mean Scores compared to Gallup Overall Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Engagement Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents	Engagement Index
3.71	↑ + 0.30	24	72	Engaged: **37%** Not Engaged: * Actively Disengaged: *

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	72	3.47	3.32	0.15	14	3.94
Q01: I know what is expected of me at work.	72	4.17	4.14	0.03	22	4.46
Q02: I have the materials and equipment I need to do my work right.	72	3.60	3.67	-0.07	16	4.09
Q03: At work, I have the opportunity to do what I do best every day.	72	3.81	3.89	-0.08	26	4.18
Q04: In the last seven days, I have received recognition or praise for doing good work.	71	3.03	2.64	↑ +0.39	19	3.46
Q05: My supervisor, or someone at work, seems to care about me as a person.	72	4.13	3.66	↑ +0.47	37	4.28
Q06: There is someone at work who encourages my development.	71	3.86	3.28	↑ +0.58	38	4.09
Q07: At work, my opinions seem to count.	70	3.40	2.83	↑ +0.57	21	3.77
Q08: The mission or purpose of my organization makes me feel my job is important.	70	3.76	3.39	↑ +0.37	24	4.08
Q09: My associates or fellow employees are committed to doing quality work.	69	3.87	3.72	0.15	27	4.19
Q10: I have a best friend at work.	71	3.80	3.41	↑ +0.39	54	3.71
Q11: In the last six months, someone at work has talked to me about my progress.	64	3.22	2.77	↑ +0.45	16	3.68
Q12: This last year, I have had opportunities at work to learn and grow.	65	3.89	3.48	↑ +0.41	34	4.18

Engagement Hierarchy

Growth

Teamwork

Individual

Basic Needs

Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

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

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

	Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	3.88	-0.02	18	72

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	72	4.17	4.14	0.03	22	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	72	3.60	3.67	-0.07	16	4.09

ENGAGEMENT HIERARCHY

Individual - What do I give?

	Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	3.70	↑ + 0.33	28	72

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	72	3.81	3.89	-0.08	26	4.18
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	71	3.03	2.64	↑ +0.39	19	3.46
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	72	4.13	3.66	↑ +0.47	37	4.28
Q06: Development There is someone at work who encourages my development.	71	3.86	3.28	↑ +0.58	38	4.09

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

	Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	3.71	↑ + 0.37	31	71

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	70	3.40	2.83	↑ +0.57	21	3.77
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	70	3.76	3.39	↑ +0.37	24	4.08
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	69	3.87	3.72	0.15	27	4.19
Q10: Best Friend I have a best friend at work.	71	3.80	3.41	↑ +0.39	54	3.71

ENGAGEMENT HIERARCHY

Growth - How can I grow?
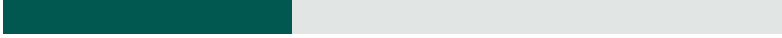
	Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	3.56	↑ + 0.43	22	68

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	64	3.22	2.77	↑ +0.45	16	3.68
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	65	3.89	3.48	↑ +0.41	34	4.18

Engagement Index

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

	%		Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	37%		28%

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
70	3.70	3.31	↑ +0.39	19	4.05

My workplace is committed to building the strengths of each employee.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
71	3.59	3.14	↑ +0.45	31	3.85

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
66	3.92	3.62	↑ +0.30	21	4.24

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
71	3.35	*	*	14	3.86

I have enough time to complete everything I need to do at work.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
72	2.76	*	*	22	3.11

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
70	3.21	*	*	29	3.47

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
48	*	*	*

FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

Sentiment Distribution ■ Positive ■ Negative ■ Neutral ■ Mixed

Sentiment Distribution is not available when n<50

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

GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q$^{12®}$). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the Q$^{12®}$ items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q$^{12®}$ survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Gallup Overall): Used as a benchmark to determine how your team's results compare to other workgroups within the Gallup Overall of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.

Observation Number:	Date of Observation:	Learning Target/Warm Up:	Lesson and Engagement:	Exit Ticket/Final Product:	Evidence/Artifacts:
1	08/28/2023			Adding/subtracting fractions; students grouped in 4s	ticket form for each student; 11/15-4/15=7/15
2	08/28/2023	defining real numbers		What is the same/different? -3(2x-1)=15	each student has a math journal to make entires
3	08/29/2023	prime factorization with exponents			I will take notes and practice sum of digits = 4; units do not = 2; value is even; my digit is >10
4	08/29/2023	multiplication chart			I will create a multiplacation chart on paper using numbers and color
5	08/30/2023	art shading and highlighting		Individual drawings of object that is life-like on manila paper.	Turn in object drawing; extension activity to write in a sketch book art start
6	08/30/2023	analyze parts of a story characterization			
7	09/05/2023	summarize a fictional story		Write a summary in your own words on an exit ticket	Turn in the summary paper when you leave
8	09/05/2023	identify the parts of a summary			Label and highlight the different parts of a summary; characters, time, place, problem, action, and ending
9	09/06/2023	drawing a life-like figure from a picture		Students will continue drawing a life-like sports figure or team	Turn in a whole sheet with the drawing of a sports team or figure...a drawing with pencils and color.
10	09/07/2023	Students will identify the author's purpose in a story.		Using a chart in their journal, students will identify techniques the	Write in their journal the author's technique and answer why the author uses that particular device.
11	09/11/2023	Students will classify and characterize a solid		In their journal, students create a chart to classify different solids	Students analyze and classify different types of cereal in table groups. They discuss different properties and determine how to group them toghether.
12	09/12/2023	Students will use inferences to investigate articles in journalism.			Students define and describe a term that begins with "G". Glorious is the term. As a group, students define and discuss.
13	09/12/2023	Lesson in Canvas. If done, pull up IXL.			Student showed his grades and IXL work to do. Students were lined up outside after bell rang.
14	09/12/2023	Compare political, economic, religious, and social reasons for the establishment of colonies.			Video " Salty Colonial Dissenters"
15	09/13/2023	Students will correct/identify punctuation of sentences. Capitalization, commas, and end punctuation.			Students type errors in IXL on their computers.
16	09/13/2023	Students will use their own questions to interview a partner on their favorite memory from middle school.			Students informally interview a partner from questions they created. They will type the questions and answers in a doc on their computer. Shared out as adiscussion at the end of class.
17	09/14/2023	Students will listen to a short story and identify the beginning, middle, and end.			Class discussion about the story...students describe the beginning and ending.
18	09/14/2023	Students will evaluate different careers and tell what kind of school/degree do you need for this job and how much money you c			Turn in a sheet with you top three career choices based on research done using the computer.

School		6th Reading	6th Math	7th Reading	7th Math	8th Reading	8th Math	8th Science	8th Social Studies	Our Numbers (out of 8)
Calhoun		63	66	78	61	77	51	66	48	6th Grade Reading = 5
Strickland		71	64	85	66	84	45	71	55	6th Grade Math = 4 (tie with Calhoun)
McMath		71	72	78	56	76	54	73	54	7th Grade Reading = 8
Crownover		83	81	92	76	89	78	85	76	7th Grade Math = 8
Navo*		58	58	82	58	77	58	60	48	8th Grade Reading = 5
Harpool		92	96	94	84	97	92	95	89	8th Grade Math = 6 *excludes Algebra
Myers		70	66	73	50	80	52	72	52	8th Grade Science = 4
Rodriguez*		61	54	77	51	83	57	63	64	
*now Cheek		59	56	79	55	80	57	61	56	

Denton Independent School District

Strickland Middle School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Strickland Middle School Campus Needs Assessment 23-24

Demographics 2023-24

Describing Strickland

Total enrollment: 964+

Grade Span: 6th-8th   Age Span: 10-15

Location: 3003 N Bell Ave. Denton, TX 76209

Admission Policy: Only students w/in boundary; must provide proof of residency.

Other info:

Average class size: 22.484 students per class

Total classes: 343

Student Total Classes:

964 students x 8 periods a day = 7,712

Student to teacher ratio: 14.18:1 (964:68)

Student to support staff ratio: 33.24:1 (964:29)

City of Denton

Population: 150,353

7.5% increase since April 2020

Median Value of Home: $257,500

Median Gross Rent: $1,164 (2017-21)

Education

High School graduate or higher: 91.4%

Bachelor's degree or higher: 40.4%

Median Household income (in 2021 dollars), 2017-21 - $65,168
CITY DEMOGRAPHICS
White - 57.4%
Hispanic or Latino - 25.1%
Black or African American - 9.82%
Asian - 3.92%
Pacific Islander - 0.14%
American Indian - 0.7%
Two-or-more races - 2.99%
*see chart comparing SMS and CoD

Demographics: Strickland MS vs. City of Denton

Legend: Strickland, City of Denton

Category	Strickland	City of Denton
White	29.05%	57.40%
Hispanic	53.01%	25.10%
Af Am	12.14%	9.82%
Am Ind	0.52%	0.44%
Asian	1.56%	3.97%
Pacific Isl	0.41%	0.14%
Two-or-More	3.32%	2.99%
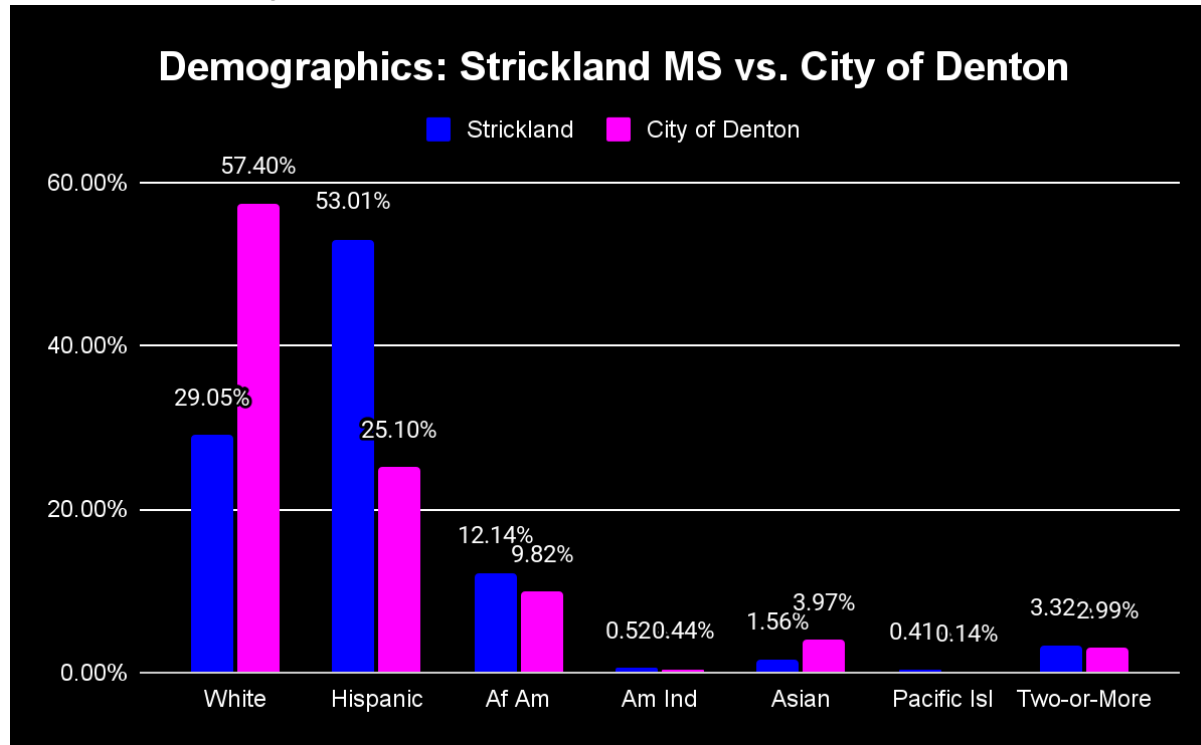
Serves four different mobile home communities.
Several new subdivisions, apartment complexes in the near future.

Stakeholders include:
Students/ Parents/Guardians/ Staff/ Volunteers/ Organizations/ Community Members/ Residents

Stakeholders' Involvement/ Parent meetings/ Email and phone calls/ Surveys - Google Forms for feedback; we send home surveys/ PTSA Board, CLT, PTSA and communication/ Social media

Special Programs Alignment

Visual Art/ Band/ Choir/ Orchestra / Theater/ Spanish/ Athletics/ PE/ CATe / Study Hall/ Dual Language/ ESL/ Dyslexia/ SPED/ PABS/ FLS /AVLS/ COTEACH /INCLUSION /EXPO /G.O.A.L./ ACE/ Special Olympics/ Yearbook

Faculty beliefs alignment

Learners of today, leaders of tomorrow.

G.R.O.W.

Make it a great day or not…

Student Demographics
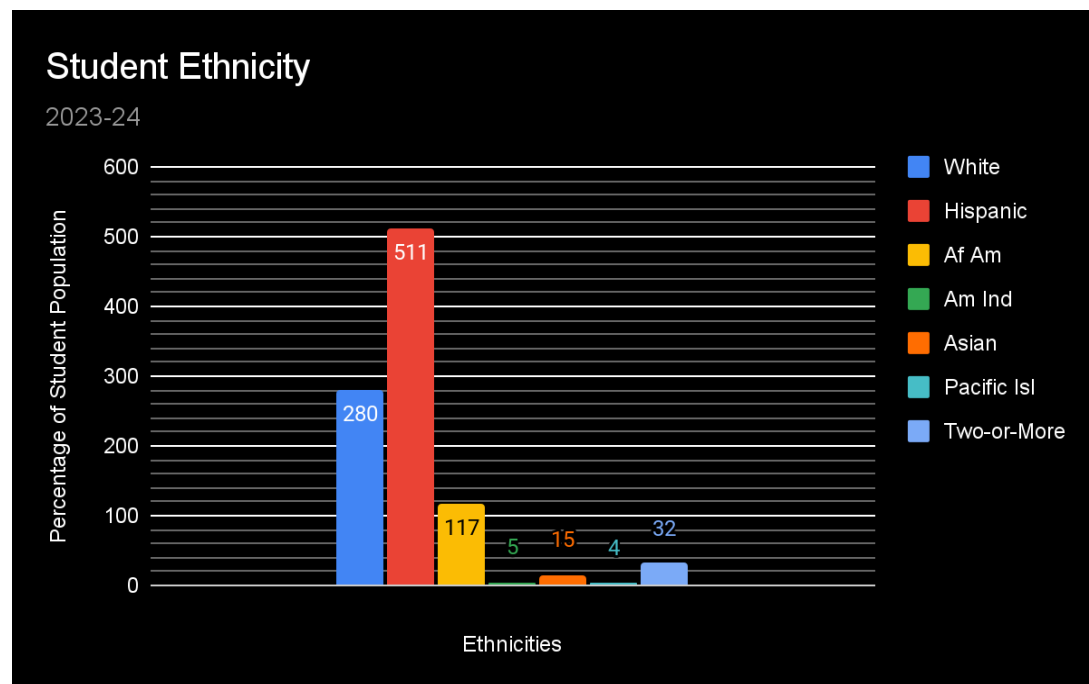
Student Ethnicity
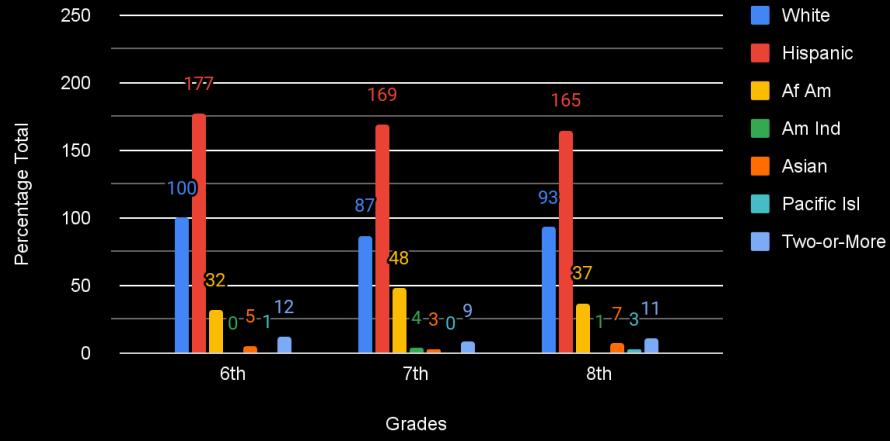
by Grade

Student Ethnicity

by Grade
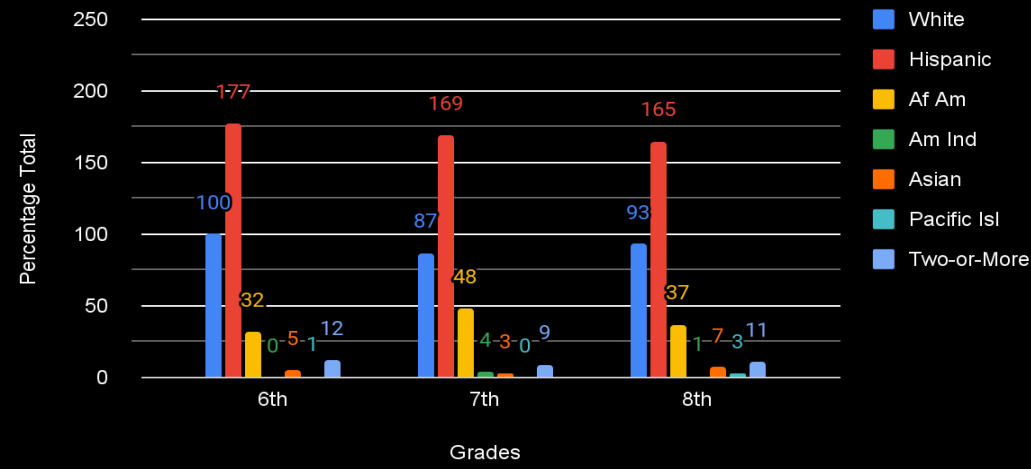
Special Groups

Students

Legend: 2019-2020 (blue), 2020-21 (red), 2021-22 (yellow), 2023-24 (green)

Y-axis: Number of Students (0 to 800)

X-axis: Special Groups

Special Group	2019-2020	2020-21	2021-22	2023-24
504	161	171	172	192
At-Risk	538	536	497	325
CTE	191	188		
ECD	626	619	452	661
GT	151	142		139
Homeless	28	15	20	8
LEP	313	305	287	307
Sp Ed	143	121	121	124
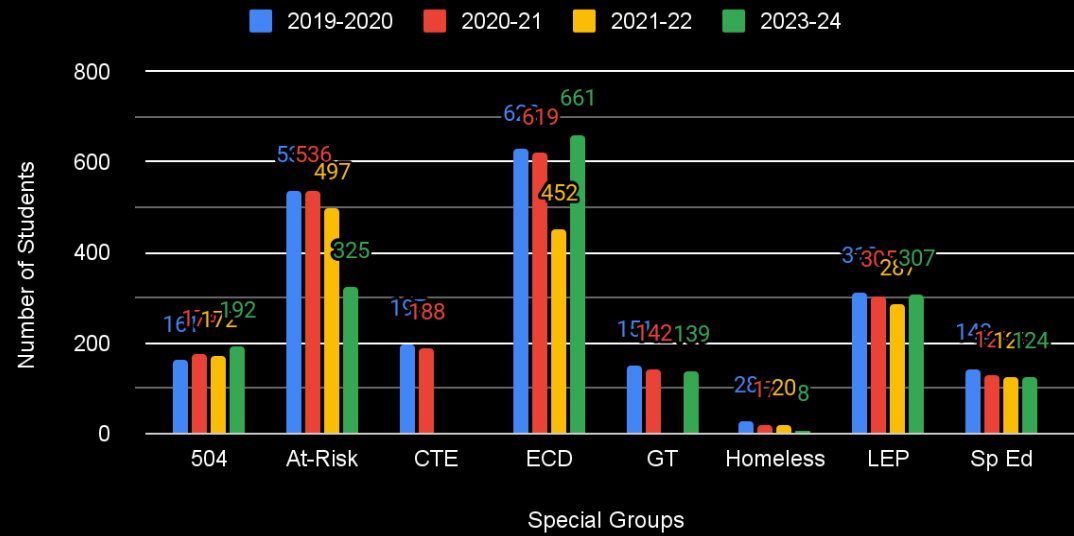
Student Ethnicity

2023-24
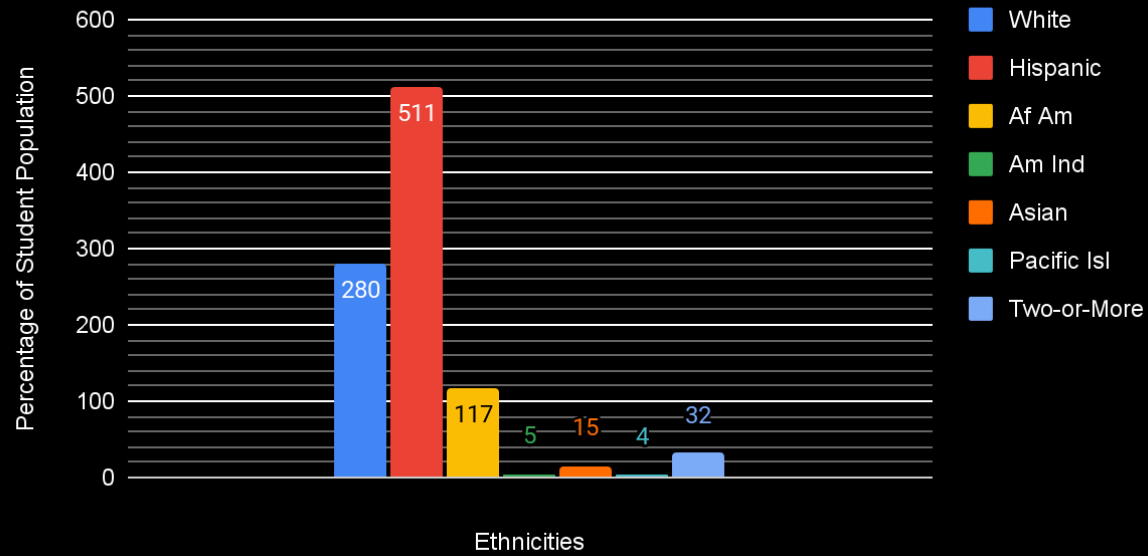
*Choir has seven additional students in the partner music class

*Spanish numbers are incomplete

School Environment

GOALS OF DENTON ISD's ATTENDANCE POLICY

Increase student attendance

Increase academic achievement

Reduce truancy

Create consistency in all attendance practices and reporting

Ensure accuracy and timelines in attendance/truancy procedures on each campus

Utilize the courts in a meaningful and expeditious way

Comply with state law and district mandates, policies and procedures

Campus Procedures for Attendance

Automated phone calls and emails are sent to parents/guardians daily notifying them when a student has been marked absent.

Warning Letters are issued to students when attendance records reflect that the student has absences with an excuse on three days or parts of days in a four week-period.

This is also when the campus begins implementation of Truancy Prevention Measures, which include:

Parent/Student Conference
Truancy Prevention Class (Online or In-Person)
Attendance Behavior Plan
Referral to Counselor
Referral to student services
Home Visits

Attendance Goals and Policies

The goal of each campus is to provide truancy prevention measures for students who exhibit attendance issues in a way that meaningfully addresses the student's overall attendance. Denton ISD may delay the referral to court if the Truancy Prevention Measures are successful and the delay is in the best interest of the student.

Truancy Prevention Measures

Warning Letters – Referred to Counselor – Online Truancy Class – In Person Truancy Class Behavior Plan – Home Visits – Referred to Attendance Officer – Filed Truancy Charges –

Economically Disadvantaged Economically Disadvantaged is determined by
free or reduced lunch

Free Lunch: Income less than $39,000 for a family of 4
Reduced Lunch: Income less than $55,500 for a family of 4
661 students, 69%, are on free or reduced lunch.
According to census.gov, the percent of persons in Denton in poverty is 15.8.

Discipline Trends 2022

Trends: some teachers placing most of the referrals. More teachers providing lunch detention to curb behaviors more immediately.

Improved communication concerning proper procedures for teacher referrals by updating and referencing the Discipline Procedure Flow Chart.

Staff Demographics

Teacher Ethnicities
2023-24

Mixed race
2.8%
Nat Am/AK
2.8%
Asian/PI
1.4%
Af Am
8.6%

Hispanic
23.6%

Hispanic 17

46

White
63.9%

2 2

4
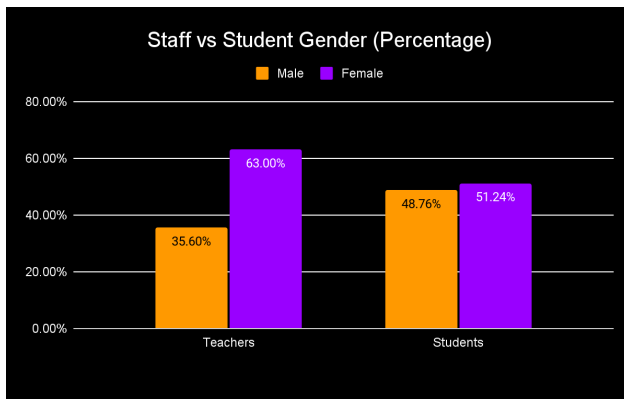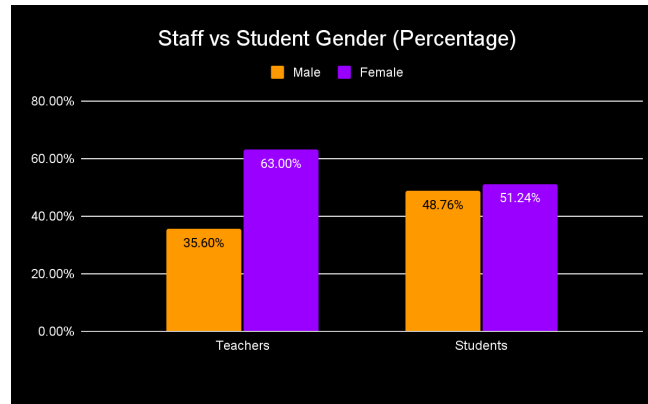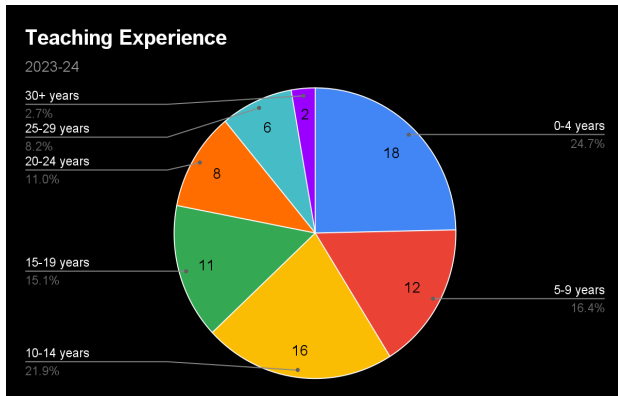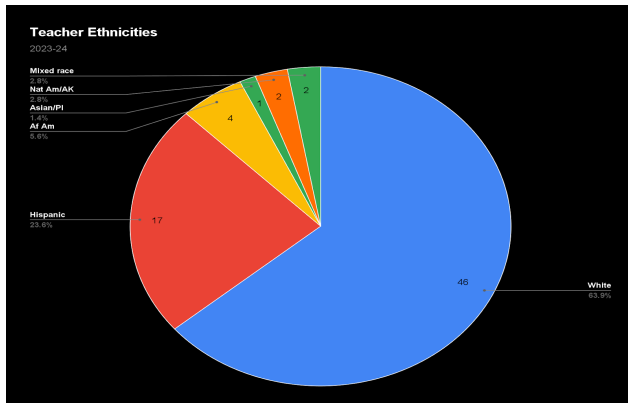
Further Considerations for CLT

Examine ISS, OSS, and DAEP from the past 3-5 years to see any trends.

Fine Arts numbers: Fine arts lose half their numbers by 8th grade.

Teacher Ethnicity: Teacher demos don't match the demographics of students; they need better representation in the classroom.

Teacher Gender: More male students on campus, but staff is largely female.

Special Groups: The addition of GOAL as an athletic course.

Inclusion of non-binary, transgender, other gender identities.

GT numbers are low especially for our Hispanic population.

Demographics Strengths

- Diverse and resilient student population with a high number of students who are Emergent Bilingual, SPED, Economically Disadvantaged and at-risk.
- This diversity creates unique learning opportunities and valuable real world training.
- An experienced staff where 75% of the faculty has worked at least 5 years in education.
- Several platforms used to contact parents/guardians to keep them informed of school information and activities to encourage parent involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ensuring students have as much choice for course requests as possible.   **Root Cause:** Students need multiple levels of classroom intervention rather than taking an elective class away.

Student Learning

Student Learning Summary

Overall, Strickland test scores are trending upward since we have pulled through the pandemic. The use of mister schedule, PLC, teacher planning, intervention, tutoring, online materials, and flex time have assisted in getting Strickland students back up to speed.

6th grade Math
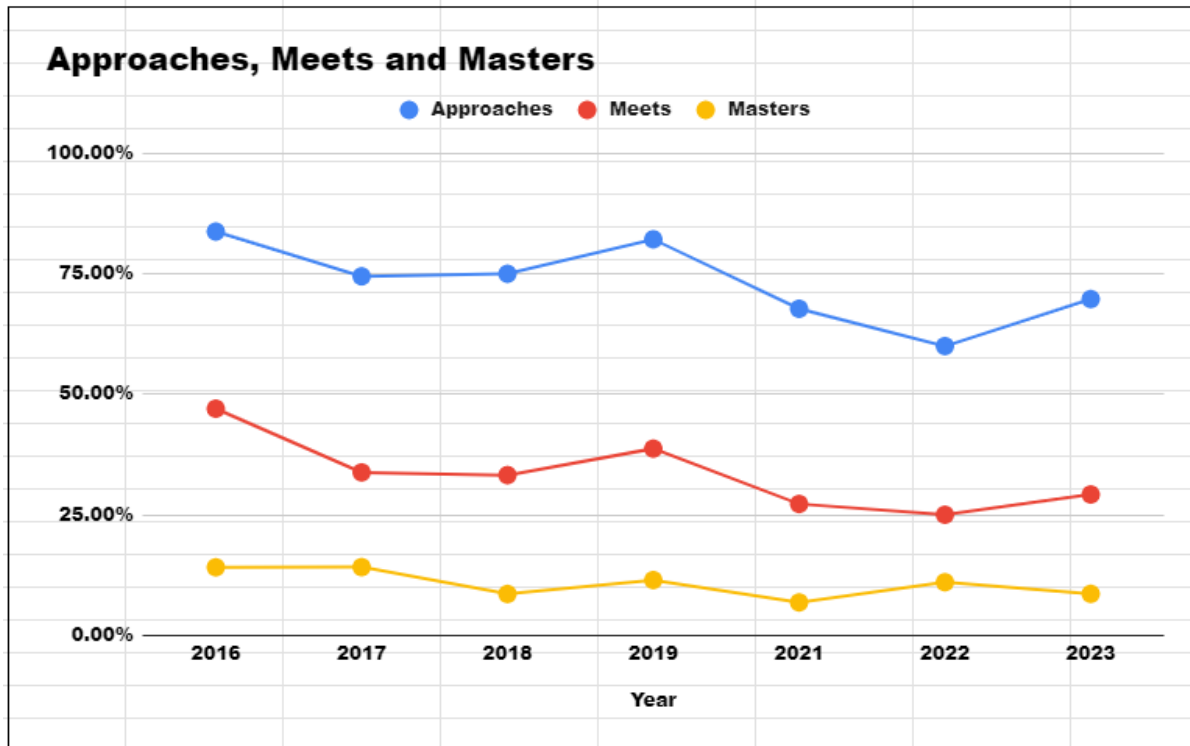
6th grade Reading
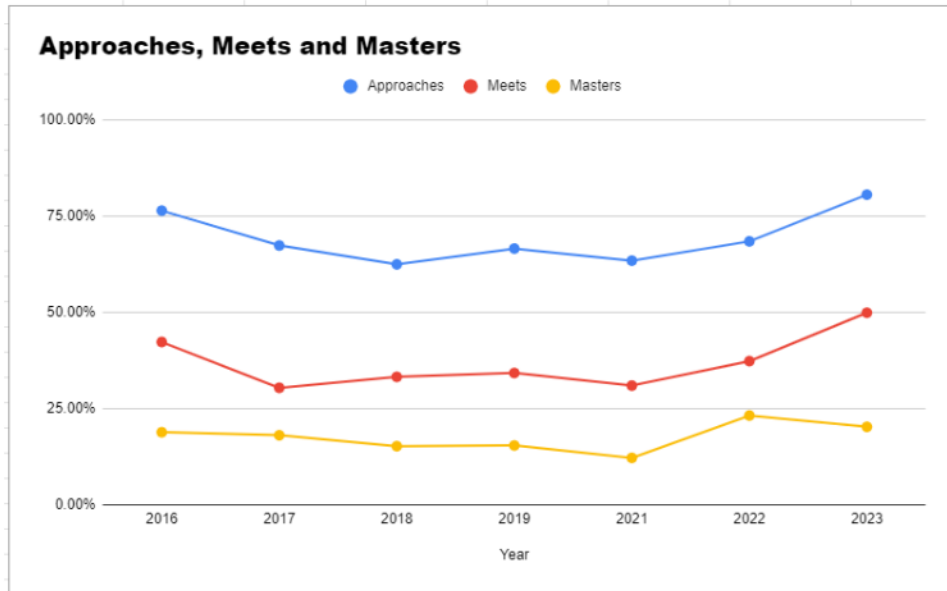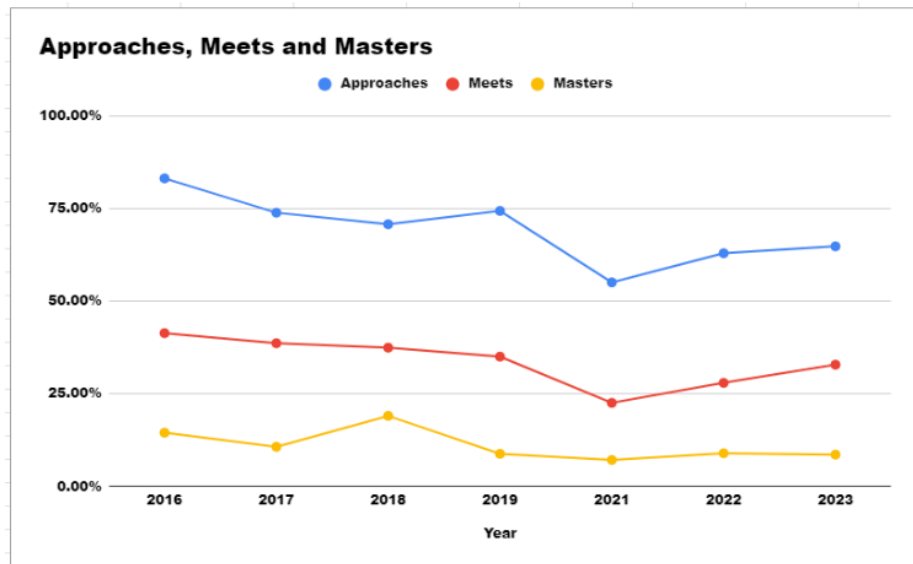
7th grade Math

7th grade Reading
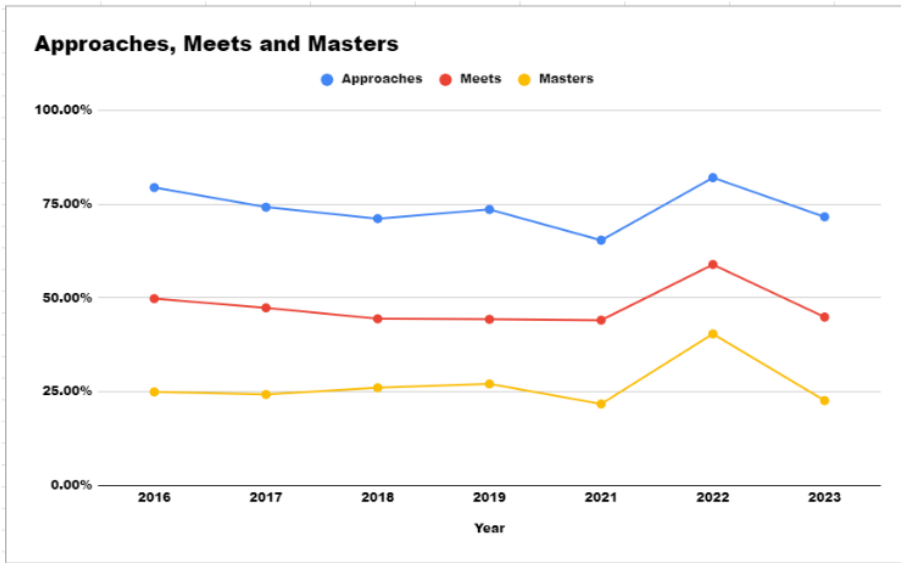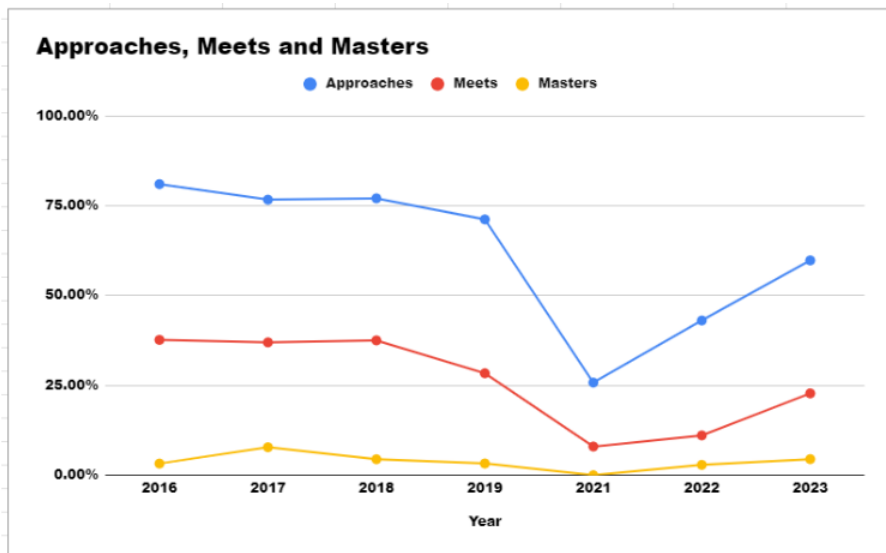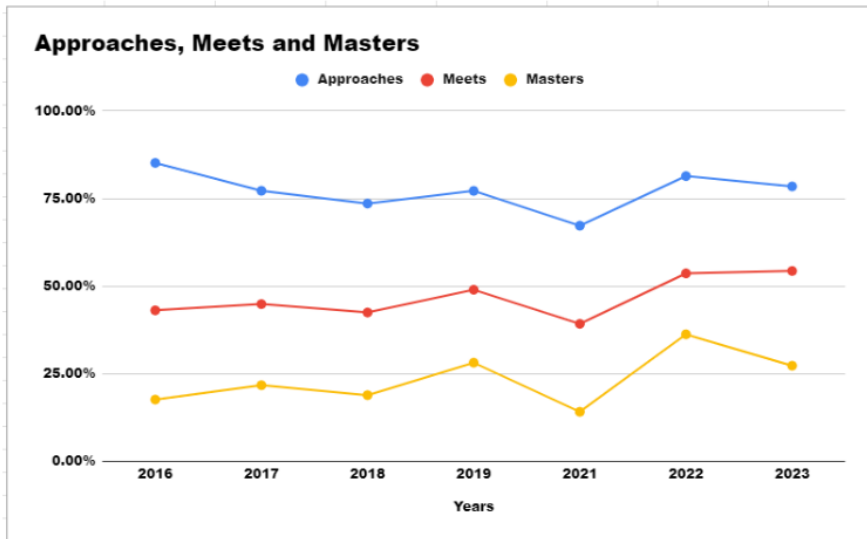
Approaches, Meets and Masters

● Approaches ● Meets ● Masters

8th grade Math

Approaches, Meets and Masters

● Approaches ● Meets ● Masters

8th grade Reading

Approaches, Meets and Masters

● Approaches ● Meets ● Masters

8th grade Science

Approaches, Meets and Masters

● Approaches ● Meets ● Masters

8th grade Social Studies

Aproaches, Meets and Masters

● Aproaches ● Meets ● Masters

8th grade Algebra

Approaches, Meets and Masters

● Approaches ● Meets ● Masters
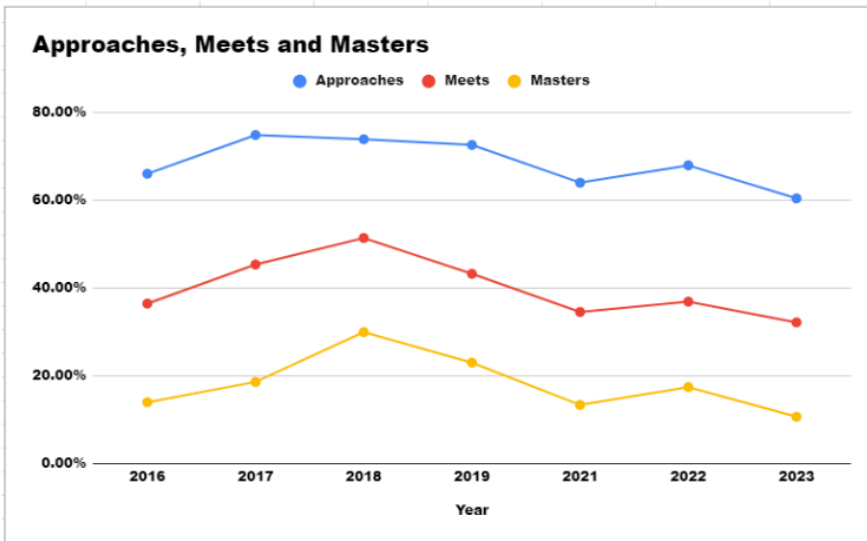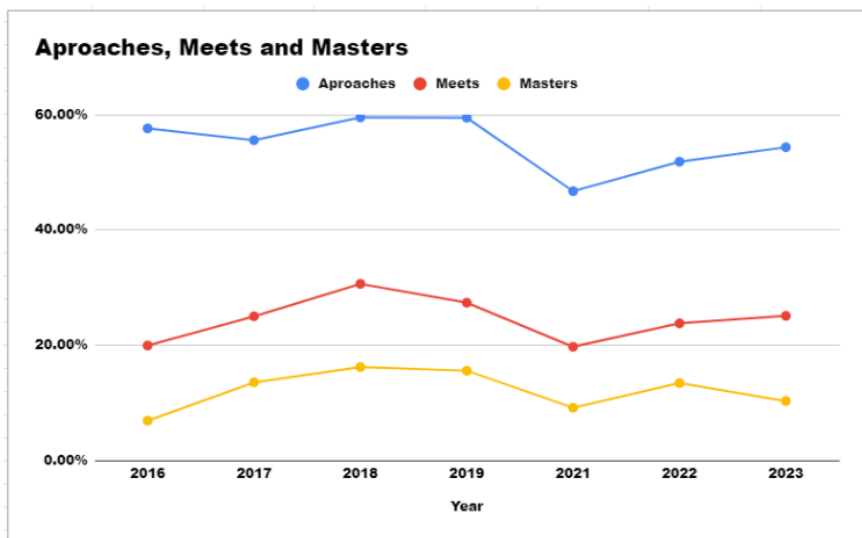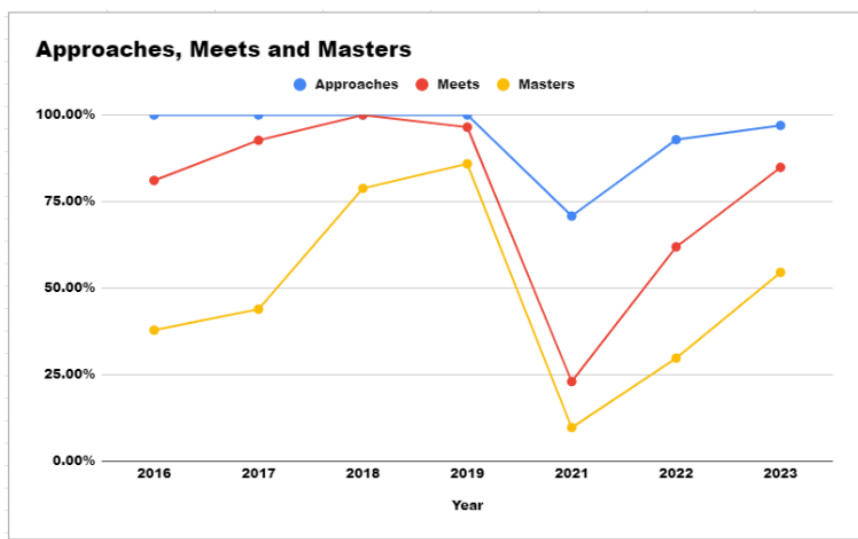
Student Learning Strengths

Strengths

- Strong focus on interventions for struggling students.
- Outperformed comparison campuses in almost every performance level for 6th grade math, 6th grade reading, 7th grade math, and 8th grade Social Studies.
- Progress on closing gaps for student subgroups
- More students in advanced math classes than our comparison campuses.
- Over ½ of our 7th and 8th graders enrolled in Honors classes.
- Number of students considered college and career ready based on lexile climbed 8.5%.

- Strong teacher participation in summer professional development.

Needs

- Increased emphasis on tutoring and reteaching next year for struggling students.
- Continue practices to maintain or increase STAAR performance levels.
- Continue closing gaps for student subgroups, especially LEP, Black/African American and SpEd.
- All Practice STAAR tests in Aware need accurate "Approaches," "Meets," and "Masters" percentages.
- Return of flex tutoring to address absences, failures, etc.
- Strategies and incentives to improve student effort on IXL.

- Despite campus-wide programs, only 20-30% of students considered college ready according to Lexile & MAPS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There continues to be academic gaps between where students are and where we want them to be as measured by end of year benchmarks.   **Root Cause:** Increase intervention opportunities for students in order to close academic and social/emotional learning gaps.

School Processes & Programs

School Processes & Programs Summary

Personnel - Policy and Procedures

Process of Recruiting:

- Posts or From a Pool
- Social media and Word of mouth
- Application process with screener
- Principal pulls names and creates interview team
- Team interviews with question bank to ensure good fit for students and colleagues

Assigning and Retaining:

- Collaboration
- Support systems
- 1st year Mentor Program/Instructional Support

Process of Developing Improvement Plan

- Comparing subgroups
- Comparing individual students
- Looking at data in teams; subjects; etc.
- Student ownership: reflection and goal setting

How to use stakeholders:

- Communication to parents: emails, Viking Times, newsletters, phone calls, Social Media posts (Learning Spotlights), Green and Gold Student Newspaper
- Team leads bring input from their teams.
- Need to include more community members

Integrating CTE, College, Career, Blended Learning

- Hands on lessons in classes - science, the arts, CTE, History (8th), etc.
- Talent Search-College Readiness and career units/discussions in classes,
- CTE: real-life experiences/projects
- ATC and UNT tour
- Guest speakers in various classes

Ensuring equity for all students

Are the demographics of our school represented in our advanced/honors classes, all of the offered electives, and educated about the same after high school options including college, trade school, and career opportunities.

- Advanced Math and EXPO
- Honors Science, ELAR, History
- Dual-Language Program
- Fine arts

Educating teachers on equity and opportunity for all students and how to identify ESL/special populations for honors

- Talent Search-College Readiness and career units/discussions in classes,
- CTE: real-life experiences/projects
- ATC and UNT tour

Discipline Trends

- Trends: some teachers placing most of the referrals. More teachers provide lunch detention to curb behaviors more immediately.
- Improve communication concerning proper procedures for teacher referrals.
- Improve providing proactive measures.

Grade level transition

5th to 6th

- Counselor visits to 5th grade
- Jump Start
- 6th grade 1st day Orientation
- WEB activities throughout the year

8th to HS

- Start early in the year with CCMR lessons
- Students work in Schoolinks to identify their interests and create career and college goals.
- Field trip to LaGrone Academy and UNT so they can see what opportunities are available to them in high school and beyond.
- Counselors work with students on individualized goals and personal success plans, and then in January high school counselors come over and we create their personalized graduation plans with each student in planning for high school.
- Transition meetings for students and parents as well on the high school level.
- What procedures are in place to support students during transitions from one grade to the next and one campus to the next?

Staff Viewpoints on CNA

This is dependent on the level that staff want to be involved in the CNA process. This can be increased through Viking Squad's continued development and influence on Campus wide systems.

Process to address low performance
- Broad and small scale interventions (double-blocked ELAR; math intervention; reading intervention; ESL interventions)
- Grade level have a team time; core subjects have common planning time
- Integration of PLC ½ Days
- Tutorial time for core classes
- Jump Start Summer School
- CIS/ACE
- The development of Viking Squad this school year (23/24) is the foundation for addressing the root causes of low performance at Strickland.

Alignment of Programs to Mission Vision and Values
Our programs have been aligned to these in the past and it was reviewed by the CLT. However, moving into the 23/24 school year and into the future, Viking Squad in addition to the CLT will monitor the alignment of Strickland's Programs to the vision, mission, goals and values.

Matching Educators' Strengths with Classroom Need
Educators that are hired for positions are highly qualified in their subject and the hiring team will insure a good fit for our students and Strickland's culture. Strengths of educators may lead to them being a better fit with other teams, grade levels, or subjects.

Opportunities for At-Risk Students
- Highly qualified teachers scaffolding district curriculum that is guided by TEKs
- CIS or ACE program.
- Improvement in student belonging.
- Enrichment through electives, and clubs.
- Acceleration through course selection and UIL
- Ways to Grow: looking at the alignment of scope and sequence for certain topics to allow for cross curricular collaboration.
- Equity piece will continue to be monitored and matched to school demographics.

School Safety
- BERT: Lead by B. Moore; teacher volunteers to help address school safety issues and share out at grade level/ department meetings.

- School Drills: All drills practiced on Viking Day and some drills periodically throughout the year.
- SMS Safety Overview: Sent out by Officer Adams to be reviewed by each staff member.
- For best practice, classroom doors can be locked during the school day and key card entry for exterior doorways.

Roles and Responsibilities

Master Schedule:
- Distributed and available to entire staff.
- Designated times to collaborated with like subject areas and grade levels.
- Defines roles of Team leads and department heads

Viking Hub
- Provides roles and responsibilities supervision of students in the morning afternoon and during the school day.
- Provides resource sheet for school professionals responsible for specific topics (ex. Money, discipline, technology, testing,)

Systems in Place for New Teachers

First Year Teacher Program
- Provides required monthly informational session to discuss and train teachers on classroom management, T-Tess, and other school systems.
- First Year Teachers are assigned an experienced mentor.
- One- on -one conferences bi-monthly to discuss success and concerns in the classroom.
- Provide school apparel to help teachers become a part of the school community.

Social Emotional Learning

SEL PD for all new Hires to learn SEL strategies.
Treatment Agreement highly recommended for each classroom.

Overall Areas of Strength
- Improving each year due to feedback.
- Using a variety of ways to reach all populations.
- Poverty Simulation to assist with awareness of our lower socioeconomic population.
- Progress Monitoring Parent Meeting
- Talent Search with UNT
- CIS and ACE
- GOAL

- Clubs: Chess, Dungeons and Dragons, Garden Club, Fiddle Club, Mariachi, Student Council, NJHS (clubs help provide a sense of belonging to the students)
- WEB

School Processes & Programs Strengths

Overall Areas of Strength

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Provide school apparel to help teachers become a part of the school community.

Overall Areas of Growth

Allowing input from stakeholders and continuing to strengthen communication for community members, teachers (and their roles), and administrators.

Review how to create classroom procedures and expectations, how and when to reinforce, and what to do when behavioral expectations are not met as a proactive measure for discipline.

Communicate expectations to teachers on what constitutes a referral vs. what should be handled by the teacher. This keeps "power" in the teacher's hands therefore and keeps kids in class.

Advertise open positions as early as possible and utilize secondary pools to fill positions with high quality educators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: An increase in the number of teachers who are novice educators and lacking knowledge and skills to deliver high quality instruction. **Root Cause:** Higher than typical teacher turnover rates for Strickland Middle School.

Perceptions

Perceptions Summary

Student Engagement
Reducing Conflict:
SEL & Restorative practices schoolwide
Request to see a counselor form available electronically for all students, staff and parents/guardians
Counselors facilitate Restorative Practices repair circles and teach conflict resolution skills
Behavioral Contracts put in place by admin, if necessary
Stay Away Agreements to promote a safe learning environment while at school
27 Stay Away Agreements (from 13 last year)
(3 in 6th, 12 in 7th, 12 in 8th)

Student Engagement
Bullying Prevention:
Programs & curriculum to instruct bully prevention:
Restorative Practices
Social Emotional Learning
STOPit!
IMPACT & SRO Presentations
State Mandates by IMPACT Counselor
6 Bullying Investigations
(from 6 last year)
(0 in 6th, 1 in 7th, 5 in 8th)

End of Year Survey Results
Participants: 757

240 - 6th graders
240 - 7th graders
274 - 8th graders

More responses this year compared to last year (726)
Just an FYI…We want GREEN! (in most situations)

C2. I feel like I belong at this school.

Never
5.5%

Always
25.4%

Sometimes
25.8%

Most of the time
43.3%
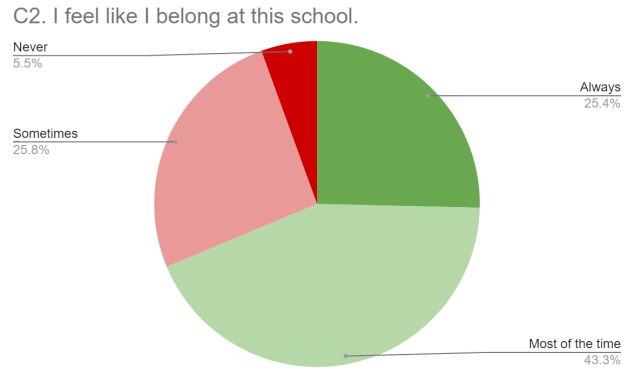
Staff Perception of Campus

Participants: 73

Dates:

October 2 - 16, 2023

Question

Respondents

Mean Answer

(Out of 5)

On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied…

How satisfied are you with your organization as a place to work?

73

3.88

(from 3.78)

Basic Needs - What do I get?

Question

Respondents

Mean Answer

(Out of 5)

I know what is expected of me at work.

73

4.41

(From 4.45)

I have the materials and equipment I need to do my work right.

72

3.86

(From 3.90)

Staff

Gallup Survey

Staff

Gallup Survey

Individual - What do I give?

Question

Respondents

Mean Answer

(Out of 5)

At work, I have the opportunity to do what I do best every day.

73

3.92

(From 3.91)

In the last seven days, I have received recognition or praise for doing good work.

69

3.07

(From 3.12)

My supervisor, or someone at work, seems to care about me as a person.

73

4.10

(From 4.09)

There is someone at work who encourages my development.

73

4.08

(From 4.01)

Staff

Gallup Survey

Teamwork - Do I belong here?

Question

Respondents

Mean Answer

(Out of 5)

At work, my opinions seem to count.

70

3.64

(From 3.59)

The mission or purpose of my organization makes me feel my job is important.

72

3.78

(From 3.74)

My associates or fellow employees are committed to doing quality work.

73

4.03

(From 4.20)

I have a best friend at work.

68

3.91

(From 3.63)

Staff

Gallup Survey

Growth - How can I grow?

Question

Respondents

Mean Answer

(Out of 5)

In the last six months, someone at work has talked to me about my progress.

70

3.39

(From 3.35)

This last year, i have had opportunities at work to learn and grow.

69

3.90

(From 4.05)

Staff

Gallup Survey

Question

Respondents

Mean Answer

(Out of 5)

My supervisor creates an environment that is trusting and open.

73

3.97

(From 4.06)

My workplace is committed to building the strengths of each employee.

73

3.62

(From 3.74)

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

66

4.11

(From 4.01)

My organization cares about my overall well-being.

72

3.50

(From 3.53)

I have enough time to complete everything I need to do at work.

73

2.85

(From 2.87)

There is open communication throughout all levels of my organization.

72

3.15

(From 3.21)

Faculty & Staff Data

New Faculty & Staff

Activities We Do to Welcome Future Vikings

T-Shirt Donation

Staff Competitions:

Rock, Paper, Scissors

Paper Airplanes

Salsa Making

Chili Making

Sunshine Committee

SMS Fitness Club

PTA Shirts/Hoodies Available for Purchase

Perceptions Strengths

Summary of Strengths for SMS:

Students: 84.3% of students feel that staff positively support them most or all of the time.

Almost 80% of students feel that teachers treat kids with respect most or all of the time.

94% of students feel that Strickland has many chances to get involved in clubs, sports, etc.

Safety from teasing, bullying, and physical violence has increased since last year.

Over half of the students would give Strickland an overall grade of A or B.

Staff: Staff members know and understand what is expected of them at work.

Significant increase in staff feeling that they have a best friend at work.

82% of staff members feel cared about by someone at work

Staff feel that they are encouraged in their development.

Staff feel that they work with a group of people who are committed to doing quality work.

14% faculty/staff turnover rate compared to 20% the previous year.

Green = new additions

Area of Growth for SMS:

Students:

30.1% of students report not feeling safe in the bathrooms sometimes or ever.

37.6% of students report not feeling safe from teasing and bullying sometimes or ever (better than last year, but…)

31.3% of students report that they STILL do not feel like they belong at school sometimes or ever.

Staff:

SMS Staff do not feel consistently recognized or praised for doing good work.

Some staff feel that there is not open communication throughout all levels of the school.

Staff feels that we have too much to do with very little time to complete it (lowest rated question)

Red = new additions

Campus Needs Moving Forward

SEL and Restorative Practices need to remain a campus-wide priority

Student to Student

Staff to Student

Staff to Staff

Continue to focus on ways to build relationships with students and repair them when things are broken.

Continue to foster a sense of belonging for students so that they feel part of Strickland Middle School.

Increase safety at our school across several areas (teasing & bullying / dating violence / physical violence)

Increase acknowledgement of teacher's accomplishments and work on communication between different levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 30% of student report they sometimes do not feel safe in the hallways or restroom **Root Cause:** Strickland has a very long hallway where no classes feed into it. Hallways and restrooms are supervised by teachers, admin and counselors and increasing monitoring presence.

Problem Statement 2: Building a cultural where students feel safe, welcomed and belonging. **Root Cause:** Ensuring that every student is connected and engaged in some way during their middle school educational experiences.

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Improve student learning to reflect at least one year's growth for every student in Math, ELAR, Science, and Social Studies.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development, extended planning time, and coaching to ensure all teachers are using best practices, such as but not limited to: Instructional models and strategies, Data analysis and application, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, subject knowledge, and engaging qualities to reach all learners, especially those at-risk.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Improved student achievement should be reflected in data from common assessments, benchmarks, MAP, and STAAR data .
    Staff Responsible for Monitoring: Principals, department heads, teachers
 	
    Funding Sources: Ed Leave - At-Risk (SCE) - $10,000, PD Supplies - At-Risk (SCE) - $5,000, pd - At-Risk (SCE) - $1,500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate and utilize technology to enhance instruction so that at-risk students have access to online resources and opportunities for online collaboration.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in L2L engagement data, CNA survey data, student achievement data			
Staff Responsible for Monitoring: Principals, librarian, DLS, teachers			
ESF Levers: Lever 5: Effective Instruction			
Funding Sources: Student Supplies - At-Risk (SCE) - $4,104			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide small group tutoring to all at-risk students who do not meet expectations on STAAR in all tested subject areas.	**Formative**		
Strategy's Expected Result/Impact: Improved STAAR results with a minimum of one year's growth for all students.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Principals/teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Build library and classroom book collections with multi-level/high-interest materials that include ebooks with selection based on the needs of students who qualify as at risk.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased library and classroom usage and improved reading achievement.			
Staff Responsible for Monitoring: Principals, librarians, teachers			
Funding Sources: Money for books - At-Risk (SCE) - $5,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students needing additional academic support in core content classes.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Decreased failure rates			
Staff Responsible for Monitoring: Core content teachers			
Funding Sources: Communities in Schools (CIS) - Case Management - At-Risk (SCE) - $16,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize Reading Intervention teacher to enhance reading proficiency among students performing below grade level to improve overall literacy rates within the academic year.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved STAAR results with a minimum of one year's growth for all students.			
Staff Responsible for Monitoring: Teachers/Admin			
Funding Sources: FTE - State Compensatory Education (SCE) - $74,695			

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

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning that encourage participation by all members of the school community in continuous development of school culture. Progress will be measured by staff, student, and parent surveys. Feedback provided will be used for improvements.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post to the marquee and Scholastic TVs, complete all school messenger and written parent communication in English and Spanish. Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter, Smore, School Messenger, and Instagram and provide opportunities for parent to sign up.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Parent attendance and feedback			
Staff Responsible for Monitoring: All SMS staff and PTSA			
Funding Sources: - At-Risk (SCE) - $1,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development and training to continue developing positive behavior and classroom management programs throughout the school.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Discipline referrals and data, climate surveys			
Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers			
Funding Sources: - At-Risk (SCE) - $5,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Connect students to extracurricular and elective groups and programs that bring them into the Strickland community. Such extracurricular and elective group programs include GOAL, Robotics Club, WEB, NJHS, Garden, Jazz and Pop Choir, Fiddle Club, Robotics, Yearbook, Newsletter, D&D, Board Games, Chess, etc.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades, and leadership skills, **Staff Responsible for Monitoring:** Teacher sponsors **Funding Sources:** - At-Risk (SCE) - $5,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Every week, our SEL committee will select a teacher to receive an award and recognition for exhibiting SEL practices in the classroom. Teachers will be able to nominate teachers.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Encourage and promote the use of SEL practices throughout our campus in order to have conversations and examples with teachers about mentorships and SEL best practices. **Staff Responsible for Monitoring:** admin **Funding Sources:** - At-Risk (SCE) - $2,500			

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

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	pd		$1,500.00
1	1	1	PD Supplies		$5,000.00
1	1	1	Ed Leave		$10,000.00
1	1	2	Student Supplies		$4,104.00
1	1	4	Money for books		$5,000.00
1	1	5	Communities in Schools (CIS) - Case Management		$16,000.00
2	1	1			$1,000.00
2	1	2			$5,000.00
2	1	3			$5,000.00
2	1	4			$2,500.00
				Sub-Total	$55,104.00
State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	FTE		$74,695.00
				Sub-Total	$74,695.00

Denton Independent School District

Ginnings Elementary

2024-2025 Campus Improvement Plan

Mission Statement

To nurture, educate, and inspire students to become lifelong learners.

Vision

Empowering a community of lifelong learners.

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Established: 1968
Mascot: Jaguars
Colors: Royal Blue and Yellow

GINNINGS ELEMENTARY SCHOOL--2024-25 Student Information	
Campus Program	One-Way Dual Language
Total Number of Students	650
STUDENT ENROLLMENT BY RACE/ETHNICITY	
African American	16.0%
Asian	2.62%
Hispanic	62.85%
American India	0.49%
Pacific Islander	0
Two or More Races	0
White	18%
STUDENT ENROLLMENT BY TYPE	

GINNINGS ELEMENTARY SCHOOL--2024-25 Student Information	
Economically Disadvantaged	51%
English Language Learner	19.78%
Special Education Services	15.88%

Demographics Strengths

- Ginnings Elementary is a campus that has a diverse student and staff population.

- Ginnings Elementary provides different academic programs to address the academic needs of all students. These programs include Dual Language (One Way), ESL, Gifted and Talented, Special Education, General Education, Positive Academic Behavioral Support, Functional Life Skills, and Dyslexia.

- Ginnings Elementary serves students from Pre-Kindergarten to 5th grade.

- Ginnings Elementary staff demographic is diverse in race/ethnicity and gender.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggling with their social and emotional behavior.   **Root Cause:** Students acquiring school readiness to be self-regulated.

Problem Statement 2 (Prioritized): Special Education Students need strong support in all content and behavioral support areas as identified in their IEPS.   **Root Cause:** Special Education Teachers need more training in content and behavioral intervention supports.

Student Learning

Student Learning Summary

2024-25 Beginning of Year (BOY) Data

3rd-5th Grade STAAR Data for 2023-2024

Ginnings Elementary 2023-2024 STAAR Results				
Grade	Subject	Approaches	Meets	Masters
3rd	Reading Language Arts	54%	38%	14%
3rd	Reading Language Arts (Spanish)	50%	25%	13%
3rd	Math	53%	25%	4%
3rd	Math (Spanish)	0%	0%	0%
4th	Reading Language Arts	66%	28%	9%
4th	Reading Language Arts (Spanish)	17%	0%	0%
4th	Math	46%	18%	6%
4th	Math (Spanish)	0%	0%	0%
5th	Reading Language Arts	71%	38%	13%
5th	Reading Language Arts (Spanish)	67%	44%	0%
5th	Math	58%	24%	3%
5th	Math (Spanish)	40%	0%	0%
5th	Science	54%	18%	3%
5th	Science (Spanish)	0%	0%	0%

Student Learning Strengths

Ginnings Elementary students are working towards enhancing Math and Literacy achievement during the 2024-25 school year. Students at Ginnings come from diverse learning backgrounds and are eager participants in their learning experiences. They participated in iReady BOY, MOY and EOY during the 2023-24 school year. The diversity from the Ginnings Families make attending school at Ginnings so great!

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students have identified gaps that are below level in Math and Reading.   **Root Cause:** Because teachers were new to the profession, there was a lack of content knowledge and skills in order to effectively deliver the Tier I instruction and intervention for students.

Problem Statement 2 (Prioritized): Teachers were not using viable and guaranteed district curriculum materials.   **Root Cause:** Lack of walkthroughs and observations and time to visit planning sessions at all grade levels.

School Processes & Programs

School Processes & Programs Summary

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

- Student clubs are offered to students from 3rd-5th.

- Restorative practices are included as part of the curriculum.

- Interventions, enrichment, and extension opportunities.

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

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

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

Ginnings provides a support system for new teachers to the campus and new teachers to the education field as well through the district mentor program.

School Processes & Programs Strengths

CURRICULUM, INSTRUCTION and ASSESSMENT

- Master schedule that includes specific times for interventions for Tier II and Tier III students called JAG Time.

- JAG (Jaguars are Great) time to address HB1416 intervention

- Teaching and Learning District Level Instructional Coach Support

- PLC process to to answer the four questions.

- PLC/DMTSS sessions to report and address the academic and behavioral needs of students

- iReady Progress Monitoring Checks for Assessment of Standards for Math and Literacy

- Weekly collaboration and planning in all subject areas and programs including interventions

- Effective use of the guaranteed and viable district curriculum

- Bilingual resources and bilingual classroom libraries provide for every bilingual classroom

- Implementation of workshop models

- 3 interventionists and paraprofessionals that provide intervention services for HB1416 and tier II students

TECHNOLOGY

- Technology is used for instruction, intervention, enrichment, and extensions.

- Staff attend training to improve their technology skills

- 1/1 Chromebook per student

- Promethean Boards in all classrooms

SCHOOL CONTEXT and ORGANIZATION

- 5 teachers are part of the district curriculum writers team.

- Effective communication between parents, teachers, and administrators is conducted by diverse methods such as email, TAC, Class Dojo, phone calls, and newsletters.

STAFF QUALITY, RECRUITMENT, and RETENTION

- Detailed Duty schedules

- Mentorship program to support new teachers

- Coaching cycle for any teacher in need

- Professional development opportunities

- System to provide support for newly hired teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of PLC knowledge and skills **Root Cause:** In need of professional development and guidance throughout the process and more designated time to work collaboratively.

Perceptions

Perceptions Summary

Ginnings Elementary works in collaboration with the campus PTA, Communities in Schools, and other community organizations for opportunities to promote family engagement. Families receive communication monthly about events happening at Ginnings. Expectations for academic excellence are shared with families and families support the school's mission and vision.

Perceptions Strengths

FAMILY and COMMUNITY INVOLVEMENT

- Glows and grows are shared with parents weekly and monthly.

- Several social media platforms are used to communicate what is happening at Ginnings.

- Parents are given opportunities to be involved in the education of their children and in school events.

- Student celebraities are used to celebrate and recognize student achievement, effort, participation, and attendance.

- Lunch with a leader is offered for boys in 5th grade and girls in 4th grade.

- Communities in Schools

SCHOOL CULTURE and CLIMATE

- Teachers' values and beliefs are in alignment with the school's vision and mission.

- Teachers implement social-emotional learning strategies to support the need of the students

- Staff are committed to the academic success and well-being of all the students

- Teachers are supportive of each other

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only a small percentage of parents are fully involved in the decision making process for family engagement and a small percentage of students participate in the family engagement survey.   **Root Cause:** Ginnings is working to engage additional families, students and the community into the school learning environment.

Priority Problem Statements

Problem Statement 1: Students struggling with their social and emotional behavior.

Root Cause 1: Students acquiring school readiness to be self-regulated.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education Students need strong support in all content and behavioral support areas as identified in their IEPS.

Root Cause 2: Special Education Teachers need more training in content and behavioral intervention supports.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students have identified gaps that are below level in Math and Reading.

Root Cause 3: Because teachers were new to the profession, there was a lack of content knowledge and skills in order to effectively deliver the Tier I instruction and intervention for students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers were not using viable and guaranteed district curriculum materials.

Root Cause 4: Lack of walkthroughs and observations and time to visit planning sessions at all grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of PLC knowledge and skills

Root Cause 5: In need of professional development and guidance throughout the process and more designated time to work collaboratively.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only a small percentage of parents are fully involved in the decision making process for family engagement and a small percentage of students participate in the family engagement survey.

Root Cause 6: Ginnings is working to engage additional families, students and the community into the school learning environment.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:
* Develop and maintain a culture where learning remains our priority
* Advocate and practice proper accountability based on the 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 the end of April 2025, at least 70% of students will improve their reading levels to meet or exceed grade level benchmarks as measured by the DRA for Kindergarten and First Grade, report card assessments, DRA, and ii-Ready Mastery checks for 2-5 grades (each 9 weeks). This goal is relevant to enhancing overall literacy skills and will be achieved through quality tier one instruction, targeted reading interventions, regular progress monitoring, and personalized support tailored to individual student needs.

By April 30, 2025, at least 70% of the students in grades 2- 5 will demonstrate mastery in i-Ready mastery checks and report card assessments. Progress will be monitored by each teacher with the guidance of the instructional support team after each quarterly i-Ready mastery check and quarterly report card assessments through data analysis of the results. This goal will be achieved through quality Tier 1 instruction, targeted math interventions, regular progress monitoring, and personalized support tailored to individual student needs.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Reading:
* Developmental Reading Assessment (DRA)
* Common Formative Assessments
* Interim Assessments
* iReady
* TELPAS
* STAAR

Math:
* Primary Numeracy Assessment (PNA)
* iReady
* Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches will support teachers with Tier I instruction through participating and guiding them through the PLC and planning process using the district guaranteed and viable curriculum resources.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: A minimum of 85% students increasing their guided reading DRA level at each quarter. **Staff Responsible for Monitoring:** Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Campus Instructional Coach - Title I, Part A - $81,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus interventionists will intervene with students and teachers to support Tier II, & III instruction.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student achievement. **Staff Responsible for Monitoring:** Reading Interventionist Math Interventionist Bilingual/ESL Interventionist Reading Recovery & DLL Interventionists Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Interventionist (Bilingual) - State Compensatory Education (SCE) - $77,301, Interventionist - State Compensatory Education (SCE) - $76,945			

Strategy 3 Details	Formative Reviews		
Strategy 3: JAG Time (accelerated instruction, intervention, extension and enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved student achievement.			
Staff Responsible for Monitoring: Classroom Teachers			
Campus Interventionists			
EXPO Specialist			
Instructional Coaches			
Administration			
Title I:			
2.4, 2.5, 2.6			
- **TEA Priorities:**			
Build a foundation of reading and math, Improve low-performing schools			
- **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: PLCs will be held for effective planning addressing the four critical questions: (1) What do we expect students to learn? (2) How will we know when they have learned it? (3) How will we respond when they do not learn it? (4) What will we respond when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased teacher collective inquiry, collaboration and improved student achievement.			
Staff Responsible for Monitoring: Classroom Teachers			
Campus Interventionists			
EXPO Specialist			
Instructional Coaches			
Administration			
Title I:			
2.4, 2.5, 2.6			
- **TEA Priorities:**			
Build a foundation of reading and math, Improve low-performing schools			
- **Targeted Support Strategy**			
Funding Sources: Substitutes for Classroom teachers - Title I, Part A - $17,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Ginnings teachers will participate in district offered professional development to increase teacher knowledge and skills for improved student achievement.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased teacher quality, improved student achievement and increased teacher retention. **Staff Responsible for Monitoring:** Instructional Coaches Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 6 Details	Formative Reviews		
Strategy 6: Classroom walkthroughs and observations will be conducted to focus on teacher development and student learning for expected growth and engagement using the instructional core and instructional framework.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase expertise in teacher content knowledge and student achievement through continuous feedback. **Staff Responsible for Monitoring:** Administrators Administrative Intern **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 7 Details	Formative Reviews		
Strategy 7: 100% of students that did not meet standards on STAAR will receive between 15-60 hours of accelerated instruction (depending on student performance data), in order to demonstrate more than one-years growth.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students gain more than one year's growth in the appropriate subject and less students will be in need of intervention. **Staff Responsible for Monitoring:** Classroom teachers Interventionist **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy**			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students have identified gaps that are below level in Math and Reading.   **Root Cause**: Because teachers were new to the profession, there was a lack of content knowledge and skills in order to effectively deliver the Tier I instruction and intervention for students.
Problem Statement 2: Teachers were not using viable and guaranteed district curriculum materials.   **Root Cause**: Lack of walkthroughs and observations and time to visit planning sessions at all grade levels.

School Processes & Programs
Problem Statement 1: Lack of PLC knowledge and skills   **Root Cause**: In need of professional development and guidance throughout the process and more designated time to work collaboratively.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Ginnings Elementary School will establish a positive school culture & climate through the implementation of the Positive Behavior Intervention Supports program and parent engagement and will be measured by a decrease in the number of discipline referrals, increase in parent engagement survey results and increase teacher retention.

> **High Priority**
>
> **Evaluation Data Sources:** Q12 Gallup Parent Engagement Survey
> Discipline Data
> Campus Survey Data
> Teacher Retention Data

Strategy 1 Details	Formative Reviews		
Strategy 1: A variety of incentives and recognitions will be implemented to honor the efforts, hard work, and commitment of Ginnings students.	**Formative**		
Strategy's Expected Result/Impact: Students feeling appreciated and honored. **Staff Responsible for Monitoring:** Administration Campus Staff **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**	**Dec**	**Mar**	**May**

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Student Assemblies will be held quarterly for student recognitions, attendance, classroom/school-wide expectations, participation, exemplary character.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students and staff feeling appreciated and recognized. **Staff Responsible for Monitoring:** School Counselor Administration Administrative Intern **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections.	**Formative**		
	Dec	**Mar**	**May**
Staff Responsible for Monitoring: Campus Interventionist Instructional Coaches School Counselor Administration **Title I:** 2.5, 4.2 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies, materials, snacks, and refreshments for parent involvement - Title I, Part A - $4,489.39			

Strategy 4 Details	Formative Reviews		
Strategy 4: School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement and engagement.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Proud student sense of belonging and involvement. **Staff Responsible for Monitoring:** Club/Organization Sponsors School Counselor Administration **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**			

Strategy 5 Details	Formative Reviews		
Strategy 5: Communities in Schools (CIS) support our student and families in need.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased wraparound services for students and families. **Staff Responsible for Monitoring:** CIS Coordinator Volunteer Coordinator School Counselor Administration **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Communities in School on campus - Title I, Part A - $14,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers and students will receive professional learning for classroom management and behavior management strategies with the support of the campus Behavior Specialist and Impact Counselor. The Behavior Specialist and Impact Counselor will support students in Tier II and Tier III interventions. Students will receive small group counseling sessions to work on skills and strategies for self-management.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers are supported with effective skills to manage and engage students. Students are able to regulate their emotions and be prepared to learn which will result in a lower percentage of discipline referrals. **Staff Responsible for Monitoring:** Impact Counselor Behavior Specialist Administrators **Title I:** 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Behavior Specialist and Impact Counselor - Title I, Part A - $158,403			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior.   **Root Cause**: Students acquiring school readiness to be self-regulated.

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Instructional coaches will support teachers with Tier I instruction through participating and guiding them through the PLC and planning process using the district guaranteed and viable curriculum resources.
1	1	3	JAG Time (accelerated instruction, intervention, extension and enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.
1	1	4	PLCs will be held for effective planning addressing the four critical questions: (1) What do we expect students to learn? (2) How will we know when they have learned it? (3) How will we respond when they do not learn it? (4) What will we respond when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.
1	1	5	Ginnings teachers will participate in district offered professional development to increase teacher knowledge and skills for improved student achievement.
1	1	6	Classroom walkthroughs and observations will be conducted to focus on teacher development and student learning for expected growth and engagement using the instructional core and instructional framework.
1	1	7	100% of students that did not meet standards on STAAR will receive between 15-60 hours of accelerated instruction (depending on student performance data), in order to demonstrate more than one-years growth.
2	1	1	A variety of incentives and recognitions will be implemented to honor the efforts, hard work, and commitment of Ginnings students.
2	1	2	Student Assemblies will be held quarterly for student recognitions, attendance, classroom/school-wide expectations, participation, exemplary character.
2	1	3	Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections.
2	1	4	School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement and engagement.
2	1	5	Communities in Schools (CIS) support our student and families in need.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	2	Campus interventionists will intervene with students and teachers to support Tier II, & III instruction.

State Compensatory

Budget for Ginnings Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.5
Brief Description of SCE Services and/or Programs

Personnel for Ginnings Elementary

Name	Position	FTE
Ingrid Gonzalez	Math Interventionist 3-5	0.5
Kristen Gray	Reading Interventionist 3-5	NaN
Stephanie Blankenship	Literacy Support K-2 / Reading Recovery	NaN

Title I Personnel

Name	Position	Program	FTE
Cindy Ferrris	Instructional Coach (Campus)	Literacy / Math	1.0 TI
Lauren Atkinson	Instructional Coach (District)	Literacy / Math	0.5 TI

Campus Funding Summary

			State Compensatory Education (SCE)		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Interventionist		$76,945.00
1	1	2	Interventionist (Bilingual)		$77,301.00
				Sub-Total	$154,246.00
			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Instructional Coach		$81,000.00
1	1	4	Substitutes for Classroom teachers		$17,000.00
2	1	3	Supplies, materials, snacks, and refreshments for parent involvement		$4,489.39
2	1	5	Communities in School on campus		$14,000.00
2	1	6	Behavior Specialist and Impact Counselor		$158,403.00
				Sub-Total	$274,892.39

Denton Independent School District

Hodge Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Mission: Teach • Learn • Grow • Serve

Motto: Whatever it takes, no excuses.

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Hodge is a Two Way Dual Language school that is also a Title I campus. Hodge has a large percentage of At Risk and Limited English Proficient learners that require various intensive interventions to be successful, including academic interventions, social and emotional interventions, and behavioral interventions.

About 80% of the student population is economically disadvantaged. About half of the student population do not have English as their first language. Additionally, there has been an influx of newcomers, many of which are coming from situations where they have experienced various traumas. Their academic and emotional needs, on top of needing to learn English, are often high requiring additional resources.

More than two-thirds of our classrooms are Bilingual Classrooms, either One Way Dual Language Classrooms or Two Dual Language classrooms. It is crucial for these teachers and students to have curriculum resources and materials that are complimentary to one another so that teachers can be sure that students are receiving high quality tier one instruction in both languages.

The emotional demands on teachers and staff are incredibly high and we continue to need additional staff in an effort to alleviate the added demands and stress. The additional staff will provide additional services as well as allow for reduced teacher/student ratios. Hodge needs staff members who can serve bilingual special education students as well as bilingual dyslexic students. Hodge needs staff who can intervene and teach appropriate and healthy behaviors and support students and their families with social adjustment difficulties.

For additional information about the Hodge Learning Community, please refer to our "Welcome to Hodge" brochure that can be found in the addendum section of this plan.

Established: 1987

Mascot: Hawk

Colors: Red, Black, and White

Mission: Teach, Learn, Grow, Serve

Vision: A school that cultivates an inclusive, supportive community by valuing and incorporating students' life experiences while encouraging ownership of learning.

Motto: Together we learn, forever we grow!

School Creed (Students): LEAD: **L**isten to Others, **E**xcellence in All We Do, **A**ttitude for Success, **D**emonstrate Self-Control

Staff Commitments: As members of the Hodge ES staff, we commit to:

- Creating a welcoming environment based on authentic relationships by partnering with families to meet the needs of the whole child.
- Connecting with students by building relationships and implementing behavior expectations to develop ownership of learning and school culture through RISE, CHAMPS, and Relationship Agreements.
- Meeting all students where they are by purposefully planning for engagement and providing meaningful and respectful tasks to help students meet their goals.
- Supporting cultural diversity, including language, through comprehensible input by adhering to current sheltered instructional practices.
- Utilizing Assessment for Learning strategies to maximize student learning and drive instruction.
- Analyzing team and individual data using a data dig protocol in order to determine focus and inform instruction across all tiers.
- Holding ourselves and each other accountable by adopting norms to create a comfortable and safe environment where we can ask for support when needed in order to improve team functionality and productivity.
- Engaging in shared decision making with a focus on student achievement.
- Taking risks, reflecting and learning from each other through vertical work, learning walks, lesson study, and PLCs to determine next steps for continuous improvement.

The overall campus demographics are:

Group	Count	Percent
All	674	100%
PreK	22	3%
K	93	14%
1	101	16%
2	94	14%
3	117	18%
4	105	17%
5	117	18%
PABS	6	1%
COMS	18	2%
African American	51	7%
Hispanic	510	76%
White	89	13%
Other	24	4%
504	37	5%
Special Education	166	25%
Dual Language	461	68%
Emergent Bilingual	337	50%

Group	Count	Percent
Gifted and Talented	76	11%
Low SES	504	75%
At Risk	347	75%

The staff demographics are:

Group	Size
African American	5%
Hispanic	48%
White	43%
Other	4%

Demographics Strengths

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

- We have a high percentage of Behavior Intervention/Counseling/SEL Staff in comparison to other campuses with similar demographics.

- ACE/CIS After School Program

- CIS Daytime Program

- Community Grocery Market for Families

- Community Clothes Closet for Families

- Multicultural Events and Family Nights

- Teacher sponsored after school clubs and programs including Tae Kwon Do, GOAL, Ballet Folkloriko, Readers' Theatre, Choir, Book Club.

- Overall, the racial/ethnic demographics of the staff are similar to that of the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.

Problem Statement 2 (Prioritized): Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Problem Statement 3 (Prioritized): Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.

Student Learning

Student Learning Summary

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

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

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

STAAR 2024

Did Not Meet / Approaches / Meets / Masters

	Reading	Reading Spanish	Math	Science
3rd Grade	41/59/26/9	44/56/27/7	27/63/34/10	
4th Grade	34/66/41/18	50/50/25/0	43/57/30/5	
5th Grade	33/67/48/17	50/50/12/0	48/52/21/4	69/31/8/2

Student Learning Strengths

Morning Clubs

RISE (SEL Lessons/CharacterStrong)

Check In/Check Out (CICO) Mentor Program

Student Recognition (Positive Office Referrals/Hodge High 5's/Announcements/Awards Assemblies)

Book of the Month Initiative

Use of AFL Strategies in Instruction and Assessment Practices

Lucy Calkins Reading and Writing Units of Study

Benchmark Taller de Lectura y Escritura

PLC Extended Time for Teacher Planning

MTSS Process, including PreMTSS time provided within PLCs

Systematic Documented Interventions

Teacher Directed Professional Development Sessions through Texas Lesson Study

 ESSER Tutors

Newcomer Support (ESL)

Focus Groups

Explicit Direct Instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

Problem Statement 2 (Prioritized): To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

* STEAM clubs for all students every Friday.

* Restorative/Relational practices in classrooms for prevention and resolution of social issues.

* Reflection/Reset spaces for students to prepare emotionally and physically to participate successfully in class.

* RISE (social emotional) lessons are provided daily in all classrooms using CharacterStrong curriculum.

* Focus Groups for Shared Leadership and Decision Making

* Teacher Directed Professional Development Sessions with Texas Lesson Study practices.

* We need to increase positive visibility on social media to promote the success of our school. We will continue refreshing the building, such as replacing the carpet mural.

* Morning clubs that consist of Fine Arts (PE, Art, Yoga, Reading).

* After School Clubs: Martial Arts, Readers' Theatre, Ballet Folklorico, GOAL, Choir, Reading Club.

* Awards Assemblies on the half day Fridays.

* Classroom Behavior Support from Administration/Counseling Team

Attendance

Year	ADA Rate
Current	95.60
23-24	
22-23	94.67
21-22	93.73
20-21	95.67
19-20	96.81
18-19	96.04

School Processes & Programs Strengths

Curriculum, Instruction and Assessment
- Creation of a Master Schedule that allows all grade level teachers to have the same conference period to collaborate and have PLCs during the school day
- Use of WIN Time to address HB4545/HB1416 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-led researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of DuFour's' PLC model in our grade levels
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology

- All staff trained in Seesaw, Google Classroom, and other apps on the Denton ISD portal to allow student access to material

- An increased use of technology for assessment and immediate feedback

- An increased use of technology to facilitate 504 and SpEd accommodations

- Willingness of staff to improve technology skills and integrate technology in lessons

- Strong support from campus technology staff

- We are a 1:1 Chromebook campus

School Context and Organization ~
- All Hodge certified staff have a leadership role on campus.

- Effective communication between staff and parents through TAC emails and school newsletters.

- Organized duty stations

- Supervision inside and outside the campus is actively monitored by staff

- Student/teacher interactions are positive.

Staff Quality, Recruitment and Retention

- "Welcome to Our School" Pamphlet provided to interviewees

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

- New Teacher Mentor Support and Monthly Meetings

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

Family and Community Involvement -
- Weekly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and corrective communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more

- High levels of social media and email and phone blast are keeping parents in the loop

- Celebration of Learning/ Winter Wonderland Family Nights

- Ballet Folklorico Club

- Holiday Support for Families

School Culture and Climate ~
- Relationships built by staff with students

- Committed staff

- Staff is happy to be at work

- High but achievable expectations that allows students to reach goals

- Staff is helpful

- Teachers are involved

- Students living out our inclusive culture by helping peers and teachers

- Staff feels that administration is creating a positive culture

- Staff and students know, and live by, the school Mission and Motto

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Priority Problem Statements

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

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers need more time to work as a PLC and learn together through teacher directed activities through ongoing, job embedded professional development opportunities.

Root Cause 4:

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers need to drive their professional learning and have opportunities to shape our school through shared decision making. The school will have a greater presence on a variety of social media platforms in order to more successfully communicate with the greater Hodge community.

Root Cause 5:

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Root Cause 6:

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Root Cause 7:

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.

Root Cause 8:

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

*Develop and maintain a culture where learning remains our first priority

*Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates

*Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students

*Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship

*Cultivate a network of professional learning communities addressing the educational needs of every child in our district

*Incorporate best practices into teaching, learning, technology and leadership

*Foster and support an advanced digital learning environment

*Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: To increase student achievement for all students with an enhanced focus on our Hispanic sub-population and English Learners as identified in Targeted School Improvement so that Hodge student achievement scores are aligned with District and State averages as evidenced by End of Year Assessments (iReady, STAAR, PNA, etc.) through engaging teachers in shared decision making, leadership opportunities, and teacher directed professional development through the PLC process.

High Priority

HB3 Guiding Outcome

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

Strategy 1 Details	**Formative Reviews**		
Strategy 1: 100% of eligible HB4545/HB1416 students will be served by May 2025 by providing tutorial opportunities.	**Formative**		
Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Counselors, Teachers, Teaching & Learning Department **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Extra Duty for Tutorials - Title I, Part A - $12,000			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Interventionists/Instructional Coaches will support teachers by prioritizing instructional coaching in the first 6-9 weeks of school utilizing the Jim Knight, High Impact Coaching Model. They will collaborate with grade level PLCs to intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Common Formative Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries.			
Staff Responsible for Monitoring: Reading Interventionists (Leda Byington, Jorge Ordonez, & Colleen Moore) as monitored by administration. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Reading Interventionists - Title I, Part A - $74,412.66, Reading Interventionists - State Compensatory Education (SCE) - $140,000			

Strategy 3 Details	Formative Reviews

Strategy 3: Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase in % meeting standard on Inferencing and Comprehension per STAAR results. **Staff Responsible for Monitoring:** Academic coaching team, Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2			

Strategy 4 Details	Formative Reviews

Strategy 4: Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Substitutes for PD - Title I, Part A - $15,000, Staff Development Supplies - Title I, Part A - $2,775			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Utilize additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: SPED Referral Rates **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Teachers will support students in developing their writing skills by requiring written responses in all subject areas, explicitly teaching revising and editing skills, and providing opportunities for students to answer constructed response type questions in classroom practice and formal and informal testing in all subject areas.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results **Staff Responsible for Monitoring:** Teachers, Interventionists, Administration **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: The PLC Guiding Coalition will work to learn new strategies to support increased effectiveness in the grade level PLCs. Additionally the PLCs will plan, prepare, and lead campus wide professional development to ensure that we have the culture, understanding, knowledge, and skills to bring about transformative change for our learning community. Finally, the PLC Guiding Coalition will be tasked with facilitating campus wide, systematic Student Self Assessment Practices so that students are empowered to track their progress on essential standards in Math, Reading, and Writing.	**Formative**		
	Dec	**Mar**	**May**
Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Implement a 50/50 2 Way Dual Language Pilot for the district in Kinder and First grades so that students are receiving literacy instruction in both English and Spanish to support students' long term success in acquiring both languages and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity.	**Formative**		
	Dec	**Mar**	**May**
Targeted Support Strategy **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Implement a Benchmark Curriculum Pilot for the district in Kinder through Fifth Grades so that students are receiving high quality literacy instruction in each language that compliments the instruction in the other language. These resources, aligned between the two languages, will support teachers in planning and delivering high quality instruction resulting in students' long term success in achieving biliteracy and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	**Formative**		
	Dec	**Mar**	**May**

Strategy 10 Details	**Formative Reviews**		
Strategy 10: Utilize data from CLI and report card assessments to ensure the following goals for PreK students: 1) 90% of Pre-K students can name 20 or more alphabet letters. 2) 75% of Pre-K students can produce 20 or more letters. 3) 75% of Pre-K students can blend sounds to make words. **Problem Statements:** Student Learning 1, 2	**Formative**		
	Dec	**Mar**	**May**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Problem Statement 2: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Student Learning
Problem Statement 1: To continue increasing student achievement in Reading and Math, the school has highly trained and skilled interventionists and instructional coaches to support increased student achievement.
Problem Statement 2: To continue increasing student achievement in Reading and Math, and in response to HB4545/HB1416, the school is implementing a schoolwide system of targeted, accelerated learning instruction during WIN/tutorial time using part time/temporary staff to help tutor the students.

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

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

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: To improve the culture and climate for teaching and learning as evidenced by a 10% reduction in office referrals so that we can maximize students' time in the classroom receiving instruction and practicing/mastering learning objectives as well as supporting teacher and staff culture and climate as evidenced by community and staff engagement data.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready through the use of Character Strong curriculum.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase positive, school ready behaviors, Decrease in chronically absent students, Improved School Culture, reduced time out of class/office referrals. **Staff Responsible for Monitoring:** Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Provide a Behavior and Social Emotional Learning CHOICES Specialist at Hodge ES.	**Formative**		
Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning. **Staff Responsible for Monitoring:** Administration, Emily Basaldua **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 **Funding Sources:** Choices Behavior Interventionist - Title I, Part A - $61,170.31	**Dec**	**Mar**	**May**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, parent newsletters (containing education, tips, and advice), and parent events. Each year we will provide books for students to take home, strengthening the school-home connection.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Strengthening relationships with parents will directly impact student achievement. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 3 - Perceptions 2 **Funding Sources:** Parent Involvement Supplies and Food - Title I, Part A - $2,607.79			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Communities In Schools of North Texas programming to meet the needs of economically disadvantaged, at risk students.	**Formative**		
Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, Yadira Galicia and Kiana Chance **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2 **Funding Sources:** CIS Daytime Counselor - Title I, Part A - $16,000			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hodge continues to need highly trained staff to meet the diverse needs of our student population: - bilingual certified and paraprofessional staff, - including those trained to work with Newcomers, - counseling staff, - behavior/SEL intervention staff, and - special education certified and paraprofessional staff.
Problem Statement 2: Hodge continues to need to build our student and community culture and pride by ensuring students and families take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.
Problem Statement 3: Hodge will develop a parent survey using QR codes that parents complete during grade level performances and other parent events in order bring in community abilities and strengths to the school.
Perceptions
Problem Statement 2: Students and families will be empowered to take ownership of improving our school by providing students with schoolwide responsibilities as well as extra curricular clubs and providing parents with volunteer opportunities.

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	100% of eligible HB4545/HB1416 students will be served by May 2025 by providing tutorial opportunities.
1	1	2	Interventionists/Instructional Coaches will support teachers by prioritizing instructional coaching in the first 6-9 weeks of school utilizing the Jim Knight, High Impact Coaching Model. They will collaborate with grade level PLCs to intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.
1	1	4	Provide subs for on-going staff development, assessment, and plan time provided for teachers to increase student engagement and instructional rigor.
1	1	6	Teachers will support students in developing their writing skills by requiring written responses in all subject areas, explicitly teaching revising and editing skills, and providing opportunities for students to answer constructed response type questions in classroom practice and formal and informal testing in all subject areas.
1	1	8	Implement a 50/50 2 Way Dual Language Pilot for the district in Kinder and First grades so that students are receiving literacy instruction in both English and Spanish to support students' long term success in acquiring both languages and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity.
1	1	9	Implement a Benchmark Curriculum Pilot for the district in Kinder through Fifth Grades so that students are receiving high quality literacy instruction in each language that compliments the instruction in the other language. These resources, aligned between the two languages, will support teachers in planning and delivering high quality instruction resulting in students' long term success in achieving biliteracy and achieving high levels of academic success. Modified report cards and assessments will align with program implementation fidelity.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionists		$140,000.00
				Sub-Total	$140,000.00
Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra Duty for Tutorials		$12,000.00
1	1	2	Reading Interventionists		$74,412.66
1	1	4	Substitutes for PD		$15,000.00
1	1	4	Staff Development Supplies		$2,775.00
2	1	2	Choices Behavior Interventionist		$61,170.31
2	1	3	Parent Involvement Supplies and Food		$2,607.79
2	1	4	CIS Daytime Counselor		$16,000.00
				Sub-Total	$183,965.76

Addendums

Welcome to
Hodge Elementary School!

We are so excited you are here and we cannot wait to get to know you! We are proud of our school, our students, and the work we do at Hodge ES.
Welcome to the Hodge Hawk Family!

Check out this information, so that you can get to know us:

Hodge ES is a very proud 2 Way Dual Language school. At Hodge, everyone is bilingual. We all just have different levels of proficiencies in English and Spanish. Some of us can read and write and speak both languages very well. While others of us are more proficient in one language than the other. 2 Way Dual Language means that we have classes where students from English speaking homes and students from Spanish speaking homes are learning together, with some subjects being taught in Spanish, while other subjects are taught in English. In fact, over 60% of our students are participating in a dual language program. We believe in equalizing and elevating the Spanish language as much as possible since we live in a country where the English language is spoken all around us everywhere we go. We strive to provide all communication to our learning community in both languages.

At Hodge we believe in Student Leadership. We have several After School Clubs and Student Leadership Organizations that demonstrate leadership throughout the school day, modeling best behaviors for students across the school.

Student Leadership Organizations:

5th Grade Safety Patrol

4th Grade CHAMPS Ambassadors

3rd Grade Guiding Hawks
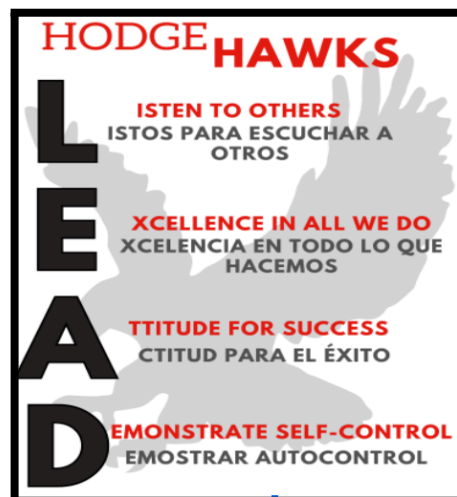
After School Clubs:

Martial Arts

Readers' Theater

Kiwanis Kids

Choir

GOAL (Soccer)

Ballet Folklorico

At Hodge, we believe in teaching the whole child. Hodge ES is a Title 1 school. This means that many of our families have difficulty securing resources to provide for all their needs. We know that children must have certain needs met (clothing, food, shelter, emotional wellbeing, successful behaviors) before they are able to learn. Our teachers and staff work diligently to support all students' needs as well as that of their families.

We believe that everyone, teachers and students alike, are growing and that we are collectively, and individually, on a path of continuous improvement. We believe our students deserve the best instruction and we are constantly learning together to get better hond better for them and to better support each other. Because, as Maya Angelou said, "When we know better, we do better." We believe that "knowing better" and "doing better" has a positive effect on our school community as well as our greater community. Our staff continuously engages in teacher directed professional learning, including Texas Lesson Study and

Professional Learning Communities. And our students continuously engage in progress monitoring and tracking of their own learning goals.

Hodge ES needs YOU, parents! We have a wonderful Parent Teacher Association (PTA) that works diligently to enrich our school environment, support ALL students in high levels of learning, and show appreciation to teachers. If you are interested in supporting the PTA, please contact hodgehawskpta@gmail.com. They would love to hear from you!

Check out our Hodge Mission, Vision, Motto, and Staff Commitments:

Hodge Elementary School

Learn • Teach • Grow • Serve

A school that cultivates an inclusive, supportive community by valuing and incorporating students' life experiences while encouraging ownership of learning.

Together we learn, forever we grow!

As members of the Hodge ES staff, we commit to:

- Creating a welcoming environment based on authentic relationships by partnering with families to meet the needs of the whole child.
- Connecting with students by building relationships and implementing behavior expectations to develop ownership of learning and school culture through RISE, CHAMPS, and Relationship Agreements.
- Meeting all students where they are by purposefully planning for engagement and providing meaningful and respectful tasks to help students meet their goals.
- Supporting cultural diversity, including language, through comprehensible input by adhering to current sheltered instructional practices.
- Utilizing Assessment for Learning strategies to maximize student learning and drive instruction.
- Analyzing team and individual data using a data dig protocol in order to determine focus and inform instruction across all tiers.
- Holding ourselves and each other accountable by adopting norms to create a comfortable and safe environment where we can ask for support when needed in order to improve team functionality and productivity.
- Engaging in shared decision making with a focus on student achievement.
- Taking risks, reflecting and learning from each other through vertical work, learning walks, lesson study, and PLCs to determine next steps for continuous improvement.

Want to know more? Check out our:

Website: https://www.dentonisd.org/hodgees
Facebook: https://www.facebook.com/hodgeelementary

Hodge Elementary School
3900 Grant Parkway
Denton, TX 76209
940-369-2800

Andrea Hare
Principal
ahare@dentonisd.org

Sarah Cruz
Assistant Principal
scruz2@dentonisd.org

Denton Independent School District

Nette Shultz Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Shultz Elementary Mission Statement

Learning for Life

Aprendizaje por vida

Vision

Shultz Elementary Vision

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

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

Values

Shultz Elementary Values

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nette Shultz Elementary, formerly Woodrow Wilson Elementary, first opened its doors in 1960. In 2021, our Mustang community transitioned to a new school building under our new school name. This is our 65th year serving the north Denton community. Shultz Elementary is a Title One school and proudly serves a diverse community of students, staff, and families.

Our campus continues to grow each school year and serves 734 students as of September 2024, broken down by these grade levels.

- Pre-K: 21 students
- Kindergarten: 129 students
- 1st Grade: 113 students
- 2nd Grade: 109 students
- 3rd Grade: 133 students
- 4th Grade: 109 students
- 5th Grade: 117 students
- Walk-In Speech Services: 3 students

Percent of Active Students by Federal Race/Ethnicity

- Asian - 1%
- Black or African American - 8.8%
- Hispanic/Latino - 36.3%
- Two or More Races - 7.9%
- White - 46%

The first two-way dual language program in Denton ISD was established at our school more than 15 years ago. 23% of our students are identified as emergent bilingual, and 2.4% receive support through ESL. 148 of our students are served in special education, and 70 receive accommodations through 504.

Attendance Rates by Race/Ethnicity: 23-24 School Year

- Asian - 97.45%
- Black or African American - 95.16%
- Hispanic/Latino - 95.36%
- Two or More Races - 96.39%
- White - 95.66%

50.68% of our students are eligible for free or reduced price meals at school.

Free or Reduced-Priced Meal Eligibility by Race/Ethnicity: 23-24 School Year

- Asian - 1%
- Black or African American - 15%
- Hispanic/Latino - 51%
- Two or More Races - 7%
- White - 26%

Shultz Elementary had a total of 213 discipline referrals in the 23-24 school year, which represented a decrease from 235 referrals in 22-23 and 386 in 21-22. Of the discipline referrals submitted in the 23-24 school year:

- 43% occurred in the classroom
- 15% occurred on the playground
- 12% occurred in the cafeteria
- 9% occurred in the gym
- 21% occurred in hallways, restrooms, or other common areas of the school

48% of the discipline referrals in the 23-24 school year occurred during non-instructional times of the school day.

Demographics Strengths

In May of 2024, the staff of Nette Shultz Elementary collaborated to identify our school's strengths and areas of growth in the area of demographics. In our staff assessment, the following strengths were identified:

- Campus mentorship and family support programs help our students with diverse needs. These include breakfast at school, food and holiday assistance for students and families in need, high school mentors from Ryan High School, small group counseling, and school supply assistance.
- Our school has an establish mentor program, where students are assigned a mentor from the staff or community to support them throughout the school year. In the 23-24 school year, 57 Shultz Elementary students were part of our mentor program.
- Students have the opportunity to participate in extra-curricular programs at Shultz Elementary that engage them in academic and non-academic ways. During the school day, 4th and 5th grade students participate in clubs, which include the Mustang All-Star Choir, PE Club, Art Club, Library Club, Service Club, Media Club, and others. Outside of the school day, students have the opportunity to participate in after school clubs such as Ballet Folklorico, Chess Club, STEAM Club, Honor Choir, Natural Science Society, Cooking Club, and Crochet Club. Shultz Elementary participates in the Denton ISD GOAL program, with 4th and 5th graders practicing good sportsmanship and service to their communities.
- Shultz Elementary students in 3rd, 4th, and 5th grade have the opportunity to practice leadership skills by serving in Safety Patrol before or after school.
- Our school hosted an anti-bullying assembly in the 23-24 school year from "Hey Dude, Nice Shoes."

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student behavior has improved at Shultz Elementary in recent school years, as evidenced by a steady decline in the number of discipline referrals. However, there is still room for improvement in the area of behavior management, particularly in our campus common areas. In the 23-24 school year, nearly half of all

discipline referrals took place outside of instructional settings.   **Root Cause:** The staff and students of Shultz Elementary would benefit from having a new school behavior matrix and updated common area behavior expectations created collaboratively by our teachers and staff.

Problem Statement 2: Our newcomer students and their families require support beyond the academic support their children receive at school. Due to their circumstances, these families frequently need support connecting to resources in the community for medical care, housing, and/or food resources. Having their basic needs met helps our newcomer students be more successful at school.   **Root Cause:** In recent school years, our school has enrolled a larger number of students who are recent immigrants to our country. Our campus has formed a committee to coordinate support for these families.

Student Learning

Student Learning Summary

Utilizing K-5 local progress monitoring data reported by teachers, our students made growth in several areas thanks to the hard work of our grade level teachers, interventionists, and special education specialists. In the charts below, scores for monolingual students learning in English is represented by "ML," while scores for emergent bilingual students learning in Spanish is represented by "Bil."

	Kinder Letter ID (ML)					
	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Sept 15	70	74%	16	17%	8	9%
Oct 27	84	91%	7	8%	1	1%
Dec 21	87	92%	8	8%	0	0%
Mar 8	91	94%	6	6%	0	0%
May 17	90	93%	5	5%	2	2%

	Kinder Letter ID (Bil)					
	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Sept 15	7	44%	3	19%	6	38%
Oct 27	6	43%	3	21%	5	36%
Dec 21	6	46%	4	31%	3	23%
Mar 8	7	54%	3	23%	3	23%
May 17	11	85%	0	0%	2	15%

	Kinder Letter Sounds (ML)					
	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Sept 15	52	55%	19	20%	23	24%
Oct 27	79	85%	12	13%	2	2%
Dec 21	88	93%	4	4%	3	3%
Mar 8	90	93%	6	6%	1	1%
May 17	89	92%	7	7%	1	1%

	Kinder Letter Sounds (Bil)		
	On Lev	Prog	At Risk

Kinder Letter Sounds (Bil)

	#	%	#	%	#	%
Sept 15	5	31%	1	6%	10	63%
Oct 27	5	36%	3	21%	6	43%
Dec 21	8	62%	3	23%	2	15%
Mar 8	11	85%	0	0%	2	15%
May 17	11	85%	0	0%	2	15%

Kinder Sight Words (ML)

	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Oct 27	61	66%	18	20%	13	14%
Dec 21	67	72%	12	13%	14	15%
Mar 8	81	84%	7	7%	9	9%
May 17	83	86%	4	4%	9	9%

Kinder Sight Words (Bil)

	On Lev		Prog		At Risk	
	#	%	#	%	#	%
Oct 27	5	36%	2	14%	7	50%
Dec 21	6	46%	1	8%	6	46%
Mar 8	6	46%	3	23%	4	31%
May 17	9	69%	2	15%	2	15%

NETTE SHULTZ ELEM

1-5 Reading Levels (Monolingual)

	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	196	43%	75	16%	67	15%	121	26%
Oct 27	225	49%	79	17%	56	12%	99	22%
Dec 21 (F&P)	210	46%	97	21%	47	10%	101	22%
Mar 8	163	35%	125	27%	69	15%	106	23%
May 17 (F&P)	197	43%	106	23%	53	11%	105	23%

NETTE SHULTZ ELEM

Reading Levels (Bilingual)

NETTE SHULTZ ELEM

	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	26	31%	14	17%	7	8%	36	42%
Oct 27	28	34%	16	19%	11	13%	28	34%
Dec 21 (F&P)	27	33%	15	18%	13	16%	28	34%
Mar 8	17	20%	27	31%	8	9%	34	40%
May 17 (F&P)	30	34%	19	22%	6	7%	32	37%

1st Grade (ML)

	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	40	44%	12	13%	15	16%	24	27%
Oct 27	48	52%	15	16%	17	18%	12	13%
Dec 21 (F&P)	56	61%	19	21%	6	7%	11	12%
Mar 8	41	43%	31	33%	11	16%	12	13%
Apr 19	45	46%	27	28%	6	6%	19	20%
May 17 (F&P)	37	39%	28	29%	8	8%	22	23%

1st Grade (Bil)

	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	7	41%	0	0%	3	18%	7	41%
Oct 27	7	41%	1	6%	4	24%	5	29%
Dec 21 (F&P)	6	35%	3	18%	4	24%	4	24%
Mar 8	6	29%	6	29%	2	10%	7	33%
Apr 19	5	24%	2	10%	7	33%	7	33%
May 17 (F&P)	4	19%	7	33%	3	14%	7	33%

2nd Grade (ML)

	Ab Lev		On Lev		Prog		At Risk	
	#	%	#	%	#	%	#	%
Sept 15 (F&P)	57	56%	9	9%	14	14%	22	22%
Oct 27	54	53%	13	13%	11	11%	24	24%
Dec 21 (F&P)	48	48%	21	21%	13	13%	18	18%
Mar 8	47	45%	26	25%	11	10%	21	20%

2nd Grade (ML)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Apr 19	36	34%	21	20%	23	22%	25	24%
May 17 (F&P)	41	40%	22	21%	16	16%	24	23%

2nd Grade (Bil)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	4	29%	4	29%	1	7%	5	36%
Oct 27	3	21%	4	29%	2	14%	5	36%
Dec 21 (F&P)	3	20%	4	27%	3	20%	5	33%
Mar 8	3	20%	3	20%	2	13%	7	47%
Apr 19								
May 17 (F&P)	2	13%	6	4%	0		7	46%

3rd Grade (ML)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	25	29%	19	22%	14	16%	28	33%
Nov 10	30	35%	24	28%	9	11%	22	26%
Dec 21 (F&P)	27	32%	22	26%	11	13%	24	29%
Mar 8	19	22%	19	22%	23	27%	24	28%
May 17 (F&P)	35	41%	15	17%	15	17%	21	24%

3rd Grade (Bil)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	7	44%	3	19%	0	0%	6	38%
Nov 10	8	50%	2	13%	1	6%	5	31%
Dec 21 (F&P)	5	31%	5	31%	0	0%	6	38%
Mar 8	0	0%	10	63%	1	6%	5	31%
May 17 (F&P)	6	33%	5	28%	1	6%	6	33%

4th Grade (ML)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	32	36%	16	18%	16	18%	24	28%

4th Grade (ML)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Nov 10	38	43%	18	20%	13	15%	19	22%
Dec 21 (F&P)	36	41%	16	18%	11	13%	25	28%
Mar 8	26	30%	27	31%	11	13%	23	26%
May 17 (F&P)	42	49%	20	23%	5	6%	19	22%

4th Grade (Bil)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	3	18%	1	6%	2	12%	11	65%
Nov 10	4	24%	2	12%	3	18%	8	47%
Dec 21 (F&P)	3	18%	2	12%	3	18%	9	53%
Mar 8	3	18%	2	12%	1	6%	11	65%
May 17 (F&P)	7	41%	0	0%	1	6%	9	53%

5th Grade (ML)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	42	46%	19	21%	8	9%	23	25%
Nov 10	55	60%	9	10%	6	7%	22	24%
Dec 21 (F&P)	43	47%	19	21%	6	7%	23	25%
Mar 8	30	33%	22	24%	13	14%	26	29%
May 17 (F&P)	42	46%	21	23%	9	10%	19	21%

5th Grade (Bil)

	Ab Lev #	Ab Lev %	On Lev #	On Lev %	Prog #	Prog %	At Risk #	At Risk %
Sept 15 (F&P)	5	26%	6	32%	1	5%	7	37%
Nov 10	6	32%	7	37%	1	5%	5	26%
Dec 21 (F&P)	10	56%	1	6%	3	17%	4	22%
Mar 8	5	29%	6	35%	2	12%	4	24%
May 17 (F&P)	11	69%	1	6%	1	6%	3	19%

Student Learning Strengths

The following strengths were identified in the area of student learning from the 23-24 school year:

- 93% of monolingual and 85% of bilingual kindergarten students ended the year on level for their letter identification.
- 93% of monolingual and 85% of bilingual kindergarten students ended the year on level for their letter sounds.
- 86% of monolingual and 69% of bilingual kindergarten students ended the year on level for their sight word knowledge.
- Two thirds of Shultz Elementary 1st-5th grade monolingual students were reading independently on or above grade level at the end of the school year.
- 56% of Shultz Elementary 1st-5th grade bilingual students were reading independently on or above grade level at the end of the school year.
- 68% of 1st grade monolingual students ended the year reading on or above grade level.
- 52% of 1st grade emergent bilingual students ended the year reading on or above grade level.
- 61% of 2nd grade monolingual students ended the year reading on or above grade level.
- 53% of 2nd grade emergent bilingual students ended the year reading on or above grade level.
- 58% of 3rd grade monolingual students ended the year reading on or above grade level.
- 61% of 3rd grade emergent bilingual students ended the year reading on or above grade level.
- 72% of 4th grade monolingual students ended the year reading on or above grade level.
- 41% of 4th grade emergent bilingual students ended the year reading on or above grade level.
- 69% of 5th grade monolingual students ended the year reading on or above grade level.
- 75% of 5th grade emergent bilingual students ended the year reading on or above grade level.

Spring 2024 STAAR Performance

- 84% of 3rd grade students scored at an approaches level or higher on the STAAR math assessment.
- 86% of 3rd grade students scored at an approaches level or higher on the STAAR language arts assessment.
- 86% of 4th grade students scored at an approaches level or higher on the STAAR math assessment.
- 87% of 4th grade students scored at an approaches level or higher on the STAAR language arts assessment.
- 84% of 5th grade students scored at an approaches level or higher on the STAAR math assessment.
- 81% of 5th grade students scored at an approaches level or higher on the STAAR language arts assessment.
- 63% of 5th grade students scored at an approaches level or higher on the STAAR science assessment.

At Shultz Elementary, we use a robust Multi-Tiered System of supports to identify the learning needs of every student in relation to our essential learning standards. All students not performing on grade level receive supplemental support either in the classroom or from specialists for math, reading, writing, and bilingual literacy. We review student progress and adjust instruction as needed based on data. To support student learning, teachers work collaboratively in professional learning teams throughout the school year. Time is provided for them to work together and serve small groups of students by using substitutes to cover their classrooms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While we ended the 23-24 school year with a significantly higher percentage of our emergent bilingual students reading on or above grade level compared to the end of the 22-23 school year, the reading performance of our emergent bilingual students remains significantly below the performance of our monolingual students. **Root Cause:** Increasingly over the past three school years, a larger number of our emergent bilingual students are newcomers with inconsistent learning experiences prior to enrolling at our school. There is a need to continue diversifying systematic MTSS practices are needed to support this population of students. Continue the successful intervention support

provided by bilingual teachers and specialists.

Problem Statement 2 (Prioritized): About 40% of students are leaving 2nd grade and entering the upper grades reading independently below grade level.   **Root Cause:** More systematic early intervention is needed to support the reading and literacy needs of our K-2nd grade students.

School Processes & Programs

School Processes & Programs Summary

In May 2024, the teachers and staff of Shultz collaborated to identify strengths and areas of growth in the four areas measured by our Comprehensive Needs Assessment (CNA). In the Processes and Programs category, staff reported that:

- Our school's MTSS and Students of Concern meeting dates matched the campus and district assessment calendars, with teachers having enough time to bring accurate and timely student data to meetings.
- With the time and support teachers have received through our campus behavior MTSS systems, we experienced fewer behavior problems because teachers and teams have been able to better plan together.
- Teachers have appreciated time to collaborate in professional learning teams (PLT's) to create and document plans of intervention, develop pacing guides together, and analyze essential grade level standards.
- Our PLT's would benefit from greater vertical alignment in instruction, assessment, and intervention practices.
- For campus professional development, our teachers and staff prefer to engage in more vertical planning, with less staff meeting presentations from sources outside our campus. Staff are interested in receiving practical strategies and techniques they can implement right away. Teachers appreciate the option to complete district trainings asynchronously on their own. Suggestions for possible professional development topics for the 24-25 school year include:
  - How to differentiate behavior management and instruction for neuro-divergent students
  - Behavior management
  - De-escalation of student behavior
  - Evidence-based intervention plans and progress monitoring documentation, and time for teachers to document intervention plans with guidance from campus MTSS core team members and their teacher colleagues
  - Jigsaw subjects for vertical alignment
  - Teachers identifying skills and talents they have that could be shared with others, so that staff will know who to go to for support in different areas of need
- If our campus does not have discretionary funds to provide substitute teacher coverage to teachers for MTSS Students of Concern meetings in the 24-25 school year, options could include:
  - Extended planning periods using specials for MTSS/Students of Concern meeting time
  - Meeting during planning periods over the course of a week, two teachers each day
  - Rotating subs between covering for several teachers during a school day

Our campus uses data gathered from a variety of resources such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources to determine student needs based on state standards. Teachers collaborate together during their professional learning team time where they discuss what do we expect our students to learn, how will we know they are learning, how will we respond when they don't learn, and how will we respond when they learn it? Every student who struggles in essential academic skills, behaviors, speech, and attendance is discussed in our MTSS Students of Concern meetings that are held periodically throughout the school year.

School Processes & Programs Strengths

Our teachers and staff perceptions illustrate that campus made great strides in our MTSS systems and processes during the 23-24 school year, providing greater clarify and timely support to teachers and students. These now established systems will continue into the 24-25 school year.

Our campus progress monitoring systems are now well-established and have been improved over the past three school years based on feedback from our teachers, specialists, and professional learning teams. There is strong alignment in a single campus-wide system between the skills we assess and progress monitor, how we identify students in need of

additional support, and cycles of supplemental and individualized interventions to support our students. These systems are also closely aligned with our district-level progress monitoring assessment systems.

Staff meetings that focused on Shultz Elementary staff receiving professional learning from their campus colleagues have been very well-received, and staff have requested more of this style of learning in the future.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While extensive progress has been made in our campus-level MTSS and intervention systems, more support is needed for teachers and teams to create individualized plans of intervention and consistently document interventions that are provided. **Root Cause:** The collaboration and documentation necessary for these systems take a great deal of time for our teachers. More time needs to be systematically provided for these tasks in the future.

Perceptions

Perceptions Summary

Perceptions were garnered from Shultz Elementary stakeholders in a variety of ways. Seventy of our staff members shared their feedback on the Denton ISD Employee Engagement Survey in November 2023. These survey results were analyzed in conjunction with our 23-24 Campus Improvement Plan (CIP) guiding outcome with the goal of showing improvement on two specific engagement survey items: (1) In the last seven days, I have received recognition or praise for doing good work, and (2) At work, my opinions seem to count. The Shultz Elementary Campus Leadership Team (CLT) made the decision to conduct a Gallup Pulse Survey in February 2024 to gain additional feedback from the staff on these two items.

EMPLOYEE ENGAGEMENT REPORT | **2023 DENTON ISD EMPLOYEE ENGAGEMENT SURVEY**

DIRECT | PRESTON, MATTHEW | ALL - ALL | OCT 02, 2023 - OCT 16, 2023

Engagement Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents	Engagement Inde
4.02	Change From Last Mean: 0.09 3.97 | 3.93 | 4.02	54	70	Engaged: **49%** Not E Actively Disenga

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Compa Overall Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	69	3.84	4.01	-0.17	51	3.94
Q01: I know what is expected of me at work.	70	4.26	4.31	-0.05	38	4.45
Q02: I have the materials and equipment I need to do my work right.	70	4.00	4.15	-0.15	51	4.07
Q03: At work, I have the opportunity to do what I do best every day.	70	3.91	4.09	-0.18	38	4.22
Q04: In the last seven days, I have received recognition or praise for doing good work.	69	3.58	3.37	↑ +0.21	50	3.58
Q05: My supervisor, or someone at work, seems to care about me as a person.	69	4.30	4.19	0.11	51	4.35
Q06: There is someone at work who encourages my development.	69	4.00	3.88	0.12	49	4.12
Q07: At work, my opinions seem to count.	69	3.57	3.50	0.07	39	3.82
Q08: The mission or purpose of my organization	70	4.00	4.01	-0.01	44	4.15

makes me feel my job is important.	70	4.00	4.01	-0.01	44		4.15
Q09: My associates or fellow employees are committed to doing quality work.	70	4.20	4.15	0.05	50		4.18
Q10: I have a best friend at work.	68	4.25	3.85	↑ +0.40	89		3.81
Q11: In the last six months, someone at work has talked to me about my progress.	69	4.09	3.61	↑ +0.48	63		3.77
Q12: This last year, I have had opportunities at work to learn and grow.	69	4.13	4.01	0.12	52		4.18

Shultz Elementary Gallup Pulse Survey - February 2024

Q04. In the last seven days, I have received recognition or praise for doing good w

Employee Engagement Survey			Pulse Survey
Oct. 2021	Oct. 2022	Oct. 2023	Feb. 2024
3.3	3.37	3.58	3.65

Q07. At work, my opinions seem to count.

Employee Engagement Survey			Pulse Survey
Oct. 2021	Oct. 2022	Oct. 2023	Feb. 2024
3.67	3.5	3.57	3.71

A campus Family Involvement Survey was shared with Shultz Elementary parents in May 2024. On this survey, parents largely reported that they receive timely and helpful feedback from their child's teacher and that teachers share ways that families can support student learning at home. These are comments some families shared on the survey:

- "Our teacher was great at weekly emails and always let us know when our student had an issue and helped us partner to help remedy the issue."
- "My child's teacher sends updates via Remind and their website with the content they are working on. Having one way to communicate with families school-wide makes it easier for those who have multiple children/teachers to keep up with what's going on."
- "I appreciate the communication from my child's teacher letting me know and giving me resources to help my child in specific areas he was struggling."

Also on the survey, 14% of families rated the overall quality of Nette Shultz Elementary as good, and 86% rated the overall quality as excellent. When asked how they believe our school should measure its success, these were some of the responses.

- "The character of a child and the tools and information used to make them a better person."
- "The health and happiness of the staff and students. Whether students are meeting their potential, which looks different for every student."
- "By the number of children who feel like they have the support they need, even if they are not 'on level' with their peers. And by the number of kids who feel safe and excited to come to school."

How would you rate the overall quality of Nette Shultz Elementary School? / ¿Cómo calificaría la calidad general de la Escuela Primaria Nette Shultz?

- ● Excellent / excelente
- ● Good / buena
- ● Fair / pasable
- ● Poor / pobre

14.3%

85.7%

In May 2024, the teachers and staff of Shultz collaborated to identify strengths and areas of growth in the four areas measured by our Comprehensive Needs Assessment (CNA). In the Processes and Programs category, staff reported that:

- Our school's MTSS and Students of Concern meeting dates matched the campus and district assessment calendars, with teachers having enough time to bring accurate and timely student data to meetings.
- With the time and support teachers have received through our campus behavior MTSS systems, we experienced fewer behavior problems because teachers and teams have been able to better plan together.
- Teachers have appreciated time to collaborate in professional learning teams (PLT's) to create and document plans of intervention, develop pacing guides together, and analyze essential grade level standards.
- Our PLT's would benefit from greater vertical alignment in instruction, assessment, and intervention practices.
- For campus professional development, our teachers and staff prefer to engage in more vertical planning, with less staff meeting presentations from sources outside our campus.

Staff are interested in receiving practical strategies and techniques they can implement right away. Teachers appreciate the option to complete district trainings asynchronously on their own. Suggestions for possible professional development topics for the 24-25 school year include:

- How to differentiate behavior management and instruction for neuro-divergent students
- Behavior management
- De-escalation of student behavior
- Evidence-based intervention plans and progress monitoring documentation, and time for teachers to document intervention plans with guidance from campus MTSS core team members and their teacher colleagues
- Jigsaw subjects for vertical alignment
- Teachers identifying skills and talents they have that could be shared with others, so that staff will know who to go to for support in different areas of need

- If our campus does not have discretionary funds to provide substitute teacher coverage to teachers for MTSS Students of Concern meetings in the 24-25 school year, options could include:
  - Extended planning periods using specials for MTSS/Students of Concern meeting time
  - Meeting during planning periods over the course of a week, two teachers each day
  - Rotating subs between covering for several teachers during a school day

Perceptions Strengths

Our campus made significant progress in the 23-24 school year on two items of the Employment Engagement Survey. Due to the efforts of our staff, we grew from an average rating of 3.58 in the fall of 2023 to a rating of 3.65 on the item, "In the last seven days, I have received recognition or praise for doing good work." In the same time period, we grew from a rating of 3.57 to a rating of 3.71 on the item, "At work, my opinions seem to count."

Staff members share that we have many great ways to affirm one another, including newsletter shout-outs, shout-out duplicate sheets, and social media shout-outs.

The teachers and staff of Shultz Elementary have strong connections to our families and the community, and we are proud of our high levels of family engagement and involvement. We depend on parent volunteers throughout the school year for field trips, classroom coverage, support with special events, and in many other ways in different areas of the school. Parents are invited to join us on campus for grade level events, awards assemblies, and student performances. We hold evening events throughout the year to engage our students and families, including Grandparents Night, dual language events, parent information nights, Family STEAM Night, Fine Arts Night, Ballet Folklorico performances, and many more. Our fine arts student groups perform at many community events, including the Day of the Dead Festival, Arts and Jazz Festival, and Holiday Lighting. Community volunteers and partners help support student learning, assisting our teachers, and mentoring students. Our PTA is highly engaged in the life of our school, providing parent volunteer opportunities and meaningful events for our students. Examples include Mustang Breakout Day, Fall Carnival, Book Fair, and Family Dance. The teacher-parent relationship is at the core of our communication systems. Parents receive weekly newsletters from teachers and monthly newsletters from the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Time is needed for MTSS Students of Concern meetings throughout the school year, so that professional learning teams can meet, discuss individual student needs, and collaboratively develop plans of intervention and support.   **Root Cause:** With the potential reduction of campus discretionary title one funds in the 24-25 school year, our teachers and MTSS teams may need to develop new systems for scheduling Students of Concern meetings in the future.

Problem Statement 2: Our teachers and staff request more professional development provided by Shultz Elementary teachers and specialists.   **Root Cause:** There are many great practices being utilized by teachers and staff throughout our school that their colleagues would benefit from.

Priority Problem Statements

Problem Statement 1: While we ended the 23-24 school year with a significantly higher percentage of our emergent bilingual students reading on or above grade level compared to the end of the 22-23 school year, the reading performance of our emergent bilingual students remains significantly below the performance of our monolingual students.

Root Cause 1: Increasingly over the past three school years, a larger number of our emergent bilingual students are newcomers with inconsistent learning experiences prior to enrolling at our school. There is a need to continue diversifying systematic MTSS practices are needed to support this population of students. Continue the successful intervention support provided by bilingual teachers and specialists.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: About 40% of students are leaving 2nd grade and entering the upper grades reading independently below grade level.

Root Cause 2: More systematic early intervention is needed to support the reading and literacy needs of our K-2nd grade students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While extensive progress has been made in our campus-level MTSS and intervention systems, more support is needed for teachers and teams to create individualized plans of intervention and consistently document interventions that are provided.

Root Cause 3: The collaboration and documentation necessary for these systems take a great deal of time for our teachers. More time needs to be systematically provided for these tasks in the future.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Time is needed for MTSS Students of Concern meetings throughout the school year, so that professional learning teams can meet, discuss individual student needs, and collaboratively develop plans of intervention and support.

Root Cause 4: With the potential reduction of campus discretionary title one funds in the 24-25 school year, our teachers and MTSS teams may need to develop new systems for scheduling Students of Concern meetings in the future.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student behavior has improved at Shultz Elementary in recent school years, as evidenced by a steady decline in the number of discipline referrals. However, there is still room for improvement in the area of behavior management, particularly in our campus common areas. In the 23-24 school year, nearly half of all discipline referrals took place outside of instructional settings.

Root Cause 5: The staff and students of Shultz Elementary would benefit from having a new school behavior matrix and updated common area behavior expectations created collaboratively by our teachers and staff.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

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

Performance Objective 1: Through the implementation of multi-tiered systems of support by Professional Learning Teams, Shultz Elementary students will make at least one year's worth of growth in essential reading and math fluency skills from September 2024 to May 2025. All grade levels will experience at least a 5% growth in the percentage of students performing on grade level for identified essential reading and math skills during this time period.

Evaluation Data Sources: Campus K-5th progress monitoring systems tracking the following essential skills. For students participating in two-way dual language programs, our goal is for students to make at least a year's worth of reading growth in either English or Spanish, whichever is their language of higher performance.

Pre-K:
Knowledge of letters, letter sounds, and blend onset & rhyme

Kindergarten:
Knowledge of letters and sounds, sight words, and CVC words
Independent reading levels
Forward and background counting skills

First Grade:
Independent reading levels
Backward counting skills, addition/subtraction fact fluency, and part/whole relationships

Second Grade:
Independent reading levels
Addition/subtraction fact fluency
Addition, and subtraction calculation skills

Third Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Fourth Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Fifth Grade:
Independent reading levels
Addition, subtraction, multiplication, and division calculation skills

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Teams comprised of grade level teachers, interventionists, and special education teachers will collaborate throughout the school year to identify essential language arts and math learning outcomes, measure student learning using common formative assessments, analyze the results of these assessments, and implement coordinated plans of intervention and enrichment plans to meet our students' learning needs. Intervention will be provided to students from grade level teachers, interventionists, and special education teachers throughout the year as appropriate.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Learning growth on essential language arts and math targets for all students, increasing the percentage of students performing on grade level on these standards over the course of the school year. **Staff Responsible for Monitoring:** PK-5 grade level teachers, campus interventionists and specialists, special education teachers, guiding coalition/CLT, and campus administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Salary for Campus Math Interventionist - Title I, Part A - $37,584, Salary for Campus Math Interventionist - State Compensatory Education (SCE) - $37,584, Salary for Campus Reading Interventionist - Title I, Part A - $38,970, Salary for Campus Reading Interventionist - State Compensatory Education (SCE) - $38,970			

Strategy 2 Details	**Formative Reviews**		

Strategy 2: Aligned with district progress monitoring systems, campus progress monitoring systems will be utilized throughout the year in PK-5th grade to track student progress on essential reading/literacy and math skills. Teachers and specialists will collaborate in professional learning teams regularly throughout the year and in formal MTSS Students of Concern meetings three times a year following progress monitoring reporting periods. Substitute teachers paid for through title one discretionary funds will cover classrooms while Students of Concern meetings take place.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Student intervention plans of support will be collaboratively developed by teachers and professional learning teams in Students of Concern meetings, and teachers and interventionists will be equipped to provide systematic and timely intervention following these meetings. **Staff Responsible for Monitoring:** Teachers, interventionists, campus guiding coalition, professional learning teams, campus MTSS core leadership team, and campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Subs for covering classrooms while teachers participate in Students of Concern Meetings - Title I, Part A - $13,600			

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Professional learning will be provided to teachers in the area of small group intervention, and teachers will receive feedback through class walk-throughs and T-TESS observations relating to small group intervention. In addition, several staff meetings will be set aside throughout the school year to support teachers in documenting intervention plans with the support of professional learning team colleagues and campus MTSS core team members.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers and interventionists will learn from one another to continue to grow small group intervention practices across the school, and teachers will have additional time to plan high-quality intervention for all students in need of additional support. **Staff Responsible for Monitoring:** Grade level teachers, campus MTSS core team, professional learning teams, and campus administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Over the school year, twenty days of specialized early intervention academic support will be provided to our kindergarten students by a substitute teacher who is a retired kindergarten educator, focusing on letter identification, letter sounds, letter formation, and writing skills using CVC words.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Identified kindergarten students in need of support will make significant progress on their literacy component acquisition over the course of the school year.			
Staff Responsible for Monitoring: Kindergarten teachers, campus guiding coalition, campus MTSS core team			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Funding Sources: Twenty full sub days funded through discretionary title one moneys - Title I, Part A - $3,400			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Professional learning teams, comprised of grade level teachers and specialists who support their students, will be provided coverage by substitutes to engage in PLC work to benefit their students. Each grade level team will receive one full day of coverage to utilize based on the needs of their students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers and PLT's will have additional time to analyze data related to essential learning standards and collaboratively develop plans of intervention and enrichment.			
Staff Responsible for Monitoring: Grade level teachers, specialists, professional learning teams, campus administration			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Funding Sources: Substitute teacher coverage for grade level teachers to focus on PLC work - Title I, Part A - $6,120			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Additional support will be provided to teachers who are newer to teaching, in the first two years teaching at our campus, or who are in a new grade level or assignment. A total of six identified teachers will receive substitute coverage to collaborate in planning with an instructional coach or campus specialists to support their instruction, management, and intervention practice.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: These teachers will receive timely support with their input to support student learning in their classrooms and grade levels. **Staff Responsible for Monitoring:** Six selected teachers, campus specialists, instructional coaches, campus administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitute teachers will provide coverage for new and novice teachers to engage in professional learning and planning - Title I, Part A - $2,040			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: A half day of substitute coverage will be provided to each PK-5th grade teacher for the purpose of scheduling parent-teacher conferences in October 2024.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: This will allow all parents to have in-person or virtual conferences with their children's teachers to learn about their academic progress, supports they are receiving at school, and ways they can support learning goals at home. **Staff Responsible for Monitoring:** Grade level teachers, campus administrators, campus guiding coalition **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Substitute teachers to cover classrooms so that teachers can engage in parent conferences - Title I, Part A - $3,060			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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

Performance Objective 1: Through the implementation of improved campus behavior systems and and updated campus behavior matrix, Shultz Elementary will improve student and group behavior, cultivate higher levels of student leadership and character development, and support teaching and learning with clear school-wide systems. Our success for this performance objective will be related to student and staff perceptions of school-wide behavior systems, as well as a reduction in the number of discipline referrals in the 24-25 school year.

    Evaluation Data Sources: Student and staff surveys given over the school year related to school-wide behavior systems

    Discipline referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: The staff of Shultz Elementary will participate in campus behavior training in August of 2024 related to core behavior principles and essential components of behavior management. The staff will collaborate to develop clear, uniform behavior expectations for selected common areas of the campus. Behavior expectations will be taught by all staff in classrooms, throughout our building, and on morning announcements. Staff will practice, correct, and reward behavior expectations throughout the school year.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Shultz Elementary students will become familiar with clear behavior expectations in common areas throughout the building to improve behavior outcomes throughout the school day.
    Staff Responsible for Monitoring: All staff of Shultz Elementary
 	
    Title I:
    2.5
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 1			

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: The behavior MTSS support team, including input from teachers and staff, will develop an updated behavior matrix for Nette Shultz Elementary. The behavior matrix will serve as a guiding framework to continue cultivating a positive and inclusive culture, tailored to the unique needs and values of our campus community.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Staff members at Shultz Elementary will come to consensus regarding behavior expectations consistent across the campus, and students will have clarity in school behavior expectations and leadership behaviors. **Staff Responsible for Monitoring:** All staff of Shultz Elementary **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Emphasize and reward positive leadership behaviors in students through the Mustang Way, Mighty Mustangs, leadership opportunities for students during the school day, and quarterly awards assemblies.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Public and private recognition of students engaging in positive leadership and character behaviors at school **Staff Responsible for Monitoring:** All Shultz staff members **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student behavior has improved at Shultz Elementary in recent school years, as evidenced by a steady decline in the number of discipline referrals. However, there is still room for improvement in the area of behavior management, particularly in our campus common areas. In the 23-24 school year, nearly half of all discipline referrals took place outside of instructional settings.   **Root Cause**: The staff and students of Shultz Elementary would benefit from having a new school behavior matrix and updated common area behavior expectations created collaboratively by our teachers and staff.

State Compensatory

Budget for Nette Shultz Elementary

Total SCE Funds: $76,554.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Our SCE funds are used to pay 0.5 of the salary of our campus math interventionist and 0.5 of the salary of our campus reading interventionist.

Personnel for Nette Shultz Elementary

Name	Position	FTE
Mary (Lindsey) Faucett	Reading Interventionist 3-5	0.5
Molly Taylor	Math Interventionist 3-5	0.5

Title I Personnel

Name	Position	Program	FTE
Mary (Lindsey) Faucett	Reading Interventionist 3-5		0.5
Molly Taylor	Math Interventionist 3-5		0.5

Shultz Elementary Campus Leadership Team

Committee Role	Name	Position
Campus Administrator	Matt Preston	Principal
Campus Administrator	Emily Galindo	Assistant Principal
Teacher	Aracely Ocegueda	Kindergarten Dual Language Teacher
Teacher	Kim Schenck	1st Grade Dual Language Teacher
Teacher	Michaella Allen	2nd Grade Monolingual Teacher
Teacher	Lynette Walker	3rd Grade Dual Language Teacher
Teacher	Becky Bates	4th Grade Dual Language Teacher
Teacher	Kate McPherson	4th Grade Monolingual Teacher
Non-Classroom Professional	Katie Chapman	Special Education Teacher
Non-Classroom Professional	Lili O'Connor	Art Teacher
Non-Classroom Professional	Luke Taylor	Gifted and Talented Teacher (EXPO)
Non-Classroom Professional	Nancy Rana	Bilingual/ESL Specialist
Non-Classroom Professional	Molly Taylor	Math Specialist
Paraprofessional	Tammi Paul	Special Education Inclusion Aide
EIC Representative	Amber Baca	3rd Grade Monolingual Teacher
District-Level Professional	Kelley McGee	Denton ISD Assistant Fine Arts Director
Parent	Brian Bianco	Parent
Parent	Lily Sloan	Parent
Parent	Donna Caruthers	Parent
Parent	Lucas Holl	Parent
Community Representative	Clint Crawford	Community Representative
Business Representative	Luis Tovar	DIME Store
Business Representative	Esther Smith	Harvest Counseling and Wellness

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">State Compensatory Education (SCE)</td></tr>
<tr><th>Guiding Outcome</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Salary for Campus Math Interventionist</td><td></td><td>$37,584.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Salary for Campus Reading Interventionist</td><td></td><td>$38,970.00</td></tr>
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<tr><td colspan="6" align="center">Title I, Part A</td></tr>
<tr><th>Guiding Outcome</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
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<tr><td>1</td><td>1</td><td>2</td><td>Subs for covering classrooms while teachers participate in Students of Concern Meetings</td><td></td><td>$13,600.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Twenty full sub days funded through discretionary title one moneys</td><td></td><td>$3,400.00</td></tr>
<tr><td>1</td><td>1</td><td>5</td><td>Substitute teacher coverage for grade level teachers to focus on PLC work</td><td></td><td>$6,120.00</td></tr>
<tr><td>1</td><td>1</td><td>6</td><td>Substitute teachers will provide coverage for new and novice teachers to engage in professional learning and planning</td><td></td><td>$2,040.00</td></tr>
<tr><td>1</td><td>1</td><td>7</td><td>Substitute teachers to cover classrooms so that teachers can engage in parent conferences</td><td></td><td>$3,060.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$104,774.00</td></tr>
</table>

Denton Independent School District

Pecan Creek Elementary

2024-2025 Campus Improvement Plan

Mission Statement

At Pecan Creek we will always support the social, emotional, and academic growth of everyone, in a safe, respectful environment.

Vision

Our Vision

Together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

Values and Core Beliefs

Our values are the things we have committed to at Pecan Creek. These values will guide us as we work towards the vision of together hand in hand, juntos de la mano, building compassionate relationships through our diverse community.

Compassion
Community
Relationships
Diversity
Life Long Learning

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Established: 2003

Mascot: Bears

Colors: Blue and Green

Mission: Together hand in hand, juntos de la mano, building compassionate relationships through our diverse Community

Values: Relationships, Community, Diversity, Compassion, Learners

Pecan Creek Elementary- Enrollment by Grade	
Grade Level	Enrollment
PreK	41
Kindergarten	104
1st Grade	100
2nd Grade	94
3rd Grade	113
4th Grade	103

Pecan Creek Elementary- Enrollment by Grade	
5th Grade	103
Pecan Creek Elementary- Enrollment by Race/Ethnicity	
Hispanic	44%
White	34%
African American	14%
Asian	6%
American Indian/Pacific Islander	2%

Pecan Creek Elementary- Student Enrollment by Type	
Economically Disadvantaged	49%
Emergent Bilingual	34%
Special Education Services	17%
Gifted and Talented	7%
504	7%

Demographics Strengths

- Pecan Creek Elementary serves its diverse student population through multiple programs, including 1- and 2-Way Dual Language programs, GOAL, SLT, SEL, EXPO, therapy dog, mentorship, high school helpers, Teach Denton, and 10 after school club opportunities
- Pecan Creek Elementary teachers have a wide range of teaching experiences to meet the needs of all students.

Student Learning

Student Learning Summary

IREADY READING On Level	BOY	EOY		STAAR Reading	Approaches	Meets	Masters	Made at least one year's growth
IREADY K	41%	90%						
IREADY 1	14%	76%						
IREADY 2	25%	66%						
IREADY 3	40%	72%		3	80	62	32	
IREADY 4	17%	51%		4	83	41	17	56%
IREADY 5	34%	58%		5	87	63	38	82%
IREADY MATH ON LEVEL	BOY	EOY		STAAR Math	Approaches	Meets	Masters	Made at least one year's growth
IREADY K	19%	62%						
IREADY 1	7%	55%						
IREADY 2	7%	58%						
IREADY 3	16%	67%		3	81	55	27	
IREADY 4	20%	60%		4	66	40	13	59%
IREADY 5	38%	62%		5	84	54	16	62%
				STAAR Science				
					Approaches	Meets	Masters	
				5	60	41	16	

Student Learning Strengths

Pecan Creek STAAR meets scores are above state average in all areas except for 4th grade math.

5th ELAR and 3rd math scores have continued to grow over the state average.

82% of students made at least one year's growth in 5th ELAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 65% of 3rd, 4th, and 5th grade students meets grade level, as measured by Reading and Math STAAR assessments.   **Root Cause:** There is a need to focus on Tier 1 and Tier 2 strategies provided for all learners on essential learning standards.

School Processes & Programs

School Processes & Programs Summary

- 2-way Dual Language program PK- 5th grade; 1-Way Dual Language program in K and 1

- PLC time is focused on completing 15 day challenges and essential learning, including planning for student needs for intervention and enrichment
- Met intervention goals for HB students
- Revised MTSS process to better meet the needs of students
- Scheduled intervention time across grades 2-5 levels to address intervention and enrichment
- Implementation of campus-wide
- Revised procedures for common areas that decrease discipline issues
- Active PTA

School Processes & Programs Strengths

- Pecan Creek is piloting the first Pre-K dual language classroom for the 24-25 school year

- Grade level teams are focusing on essential learning standards and using district provided curriculum
- Revised MTSS process to better meet the needs of students
- BEAR (Building Enrichment and Academic Readiness) to address meeting the needs of all learners
- Newly assembled behavior task force is rolling out Tiered Behavior Matrix to guide social emotional learning and consistent behavior responses across the ca
- 100% staff membership in PTA; highest family PTA membership in 4 years

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Pecan Creek Dual Language teams need continued professional development, planning time, and resources to align instruction   **Root Cause:**
Dual Language curriculum, pacing guides and resources are not aligned across languages; English/Spanish schedules are not vertically aligned

Perceptions

Perceptions Summary

According to the spring 2024 Family Engagement Survey, Pecan Creek families feel that Pecan Creek is a welcoming environment and that their students enjoy being at school. Areas that families feel we have room to improve in is building the strengths of each child, appropriately challenging students in their classes, and assigning appropriate homework. To address this, Pecan Creek held curriculum nights to share curriculum expectations for the year, created BEAR (Building Enrichment and Academic Readiness) time for grades 2-5 to appropriately intervene and enrich all students based on academic need.

Pecan Creek staff feel that we have developed strong family engagement events throughout the school year, and that the school environment is positive and supportive for staff and students. Staff feel that their resources and curriculum needs for Dual Language/bilingual students could be improved and better aligned to meet the needs of our bilingual students.

Perceptions Strengths

- Welcoming and positive environment for students and staff
- Multiple family engagement activities throughout the school year
- Staff members feel valued and are a part of teams that support their needs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Pecan Creek has a need for consistent implementation of behavior expectations and consequences for common areas and classrooms   **Root Cause:** We have a need to develop Behavior Task Force and to implement Tiered Behavior Matrix to address SEL and Behavior needs of the campus

Priority Problem Statements

Problem Statement 1: Less than 65% of 3rd, 4th, and 5th grade students meets grade level, as measured by Reading and Math STAAR assessments.

Root Cause 1: There is a need to focus on Tier 1 and Tier 2 strategies provided for all learners on essential learning standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Pecan Creek Dual Language teams need continued professional development, planning time, and resources to align instruction

Root Cause 2: Dual Language curriculum, pacing guides and resources are not aligned across languages; English/Spanish schedules are not vertically aligned

Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: 100% of students will make at least one years growth in Reading and Math by May 2025 as measured by IReady and STAAR.
* 100% of 4th and 5th grade students will move at least one threshold in Reading and Math as measured by STAAR assessments.

    High Priority

    HB3 Guiding Outcome

    Evaluation Data Sources: IReady Assessments
STAAR Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Regularly scheduled PLC meetings to address the 4 critical questions of a PLC	**Formative**		
*Each team will meet bi-weekly and on monthly PLC half-days	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Plan for grade level intervention and acceleration planning. Improve Tier I instruction 15 Day Challenges for each grade level and content area Student Progress Monitoring **Staff Responsible for Monitoring:** Teachers, Administrators, Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** classroom supplies and materials - Title II, Part A - $3,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide grade level subs for targeted professional development and planning time to increase student engagement and	**Formative**		
instructional rigor.	**Dec**	**Mar**	**May**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Substitutes for PD and planning - Title I, Part A - $7,100, PD Supplies and Materials - Title I, Part A - $1,500			

Strategy 3 Details	Formative Reviews		
Strategy 3: Guiding Coalition will monitor data from PC Classroom Walks (Looking into Classrooms) for evidence of workshop model and student engagement to drive campus PD.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Focused PD addressing campus needs; Increased student engagement and performance on district and state assessments **Staff Responsible for Monitoring:** Admin; guiding coalition **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Grade level BEAR time focused on essential learning standards (grades 2-5)	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Intervene and extend learning for all students on essential learning standards **Staff Responsible for Monitoring:** admin, grade level teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $85,113			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Less than 65% of 3rd, 4th, and 5th grade students meets grade level, as measured by Reading and Math STAAR assessments.   **Root Cause**: There is a need to focus on Tier 1 and Tier 2 strategies provided for all learners on essential learning standards.

School Processes & Programs
Problem Statement 1: Pecan Creek Dual Language teams need continued professional development, planning time, and resources to align instruction **Root Cause**: Dual Language curriculum, pacing guides and resources are not aligned across languages; English/Spanish schedules are not vertically aligned

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Pecan Creek will establish a safe and compassionate learning environment that is strengthened by campus-wide behavior and SEL systems.

> **High Priority**
>
> **Evaluation Data Sources:** Staff engagement surveys
> Parent engagement surveys
> Pecan Creek Behavior Matrix
> Discipline referral data
> Attendance rate
> DMTSS behavioral data

Strategy 1 Details	Formative Reviews		
Strategy 1: PCE Behavior task force will guide implementation of campus wide tiered behavior matrix to address and monitor SEL and behavior needs	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Clear expectations for students and staff Improved strategies to help students self-regulate **Staff Responsible for Monitoring:** Administration, Behavior Task Force, CLT **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Classroom supplies and materials - Title I, Part A - $1,679			

Strategy 2 Details	Formative Reviews		
Strategy 2: Build relationships with students and families and strengthen the home-school connection through the use of parent conferences, weekly campus newsletters, and family engagement events on campus.	**Formative**		
	Dec	**Mar**	**May**
Title I: 4.1, 4.2			

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

State Compensatory

Budget for Pecan Creek Elementary

Total SCE Funds: $85,113.00
Total FTEs Funded by SCE: 100
Brief Description of SCE Services and/or Programs

Tier2 and Tier3 intervention; staff PD facilitator; intervention for HB 1416

Personnel for Pecan Creek Elementary

Name	Position	FTE
Kent Hamilton	Math and Reading Intervention	100

Title I Personnel

Name	Position	Program	FTE
Jessica Beener	Math Instructional Interventionist	Title 1	100

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">State Compensatory Education (SCE)</td></tr>
<tr><th>Guiding Outcome</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
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<tr><td align="center">1</td><td align="center">1</td><td align="center">2</td><td>PD Supplies and Materials</td><td></td><td>$1,500.00</td></tr>
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<tr><td colspan="6" align="center">Title II, Part A</td></tr>
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<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$3,000.00</td></tr>
</table>

Addendums

PECAN CREEK
ELEMENTARY

Established: 2003

Mascot: Bears

Colors: Blue and Green

Mission: Together hand in hand, juntos de la mano, building compassionate relationships through our diverse Community

Values: Relationships, Community, Diversity, Compassion, Learners

Demographics

Pecan Creek Elementary- Enrollment by Race/Ethnicity	
Hispanic	41%
White	37%
African American	10%
Asian	7%
Two or More Races	5%

Demographics

Pecan Creek Elementary- Student Enrollment by Type	
Economically Disadvantaged	46%
Emergent Bilingual	32%
Special Education Services	16%
Gifted and Talented	8%
504	7%

Enrollment by Grade

Pecan Creek Elementary- Enrollment by Grade	
Grade Level	Enrollment
PreK	20
Kindergarten	99
1st Grade	96
2nd Grade	114
3rd Grade	109
4th Grade	106
5th Grade	105

Teacher Years of Experience
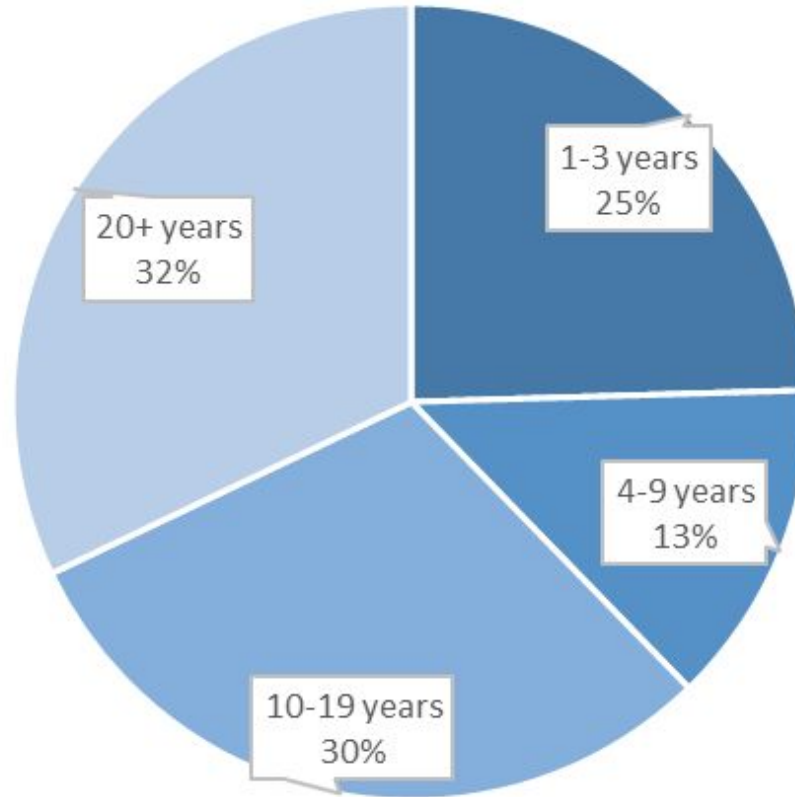
Staff Survey Data

1. Family and Community Involvement
2. School Context and Organization
3. School Culture and Climate
4. Staff Quality, Recruitment, and Retention
5. Curriculum, Instruction, and Assessment

Family & Community Involvement

Working Well	Areas to Grow	Possible Solutions
- Guest Readers - Dual Interventionists regularly communicating with parents on student struggles - Family Events - PTA - Social posts - Bear Bulletin - Room Parents - Fine Arts Night - Multicultural Night 2 Parents on CLT	- Would like more volunteers across grade levels - Would like more daytime volunteers (lunch monitors, laminating, etc) - Need more parent volunteers (bookfair, etc) - Teacher to parent communication about progress - Curriculum Nights, parent information, how to help your child - Black History Month- Need more celebration - Volunteer retention as students get older	- Be more proactive in inviting - Space out celebrations with families (1 in fall, 1 in spring) - How to Support your Student Night (early september, just parents) - Room parents - Parent translator - Invite parents to share their culture - Bring back parents coordinator/watch dogs (papa bears) - Encourage parents to read communication

School Context and Organization

Working Well	Areas to Grow	Possible Solutions
2- 5 intervention groups - Sensory room - Grade level intervention time (2-5) - Mixed classes for essentials - Dismissal times - Admin support with behaviors - Welcoming - Happy visits - PLC - Team meetings - Intervention support	- K-1 Intervention needed earlier in the year, especially Bilingual - Lunch schedule/Hallway traffic/cafeteria not monitored/cafeteria too crowded - House bill minutes- too much - Sped is understaffed - Need teachers to rotate recess duties - Bil paras need to push in - Intervention communication and being on time for intervention - Essentials dropping off kids- often alone	- PD for intervention in the classroom or all school flex time - Not overlapping lunches (especially older grades) - More time in the classroom, way to consolidate HB - Sped needs more BILINGUAL paras - Support paras with resources and a plan when they are in the room - Teachers pick up from all specials - Super consistent school wide discipline system expectations with training (dojo?) - Stagger inside/outside duties

School Context and Organization Cont'd

Working Well	Areas to Grow	Possible Solutions

●	● Workshop model
	● STEMSCOPES
	● Bilingual/DL curriculum
	● Support services stretched too thin
	● MOre support for new teachers
	● MTSS- how long it takes to get students assessed during MTSS process, or how long to get consent after committee recommends
	● District PD…wasted time in many cases
	● Dismissal times
		● Observations and trainings
		● Mentor/New Teacher Plan in place ahead of time
		   ○ Meeting times
		   ○ Training
		   ○ Observations
		● Invite staff from district to come help service students for consistent times
		● Bil/DL vertical alignment
		● Fewer colors for essentials (no more splitting classes, please)
		● Stagger/2nd duty station for those who finish early

School Context and Organization Cont'd

Working Well	Areas to Grow	Possible Solutions
●	●	● Upper grades like how kids are split for specials

School Culture and Climate

Working Well	Areas to Grow	Possible Solutions
- Feel valued - Teams work well - Fine arts engagement - Village mentality - Student and staff overlap and community buy-in - Staff involvement at all campus events - Bear Bulletin	- check -in for help - Planning for Parent/teacher conferences - Meeting/engaging with parents of students who are on/above grade level - Crowd management during community events ½ day lunch in classrooms - Clearer English/Spanish directions at school events - Too many dress up days-	- More time to conduct parent-teacher conferences - Time ins schedule (days set aside for conferences or admin coverage) - Curriculum night for grade levels - Continue improving process for crowd management - ask for feedback right after events - Break into smaller events by grade level clusters - Need alternatives to lunch in classrooms - Whole class data dig with parents

Staff Quality, Recruitment and Retention

Working Well	Areas to Grow	Possible Solutions
- Team support makes us stay! - Positive atmosphere - Admin support - Open mindedness - Growth mindset of staff - Solution oriented staff - Team and admin support - Staff Kudos - Food trucks! - Comfortable clothing - Relaxation room - District Chromebooks - Lit library - Welcoming atmosphere - Professional	- Cross- grade Teacher interactions - More staff socials/groups - Ongoing bilingual PD 5th grade helpers in PE - Need more novels in Spanish (F/NF	- Reading buddies - Time - Training on growth mindset - Bring back lunch out group ((We could have lunch in for across grade level in the conference room.)) - Bilingual PD Scheduled in advance not all BOY or upcoming week - Relaxation spaces left in place - Shopping day - Extra planning not during normal time - Students extra recess - Half days to do whatever we need

Curriculum Instruction, and Assessment

Working Well	Areas to Grow	Possible Solutions
- Jennifer S. writing/reading books - Stemscopes math and science (3-5) - BEV - Assessments in Aware (math) - Iready (3-5) 15 Day Challenge - Flexibility with instructional resources - Live digital journal (increased parent engagement) - Google Drive folder with individual student data (accessible to parents) - Keep Seesaw!)	- iReady K-2 - Handwriting curriculum- need more training - Studies weekly - Keyboarding - Seesaw (need to keep) - Assessments in Aware (RLA) - Report Card Access for Parents - K-2 Math Curriculum - ELAR alignment between Sp and Eng - Consistency for GR levels- F&P or DRA? - TCI- Not working in 5th - Need phonics units ready and current	- Postponing computer assessments for kinder because data is not accurate - Train/start handwriting curriculum at beginning of year - Purchase Pioneer Valley for GR instruction - Cross curricular instruction- SS and science with ELAR - Don't assess Iready at BOY- use PNA and District ELI- use NA and District ELI - PD New Dual t's - Choose either F&P or ELI

Curriculum Instruction, and Assessment

Working Well	Areas to Grow	Possible Solutions
- Many resources for teachers for intervention - Teacher data - Iready assessments and data-5th grade 2nd- whole grade level intervention - Data compilation of staar interim by Ms. Quillin - Formative assessments - Small groups based on data for T1 intervention	- IReady Spanish not complete or aligned with English - IReady K data not accurate - IReady in lower grades - Assessment is too long - District report card assessments - Wording of questions - DL not always available - Usable DATA in K-5 - Consistent grade level intervention - ELAR TEKS do not work with report card assessments	- More training IReady - Small group IReady assessments for Kinder - Different assessment tool than IREADY for K/1 - District report card assessments more tied to STAAR - Not Luci - Adapt report card assessments - Authentic Assessments, DL digital instruction - Lead4ward Vertical Alignment Resources

Attendance 23-24

Q1- 96.9%

Q2- 95.85%

Q3- 95.03%

Current- 96.7

BOY/MOY IReady Reading

Pecan Creek	iReady BOY			iReady MOY		
	OL	PR	AR	OL	PR	AR
Kinder	41%	59%	0	64%	36%	
Kinder Bilingual	14%	21%	66%	48%	38%	14%
1st Grade	15%	75%	10%	48%	49%	3%
1st Bilingual	35%	9%	56%	5%	86%	9%
2nd Grade	24%	35%	41%	50%	34%	16%
2nd Bilingual	6%	47%	47%	28%	38%	34%
3rd Grade	40%	26%	34%	61%	19%	20%
3rd Bilingual	0	65%	35%	0%	100%	0%
4th Grade	17%	56%	27%	30.0%	53%	17%
4th Bilingual	3%	32%	65%	0%	83%	17%
5th Grade	35%	31%	34%	53%	21%	26%
5th Bilingual	0	37%	63%	100%	0%	0%

STAAR Reading Interim

Pecan Creek	STAAR Interim				STAAR Interim			
	Ma	M	A	DNM	Ma	M	A	DNM
3rd Grade	39	17	15	29	48%	19%	17%	16%
3rd Bilingual	10	10	0	80	10%	0%	0%	90%
4th Grade	35	27	16	22	28%	14%	17%	41%
4th Bilingual	0	0	0	100	0%	0%	14%	85%
5th Grade	48	17	8	26	48%	17%	8%	27%
5th Bilingual	20	0	20	60	17%	0%	17%	66%

Reading Level

Pecan Creek	Q1 Reading Level			Q2 Reading Level			Q3 Reading Level (RC)		
	AL	OL	BL	AL	OL	BL	AL	OL	BL
Kinder									
Kinder Bilingual									
1st Grade	47%	32%	21%	82%	6%	12%		67%	33%
1st Bilingual	46%	23%	31%	68%	5%	27%			
2nd Grade	67%	14%	19%	66%	15%	19%		61%	39%
2nd Bilingual	78%	7%	15%	80%	8%	12%			
3rd Grade	44%	37%	19%	47%	33%	20%		53%	47%
3rd Bilingual	39%	44%	17%	45%	37%	18%			
4th Grade	53%	27%	21%	52%	25%	23%		53%	47%
4th Bilingual	61%	6%	33%	61%	6%	33%			
5th Grade	55%	34%	11%	40%	38%	21%		58%	42%
5th Bilingual									

BOY/MOY IReady Math

Pecan Creek	Q1 Data					
	iReady BOY			iReady MOY		
	OL	PR	AR	OL	PR	AR
Kinder	18	82	0	36%	64%	0
Kinder Bilingual						
1st Grade	13	80	7	38%	58%	3%
1st Bilingual						
2nd Grade	42	50	7	25%	62%	12%
2nd Bilingual						
3rd Grade	16	54	30	46%	42%	12%
3rd Bilingual						
4th Grade	27	53	19	43%	43%	14%
4th Bilingual						
5th Grade	24	38	38	53%	34%	13%
5th Bilingual						

Math STAAR Interim

	STAAR Interim				STAAR Interim			
	Ma	**M**	**A**	**DNM**	**Ma**	**M**	**A**	**DNM**
3rd Grade	52	11	3	34	39%	18%	10%	33%
3rd Bilingual	0	12	13	75	0%	40%	0%	60%
4th Grade	37	17	6	40	28%	14%	17%	41%
4th Bilingual	0	0	0	100	50%	0%	0%	50%
5th Grade	37	20	13	30	36%	28%	15%	21%
5th Bilingual	0	0	50	50	0%	0%	33%	67%

PNA Math Assessment

Pecan Creek	BOY			MOY		
	PNA Math Level			PNA Math Level		
	OL	PR	AR	OL	PR	AR
Kinder	85%	15%	0%	92%	6%	2%
Kinder Bilingual						
1st Grade	58	17	25	51%	32%	17%
1st Bilingual						
2nd Grade	38	24	38	30%	26%	44%
2nd Bilingual						

STAAR Reading Assessment

STAAR Reading	Approaches	Meets	Masters	Made at least one year's growth
3	80	62	32	
4	83	41	17	56%
5	87	63	38	82%

STAAR Math Assessment

STAAR Math	Approaches	Meets	Masters	Made at least one year's growth
3	81	55	27	
4	66	40	13	59%
5	84	54	16	62%

STAAR Science Assessment

STAAR Science				
	Approaches	Meets	Masters	
5	60	41	16	

Denton Independent School District

Rivera Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Tomas Rivera Elementary will utilize best practices to promote academic excellence.

Vision

Rivera will inspire students to be engaged citizens, problem solvers, and progressive learners who exceed expectations.

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rivera Elementary was built in 1994 and received two additions since it opened, most recently in 2009. The school is named for Tomas Rivera, an award-winning poet and author from Texas who later became the first Mexican-American chancellor in the University of California system.

Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families. The school offers academic instruction in bilingual classrooms and uses technology-based programs such as Think Through Math and Classworks to give students unique ways to learn and understand various concepts.

Making a connection with students and their families is stressed at the school, with staff members offering monthly Practical Parenting Nights and Communities in Schools of North Texas working with community volunteers to provide students with academic and social support during and after school. Community partners see the value in supporting Rivera as well with many local business and organizations offering students rewards for attendance, academic success and good citizenship.

Rivera students have a number of opportunities to showcase their talents as well through participation in numerous academic and extracurricular clubs, choir and orchestra. A burgeoning mentorship program provides students with role models and defines career aspirations, while the nearby MLK Recreation Center often offers social and athletic support to the school's families through games and programs.

Established: 1994
Mascot: Stars
Colors: Royal Blue, Silver and Gold

Tomas Rivera Elementary School in Denton ISD is a Title I campus with 92% of the students participating in free or reduce lunch. Tomas Rivera has a one-way dual language program. The campus serves students in grades PK-5. Rivera has approximately 620 students enrolled in 2024-25 school year. In comparison with our district, Rivera is one of the most diverse campuses in the district. In the 22-23 school year, the campus had a 20% mobility rate. Our community consists of parents living in apartment buildings and homes, mobile homes.

Student Demographics:	
African American	28.91%
Hispanic	48.8%
White	16.2%
American Indian	.5%
Asian	.6%
Two or More	5.0%

Staff Demographics:	
African American	9.6%
Hispanic	28.8%
White	58%

Demographics Strengths

Tomas Rivera Elementary School has a multitude of demographic strengths including:

- Rivera Elementary is one of Denton ISD's most culturally diverse schools and builds on that with a welcoming and nurturing environment for students and their families.
- Rivera has a diverse demographic that allows for the celebration of diversity with the multicultural programs and inclusivity.
- Rivera Elementary is a one way dual language campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically and behaviorally.   **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations at school.

Problem Statement 2: There continues to be academic gaps for some student populations.   **Root Cause:** Lack of school experience and trauma for some students are causing behavior challenges.

Student Learning

Student Learning Summary

Rivera staff has committed to becoming a Professional Learning Community. There are systems in place to allow teachers time to plan for assessing, teaching, and intervention, as well as systems to monitor student progress through MTSS.

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

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **193**   Date Last Taken: **05/10/2023**

	Percent	Count
	44%	84
	28%	54
	20%	39
	8%	16

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **193**   Date Last Taken: **04/26/2023**

	Percent	Count
	37%	72
	35%	67
	17%	33
	11%	21
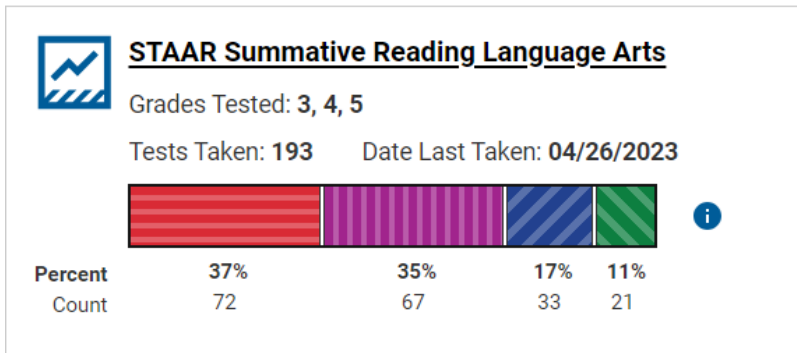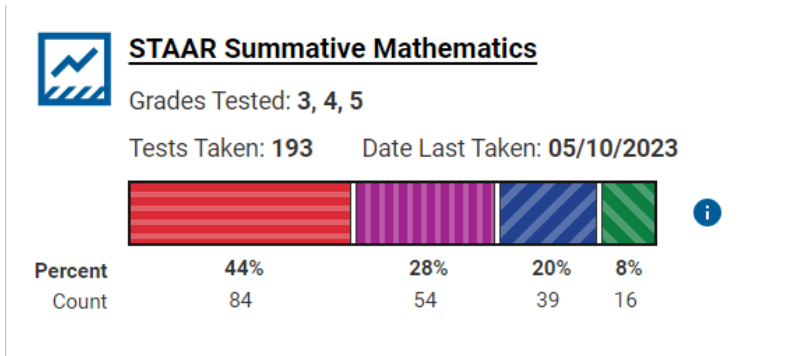
Student Learning Strengths

There are effective strategies and practices to support high quality student learning and intervention:

- Instructional Framework that includes Assessment for Learning Strategies, Professional Learning Teams, and Understanding by Design

- Workshop Model

- Units of Study

- Phonics Instruction

- 1-to-1 Technology

- Quality Assessments and Screeners that drive and inform instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education students under perform compared to their peers on state achievement assessments. **Root Cause:** General Education and Special education teachers need more time to collaborate and plan quality scaffolded instruction to ensure access to grade level curriculum.

Problem Statement 2: Students are not meeting grade level expectations in Reading and Math because they do not come to school equipped with school readiness behaviors and real world experiences. **Root Cause:** Students not participating in early childhood intervention, high mobility, migrant families, student attendance concerns, and lack of background experiences.

Problem Statement 3: Tier One instruction needs to strengthen in Reading, Math and Science. **Root Cause:** Classroom teachers need more time, guidance and professional development

School Processes & Programs

School Processes & Programs Summary

Rivera's guiding coalition is composed of administrators, teachers and support staff who collaborate often and support other adults on our campus to reach their fullest potential as professionals. This team works together to lead the work by modeling the structure and processes required of of the collaborative teams within our PLC. All staff are part of a focus group. Focus Groups were developed based on feedback from staff through surveys and the Campus Needs Assessment, as well as other campus wide data. Focus Groups promote shared leadership and will allow all staff members to have access to leadership roles and decision making. Focus groups will tackle school wide initiatives, address problems, and ask questions in order to improve our school culture and community as well as increase our effectiveness and success at meeting all students' needs. Focus Groups will be chaired by a GC member who will report information back to the GC regarding FG progress. For 23-24, the focus groups are: Staff Culture, Student Culture, Communications, Family Connections, Diversity & Inclusion, and Literacy.

Curriculum, Instruction, and Assessment is the main focus in grade level PLT (Professional Learning Team) meetings. Grade levels are expected to meet with their PLT weekly and focus on the 4 critical questions of a PLC (DuFour):

- What do we expect our students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessment)
- How will we respond when they don't learn? – (Intervention)
- How will we respond if they already know it? - (Enrichment)

Assessment is a critical component when it comes to decision making. Rivera uses the concept of balanced assessment and instruction to ensure we are adequately addressing student needs and measuring student outcomes. Rivera uses the DMTSS system to support all learners.

Rivera implements 45 minutes of built-in intervention, "SUCCESS time" in the master schedule to provide interventions for all students and in order to support support early intervention.

School Processes & Programs Strengths

Rivera's process and program strengths include:

- Rivera's master schedule and structures allow teachers and staff to work collaboratively to meet the various needs of students.
- Built in time for intervention for all grade levels.
- Weekly PLT time for staff to collaborate, analyze data, and design lessons
- Opportunities for staff-lead researched based, professional development
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)
- Increased focus on parent engagement and collaboration

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff need a deeper understanding of the power of the PLT to impact instruction.   **Root Cause:** Lack of knowledge and understanding of the PLT process.

Problem Statement 2: Teachers need time for training and collaboration to design engaging lessons and quality instruction.   **Root Cause:** Many teachers are new to the content or new to the teaching field and teach all contents.

Perceptions

Perceptions Summary

Rivera Elementary works to ensure our school has a family environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature while allowing the school and family to work as partners in the educational process. Parent/community nights such as Meet the Teacher, Multi-Cultural, Curriculum, and Fine Arts Events all serve to help bring parents and school staff together toward a common purpose. Rivera utilizes and implements CHAMPS and restorative practices.

Perceptions Strengths

Rivera has a multitude of family and community involvement opportunities:

Mentoring programs (Grand parent volunteers, PALS, CIS, ACE) to help address the social and emotional needs of at-risk students.

Student Assistance Counselor to help address the social and emotional needs of at-risk students.

Maintaining and expanding relationships with business partners

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In need of a connected partnership with parents in order to actively participate in their child's education and success through collaborating and connecting.
Root Cause: Populations of poverty have cyclical patterns that impact educational success.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: By May 2025, 100% of Rivera students will achieve a minimum of one one year's growth in grades K-5 in Reading, Math, and Science as evidenced by the iReady assessment in Reading and Math and STAAR Interim for Science and there will be an increase in percentage of students achieving at the approaches, meets and masters level as measured by STAAR in Math, Reading and Science.

HB3 Guiding Outcome

Evaluation Data Sources: Common Based Assessments
District-Based Assessments
iReady for Reading
iReady for Math
District Reading and Math Inventories (K-2)
STAAR Interim Assessments
STAAR Reports

Strategy 1 Details	**Formative Reviews**		
Strategy 1: Staff will provide supplemental and individual interventions (small group instruction) based on formal and informal assessments that monitor progress including but not limited to diagnostic, formatives and summative assessment data. This intervention is built into the master schedule as WIN time (Whatever I Need).	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; iReady Math and Reading, Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Teachers Interventionists Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Campus Interventionist - Title I, Part A - $75,365, Campus Interventionist - State Compensatory Education (SCE) - $82,012, Campus Interventionist (Bilingual) - State Compensatory Education (SCE) - $79,211			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Collaborate with the Bilingual/ESL Specialist to support teachers' knowledge and skills and instructional strategies to support the teaching and learning of EB/ESL students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories. **Staff Responsible for Monitoring:** Admin Specialists Coaches Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy**			

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish and supporting teachers with how to effectively utilize them to enhance student achievement.

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.

    Staff Responsible for Monitoring: Principal Librarian
Team leads

    Title I:
2.4, 2.5, 2.6
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
 - Targeted Support Strategy

    Funding Sources: Literacy Texts - Title I, Part A

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Substitutes will be provided, as needed, to provide additional support for students and allow time for teachers, and Specialists to collaborate, plan, and have discussions about students specifically time to progress monitor and adjust instruction based on the most recent data.

	Formative		
	Dec	**Mar**	**May**

    Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Assessments, Spanish Early Literacy Assessments; Common Assessments, Reading and Math Inventories.

    Staff Responsible for Monitoring: Admin Specialists

    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy

    Funding Sources: - Title I, Part A

Strategy 5 Details	**Formative Reviews**		
Strategy 5: District specialists and coordinators from the teaching and learning department will provide professional learning for teachers to enhance their knowledge, skills and depth/complexity so they can make decisions on essential standards and lesson design.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Teachers effectively selecting essential standards and designing instruction.
    Staff Responsible for Monitoring: Principal
Assistant Principal
District Curriculum and Instruction Department
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: An impact counselor and behavior specialist is hired and retained to support social and emotional needs of students and provide increased opportunity for Tier I learning and intervention.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.
    Staff Responsible for Monitoring: Principal
Assistant Principal
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Funding Sources: Campus Behavior Specialist - Title I, Part A - $78,444, Impact counselor - Title I, Part A			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Train, support and provide job-embedded professional learning to special education case managers and general education teachers on how to effectively progress monitor student IEP implementation with data goal tracking.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students' meeting IEP goal expectations and achieving at high levels **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Team Lead Special Education Supervisor			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Teachers and support staff will collaborate in PLTs to internalize curriculum that provides rigorous, engaging and flexible lessons.	**Formative**		
Strategy's Expected Result/Impact: Teachers will have a better understanding of the TEKS. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Dec**	**Mar**	**May**

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Teachers will implement the district tights of Daily Numeracy, Fact Fluency, and phonics with fidelity and the administrators will monitor and provide feedback to teachers on effective implementation.	**Formative**		
Strategy's Expected Result/Impact: increase academic achievement **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**	**Dec**	**Mar**	**May**

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

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May of 2025, the staff of Tomas Rivera Elementary will foster a welcoming, supportive learning environment through events, programs, and environments that build community among all stakeholders as measured by district and campus engagement surveys and a decrease in office referrals.

> **Evaluation Data Sources:** MTSS Data for Behavior, Campus Culture Climate Survey, Campus Engagement Survey. Campus Behavior Referral and Discipline Data, Attendance Data, Staff Surveys, Awards Presentations, Student Engagement (based on classroom learning walks).

Strategy 1 Details	Formative Reviews		
Strategy 1: Rivera staff will implement the Character Strong Curriculum with fidelity. The Guiding Coalition will support the implementation of the resource to ensure consistency and routine learning of appropriate social skills.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Staff Sign-In Sheets
    Teacher Pacing Guide
    Staff Meeting Agendas
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Guiding Coalition
 	
    Title I:
    2.4, 4.1, 4.2
     - **Targeted Support Strategy**
    Funding Sources: - Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement Restorative Practices to ensure that we are meeting the Social Emotional Learning needs of all students and staff through: Treatment Agreement Plans implemented and posted in all classrooms, implementing the teacher buddy system and calm down corners in every classroom.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Decrease in office referrals.
Decrease in time students are out of class for discipline intervention and suspensions.
Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom
Increased parent engagement.
Increased higher levels of agreement on our parent engagement survey.
Improvement in employee engagement survey
 	
    Staff Responsible for Monitoring: Principal
Assistant Principal
Impact Counselor
 	
    Title I:
2.4, 4.1, 4.2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create opportunities and experiences through clubs (STEAM Clubs, Goal, Robotics) for Rivera students.	**Formative**		
Strategy's Expected Result/Impact: Parent participation Student participation Aware group goal for GOAL (Track students academic progress)	**Dec**	**Mar**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Celebrate student successes through Character Strong awards, positive office referrals and recognition on social media.	**Formative**		
Staff Responsible for Monitoring: Principal Assistant Principal Impact Counselor Rivera Staff **Title I:** 2.4, 4.1, 4.2	**Dec**	**Mar**	**May**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide opportunities for parents to partner with the school and enhancement their engagement in their child's education.	**Formative**		
Strategy's Expected Result/Impact: Collaborative and supportive relationships	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Assistant Principal **Targeted Support Strategy**			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Implement systems that promote teacher excellence and celebrate staff.	**Formative**		
"Happenings in the Classroom"	**Dec**	**Mar**	**May**
Communication i.e. pictures, videos, etc. via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month. Staff Shout-outs Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal's monthly newsletter. Shout-outs are then read on the announcements and posted on the staff newsletter. Parent Shout-outs Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter.			
Strategy's Expected Result/Impact: Increase in teacher engagement through survey results.			
Staff Responsible for Monitoring: Principal Assistant Principal **Title I:** 2.4			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Create an intervention plan for students who are repeat offenders focusing on the root cause of behavior and an intervention plan to support targeted behavior using the district supported behavioral programming framework.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease in repeat offenders and office referrals.			
Staff Responsible for Monitoring: Principal Assistant Principal Campus Leadership Team **Targeted Support Strategy**			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Collaborate with the Community in Schools to increase the number of community volunteers and mentors to support positive behavior and experiences for Rivera students.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase community volunteer hours Increase number of community mentors for students Decrease number of office referrals **Staff Responsible for Monitoring:** Principal Assistant Principal Community In Schools			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Weekly MTSS meetings to discuss academic, behavior and social/emotional well being interventions and support for students in need.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: DMTSS progress monitoring, BOY/MOY/EOY results **Staff Responsible for Monitoring:** Principal Assistant Principal Specialists Teachers Counselors **Title I:** 2.4, 2.5, 2.6 - **Funding Sources:** A-Team Tutors - Title I, Part A - $17,000			

Strategy 10 Details	**Formative Reviews**		
Strategy 10: The Special education department creates a system of supports for students who currently receive services and supports through Section 504 or Special Education and are not meeting progress according to IEP monitoring.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Effective special education systems that support student learning **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Team Lead			

Strategy 11 Details	**Formative Reviews**		
Strategy 11: Implement a mentorship program as a proactive measure for students of concern.	**Formative**		
	Dec	**Mar**	**May**

Strategy 12 Details		Formative Reviews		
Strategy 12: Implement PBIS Tier One systems in the common areas through the use of the acronym STAR for Rivera Stars		**Formative**		
Targeted Support Strategy		**Dec**	**Mar**	**May**

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

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Staff will provide supplemental and individual interventions (small group instruction) based on formal and informal assessments that monitor progress including but not limited to diagnostic, formatives and summative assessment data. This intervention is built into the master schedule as WIN time (Whatever I Need).
1	1	2	Collaborate with the Bilingual/ESL Specialist to support teachers' knowledge and skills and instructional strategies to support the teaching and learning of EB/ESL students.
1	1	3	Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish and supporting teachers with how to effectively utilize them to enhance student achievement.
1	1	4	Substitutes will be provided, as needed, to provide additional support for students and allow time for teachers, and Specialists to collaborate, plan, and have discussions about students specifically time to progress monitor and adjust instruction based on the most recent data.
1	1	6	An impact counselor and behavior specialist is hired and retained to support social and emotional needs of students and provide increased opportunity for Tier I learning and intervention.
1	1	9	Teachers will implement the district tights of Daily Numeracy, Fact Fluency, and phonics with fidelity and the administrators will monitor and provide feedback to teachers on effective implementation.
2	1	1	Rivera staff will implement the Character Strong Curriculum with fidelity. The Guiding Coalition will support the implementation of the resource to ensure consistency and routine learning of appropriate social skills.
2	1	5	Provide opportunities for parents to partner with the school and enhancement their engagement in their child's education.
2	1	7	Create an intervention plan for students who are repeat offenders focusing on the root cause of behavior and an intervention plan to support targeted behavior using the district supported behavioral programming framework.
2	1	12	Implement PBIS Tier One systems in the common areas through the use of the acronym STAR for Rivera Stars

State Compensatory

Budget for Rivera Elementary

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

Personnel for Rivera Elementary

Name	Position	FTE
Breanna Slaughter Simpson	At Risk Counselor	1

Title I Personnel

Name	Position	Program	FTE
Joya Elam	Campus Instructional Coach (Title)		
Peggy Reuling	Campus Interventionist Specialist (Title		

Campus Funding Summary

			State Compensatory Education (SCE)		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Interventionist		$82,012.00
1	1	1	Campus Interventionist (Bilingual)		$79,211.00
				Sub-Total	$161,223.00
			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Interventionist		$75,365.00
1	1	3	Literacy Texts		$0.00
1	1	4			$0.00
1	1	6	Campus Behavior Specialist		$78,444.00
1	1	6	Impact counselor		$0.00
2	1	1			$0.00
2	1	9	A-Team Tutors		$17,000.00
				Sub-Total	$170,809.00

Denton Independent School District

Stephens Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Building a Community of Learners for Life

Vision

A safe, welcoming, united community that motivates happiness and innovative learning.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

History and Who We Are

Established: 2008

Mascot: Bulldogs

Colors: Blue and Silver

Mission: Building a community of lifelong learners

Vision: A safe, welcoming united community that inspires happiness and innovative learning

Values: United, Learning, Community, Positivity

About Us

Established in 2008, our school proudly bears the name of Olive Stephens, the esteemed former mayor of Shady Shores, whose indelible leadership spanned nearly four decades, leaving an enduring legacy of service and dedication.

Our campus serves as a vibrant hub of learning and diversity, welcoming students from surrounding neighborhoods and nearby apartments who commute to our location. As a Title 1 campus, we are committed to providing equitable access to quality education for all our students, fostering an inclusive environment where every child has the opportunity to thrive.

We take immense pride in our strong partnerships with local businesses and organizations, including CoServ, Boys and Girls Club, Shady Shores Baptist Church, Rotary Club, and the Lost Generation Mentoring program. Through these collaborations, we are able to extend our reach beyond the school walls, providing invaluable resources and support to our students and families.

Furthermore, our active Parent-Teacher Association (PTA) plays a pivotal role in enhancing the school community, organizing events, fundraisers, and volunteer opportunities that enrich the educational experience for all.

Demographics

Stephens Elementary	
Total Enrollment	483
Mobility Rate	22%

Stephens Elementary- Enrollment by Race/Ethnicity	
African American	38%
Asian	5%
Hispanic	18%
American Indian	1%
Pacific Islander	0%
Two or More Races	5%
White	32%

Stephens Elementary- Student Enrollment by Type	
Economically Disadvantaged	60%
McKinney Vento	.4%
Emergent Bilingual	6.7%

Stephens Elementary- Student Enrollment by Type	
Special Education Services	17.2%
Gifted and Talented	5.6%
504	8%
DMTSS	13%

Stephens Elementary- Programs Offered	
Program	Enrollment
Early Childhood Special Education (ECSE)	11
Pre-K	30
Comms	24
EB Students	31
EXPO	26
Reading Recovery	14
3-5 Math Intervention	50
3-5 Reading Intervention	34
Dyslexia	30

Stephens Elementary- Enrollment by Grade	
Grade Level	Enrollment
PreK (all programs)	54
Kindergarten	69
1st Grade	75
2nd Grade	81
3rd Grade	63
4th Grade	74
5th Grade	59

Demographics Strengths

Strengths

- We have a diverse population and improved our staff demographics this year to better match our students
- We have 4 self-contained special education classrooms, that allow us to provide a continuity of services for our PK-5th grade communications students
- We have strong intervention support that allows our students at Tier 2 and Tier 3 to receive specialized instruction as needed

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all of our families are represented at after school events or on our PTA. **Root Cause:** Families that live further away from the school and may not have transportation, are not always able to attend or access resources on the campus.

Student Learning

Student Learning Summary

PK Letter ID % At Risk (AR), Progressing (P), On-Level (OL), Above Level (AL)

On Level 72%

Progressing 20%

At Risk 8%

Kindergarten Reading % AR, P, OL, AL

On Level: 29%

Progressing: 25%

At Risk: 46%

Kindergarten % of students who have made expected or accelerated growth in math

29% (Not including the third Kindergarten class as they were instructed to not administer I-Ready at this time due to behavioral circumstances in the classroom.)

1st Grade Reading % AR, P, OL, AL

47% of students are reading above grade level.

13% of students are reading on grade level.

16% of students are progressing per reading level.

24% of students are at-risk per reading level.

1st Grade Math % of students AR, P, OL, AL

47% of students are on level

31% of students are progressing

22% of students are at risk

2nd Grade Reading % AR, P, OL, AL

41% at risk

17.5% progressing

26.25 on level

10% above level

3rd Grade Reading % AR, P, OL, AL

Above Level: 38%

On Level: 59%

Progressing: 72%

At-Risk: 28%

3rd Grade Math % of students AR, P, OL, AL

Above Level: 22%

On Level: 44%

Progressing: 57%

At Risk: 43%

4th Grade Reading % AR, P, OL, AL

Above Level: 17%

On Level: 36%

Progressing: 51%

At Risk: 49%

4th Grade Math % of students AR, P, OL, AL

Above Level: 15%

On Level: 21%

Progressing: 37%

At Risk: 63%

5th Grade Reading % AR, P, OL, AL

At - Risk - 20%

Progress - 4%

On - Level - 24%

Above - 52%

5th Grade Math % of students AR, P, OL, AL

At - Risk - 24%

Progress - 24%

On - Level - 31%

Above - 22%

SPED % for Reading & Math

Reading: based on DRA reading level estimated 80% or more of SPED are below level or at risk

Math: Based on Math common assessment estimated 90% of SPED are at risk

Impact of Interventions

Intervention	# of Students	% AR	% P	% OL or AL
Reading Recovery	14	36%	50%	14%
Literacy Groups	1st: 18 2nd: 8	1st: 16% 2nd: 62%	1st: 67% 2nd: 25%	1st: 17% 2nd: 13%
ESSER Tutor Groups (Nana)	K: 27 1st: 13 2nd: 2	K: 67% 1st: 16% 2nd: 100%	K: 22% 1st: 69% 2nd: 0%	K: 11% 1st: 15% 2nd: 0%
ESSER Tutor Groups (Gritti) (1-3 Oct-Dec) (4-5 Jan-Feb)	50 (grades 1-5)	59.5%	23%	14.8%
House Bill 1416 Students				
3-5 Math Intervention	50	Total: 70% 3rd: 42% 4th: 95% 5th: 61%	Total: 16% 3rd: 25% 4th: 5% 5th: 22%	Total: 14% 3rd: 33% 4th: 0% 5th: 17%
3-5 Reading Intervention	34	Total: 52% 3rd: 33% 4th: 66% 5th: 43%	Total: 12% 3rd: 25% 4th: 6% 5th: 14%	Total: 36% 3rd: 42% 4th: 26% 5th: 43%

Student Learning Strengths

Strengths

- Vertical teaming that our 3-5 grade reading and math teachers participated in allowed for better alignment in literacy and math practices which led to more aligned student growth and success
- PK, 1st, and 2nd grade all showed expected or accelerated growth from beginning to end of year as measured by IReady and district assessments
- The majority of our Tier 2 and Tier 3 reading intervention students made at least a year's worth of growth
- ESSR tutors provided support to teams that had brand new teachers

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels. **Root Cause:** The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.

Problem Statement 2 (Prioritized): Math across the campus is scoring lower than literacy and than other similar campuses across the district **Root Cause:** Low results in Primary Numeracy cause gaps in students as they go into the middle grades. Lack of consistency in using our districts curriculum to create a guaranteed and viable learning.

School Processes & Programs

School Processes & Programs Summary

PLC Processes

Frequency of PLCs:

PK: bi-weekly

Kinder: Every other week

1st, 5th, SPED: weekly

2nd: officially every other week, but we meet as a team daily.

3rd & 4th: Team: Bi Weekly, Vertical: Bi Weekly

Length of PLCs:

PK: an hour

Kinder, 3rd: 40 minutes

1st, 5th, SPED: 30 minutes to an hour

2nd: anywhere from 40 minutes to an hour and a half

Processes or Systems in place for PLC across the campus:

Weekly Team PLC meetings, Vertical Team PLC meetings, Uninterrupted time given for teams to meet as a PLC, Using the 4 Critical Questions of a PLC, Establishing Norms, Use of the PLC Cycle- identifying essential TEKS, Learning Targets, Common Assessments, Writing SMART Goals, Formative Assessments, Reviewing Student Data

Review norms, values, purpose statement at the beginning of each meeting. Have the same roles for every PLC. Every PLC meets every other week. Each agenda has to be made prior to the meeting with things only that relate back to the 4 essential questions, PLC agenda templates, assignments from coalition, Guiding coalition

PLCs meet every other week for an hour at the end of the day. Teams meet weekly or more frequently, as needed.

different types of PLCs at Stephens (guiding coalition, team, vertical, whole school)

CHAMPS

Amount of staff trained:

PK: 2

Kinder: 2 out of 3

4th: 2 out of 3

1st, 2nd, 3rd, 5th: all

SPED: all

Processes or systems in place across the campus:

Staff Meetings/Trainings, Grade Level Meetings about CHAMPS expectations, Lesson Plans for students at the BOY for CHAMPS, Example and Nonexamples (videos from staff), CHAMPS signs visible in hallways, cafeteria, classrooms, and restrooms, Schoolwide and classroom incentives for CHAMPS (thermometers)

We use Dojo as a school-wide reward, posters in the hall, use the same lessons when teaching at the beginning of the year, common areas are consistent throughout the building

Hallway CHAMPS data tracker on our phones

Bus duty arrival procedures, line expectations - level 0, straight line

House System

Amount of staff trained: (Not trained, it was more observations)

PK: 1

Kinder: 1 out of 3

 3rd: all (through Stephens training not full Ron Clark Academy)

1st: all (through Stephens training not full Ron Clark Academy)

2nd: 1 to Ron Clark; 3 through campus training

4th: all (through Stephens training not full Ron Clark Academy)

5th: all (through Stephens training not full Ron Clark Academy)

SPED: 1 to Ron Clark; the rest through campus training

Extra Curricular Activities

Drama Kid,TEACH Denton, STUCO, Choir, Art Club, Orchestra, Track event Library Club, Helping Hands, Fitness, Cheer

Student participation numbers in extra curriculars...

PK/Kinder: 1

1st grade: 4

2nd grade: 3

3rd Grade: 7

4th Grade: ½ of our students

5th grade: ½ of our students

Math Instruction

How long is your math block?

PK: 45 minutes, integrated throughout the day
Kinder: 80 minutes
1st grade: 60 minutes
2nd Grade: 80 minutes
3rd Grade: 110 minutes
4th Grade: 80 minutes

5th Grade: 75 minutes + 30 minutes Target

Math block consist of...

PK: whole group, small group, centers
Kinder: Daily Numeracy, Stem Scopes, Math Workshop, Math Stations, Small Groups
1st grade: Warm-Up- Number of the Day and Fact Fluency (20 min), Mini Lesson and Active Engagement (20 min), Independent Practice and Math Menu/Math Tubs/Small Groups (20 min)
2nd Grade: fact fluency, workshop, number talks
3rd Grade: Morning Meeting, Building Fact Fluency, Daily Warm Up Questions, Target Time, Mini Lesson, Must Do, Can Do , Share/Closing
4th grade: warm-up, mini-lesson, explore (must do), closing

5th grade: Opening (varying between number sense, hook, problem of the day, warmup) (5 minutes), Mini-Lesson (notes) (15 minutes), Explore Task (activity w/ notebook over today's lesson) (25-30 minutes), Intervention / Small Groups (15 minutes), Reflection / Close (5-10 minutes)

Math instruction...

PK: Adopted District Curriculum

Kinder: StemScopes, PNA materials, Lessons from District UbDs, Teacher Pay Teacher Materials, IReady Materials, Self-Made Lessons/Materials, KInder Math by Tara West

1st grade :Fact Fluency Kits, PNA materials, Investigations, Lessons from District UbDs, Teacher Pay Teacher Materials, Self-Made Lessons/Materials

3rd Grade: StemScopes, Fact Fluency Kits, PNA materials, Lessons from District UbDs, Teacher Pay Teacher Materials, SeeSaw PreCreated Materials, Ideas found on Pinterest, IReady Materials

4th grade: UBD, STEMscopes, i-Ready, Think Up!, Fact Fluency kits, Teacher Pay Teachers

5th grade: StemScopes, Fact Fluency Kits, Investigations, Lessons from District UbDs, Teacher Pay Teacher Materials, SeeSaw PreCreated Materials, Ideas found on Pinterest, IReady Materials, Self-Made Lessons/Materials

2nd Grade: StemScopes, Fact Fluency Kits, PNA materials, Investigations, Lessons from District UbDs, Teacher Pay Teacher Materials, SeeSaw PreCreated Materials, Ideas found on Pinterest, IReady Materials, Self-Made Lessons/Materials

Professional development for math instruction?

PK: curriculum training

Kinder: PNA w/ district coach, StemScopes, I-Ready

1st grade: First Grade Math Fact Fluency 2023, 1st Grade I-Ready 2023, Math 2nd 9 Weeks Curriculum Preview 2022, Building Fact, Fluency Addition and Subtraction 2021, Deepening Understanding of Addition and Subtraction 2021, PNA Interventions 2021

2nd Grade: Mega Lab, Fetterman attended CAMT this past summer

3rd Grade: CAMT, Math Training (2 days), Lead Forward Rockin Review, iReady Training (Gentry and Stewart: None)

4th Grade: New teacher training, i-ready training, STEMscopes training

5th grade: Lead4Ward - Rockin' Review, CAMT, District - Rigor and Math Process Standards, IReady, AFL - Designing Engaging Assessments, District - Math 3rd 9 Weeks Curriculum Preview, District - Math 2nd 9 Weeks Curriculum Preview

Tier 2 and 3 Small Group Instruction Schedule:

PK: weekly
Kinder: 2-3 times weekly
1st grade: 4-5 days a week
2nd grade: 4 times a week

3rd, 4th & 5th grade: Daily

Use the Fact Fluency kits...

PK: n/a
Kinder: n/a
1st grade: 4 days a week
2nd grade: occasionally
3rd Grade: Everyday starting 2nd semester
4th Grade: occasionally (more in the beginning of the year)
5th Grade: once a week with small groups

School Processes & Programs Strengths

Strengths

- Aligned campus practices in PLC; every team has the same standards and accountability for what their PLT time should look like
- Implementation of the Guiding Coalition
- Reintroducing CHAMPS created consistency across the building for schoolwide expectations

- Hallway behavior improved
- Arrival in the morning improved
- Adopting Dojo allowed for cohesiveness in giving positive reinforcement and communicating with parents
- The improvements to the House system caused better buy in by staff and students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Disruptive behavior continues to be a challenge   **Root Cause:** Working to support the social and emotional needs of all students and teaching them appropriate regulation strategies. Working to enhance campus systems and expectations for behavior in all areas.

Perceptions

Perceptions Summary

Comparison of Engagement Results

2023-24

Engagement Mean

3.85
1.00   5.00

VIEW DETAILS

Change

0.02

Percentile Rank

31st

The mean is greater than 31% of those in the Gallup Overall database.

Respondents

33

Highest Q^{12} Items ?

Q06. Development

3.97

GET ADVICE
CREATE ACTION PLAN

Q10. Best Friend

3.97

GET ADVICE
CREATE ACTION PLAN

Lowest Q^{12} Items ?

Q04. Recognition

3.27

GET ADVICE
CREATE ACTION PLAN

Q01. Know What's Expected

4.15

GET ADVICE
CREATE ACTION PLAN

2024-25

Engagement Mean

4.07
1.00   5.00

Trended Mean >

Change From Last Mean: ↑ 0.24

Percentile Rank

47th

The mean is greater than 47% of those in the Gallup Overall database.

Respondents >

41

VIEW DETAILS

Highest Q^{12} Items ⑦

Q03. Opportunity to do Best

4.32

GET ADVICE

CREATE ACTION PLAN

Q06. Development

4.32

GET ADVICE

CREATE ACTION PLAN

Lowest Q^{12} Items ⑦

Q04. Recognition

3.50

GET ADVICE

CREATE ACTION PLAN

Q01. Know What's Expected

4.27

GET ADVICE

CREATE ACTION PLAN

School Events

Event	Number in attendance	Pros and Cons
Back to School Bash		Pro: Not pressure like Meet the Teacher, kids enjoyed it. Idea: Combine with Meet the Teacher Night and have a big hot-dog supper
Red Ribbon Week (SEL Week)	School-wide celebration (during school hours)	Pro: Love the easy dress up days Idea: More activities throughout the week
Book Character Parade	School-wide celebration (during school hours)	Pros: Fun way to celebrate reading Cons: Longer route, invite parents to view out front and have the route be outside
STEM Night/2nd grade performance/Book Fair	26 family members signed in	Pros: Kids not in 2nd grade enjoyed all the STEM activities Cons: 2nd graders didn't get to participate in STEM Night, book fair didn't get a lot of traffic, audience was about the same size
Read Across America Week	School-wide celebration (during school hours)	Pros: Community member involvement

Event	Number in attendance	Pros and Cons
Big Art Day	School-wide celebration (during school hours)	Pros: Kids loved stations Cons: Fun Run not being at the same time
Kindness Week	School-wide celebration (during school hours)	
Egg Hunt	School-wide celebration (during school hours)	Pros: It is a fun and organized (not chaotic or stressful) experience that all students may not have the opportunity to participate in otherwise. It builds community because parents can attend and it allows kids to be kids! All students get to participate! Cons: Specials team not getting to participate at all
Kindergarten Music Program	37 family members signed-in	Pros: Well attended Cons: None
4th Grade Music Program	7 family members signed-in	Pros: Worked out having the week after Spring Break Cons: Not having enough time to practice on stage
Kindergarten Round Up	20ish family members	Pros: Students getting to meet their potential teachers, lots of free supplies; community involvement Cons: Too many stations for families to get to (do specials areas need to be a stop?)

Perceptions Strengths

Strengths

- Overall engagement score increased from 23-24

- Variety of family engagement events
- Parents report feeling valued when coming to our school and that communication is appropriate and helpful

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We would like to increase the amount of parents in the building volunteering on a regular basis **Root Cause:** We need more opportunities and events during the school day such as award ceremonies, parent breakfasts, that would naturally draw parents into the building.

Priority Problem Statements

Problem Statement 1: Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels.

Root Cause 1: The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math across the campus is scoring lower than literacy and than other similar campuses across the district

Root Cause 2: Low results in Primary Numeracy cause gaps in students as they go into the middle grades. Lack of consistency in using our districts curriculum to create a guaranteed and viable learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Disruptive behavior continues to be a challenge

Root Cause 3: Working to support the social and emotional needs of all students and teaching them appropriate regulation strategies. Working to enhance campus systems and expectations for behavior in all areas.

Problem Statement 3 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: 100% of all students in PK-5 will make a year's worth of growth in math as measured by CLI Engage and IReady.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Campus Common Assessments/Exit Tickets
Progress Monitoring for math
STAAR Interims
STAAR
IReady reports
PK Report Cards

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide instructional coaching and intervention support by the Campus Interventionist and District Instructional Coach to assist teachers in planning lessons, creating assessments, implementing our district curriculum with fidelity, and improving instructional practices using the instructional framework.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2024-25. **Staff Responsible for Monitoring:** Intervention Team District Coach **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Rebekah Perrone - State Compensatory Education (SCE) - $81,162, Haley Horner - State Compensatory Education (SCE), Nicole Springer - State Compensatory Education (SCE), Holly Hamilton - State Compensatory Education (SCE)			

Strategy 2 Details	Formative Reviews		
Strategy 2: All math teachers will attend District math PD and implement strategies learned in the PD throughout the year.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus, district, and state assessment reports for 2024-25 **Staff Responsible for Monitoring:** Grade Level Teachers Intervention Team Admin Team **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Guiding Coalition Members will lead our campus in identifying vertical math essential standards, creating cognitive ladders for each essential standard, and developing a tool to progress monitor students' achievement on the essential Standards.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2024-25 school year			

Staff Responsible for Monitoring: Guiding Coalition
Interventionists
Teachers
Admin

Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Funding Sources: Professional Development, Travel, and Registration - Title I, Part A - $3,000

Strategy 4 Details	Formative Reviews		
Strategy 4: Guiding Coalition along with the administrators will create a Looking in Classroom plan to ensure that all math teachers are implementing Daily fact fluency, Daily numeracy, and Workshop model with fidelity and proficiency.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2024-25			

Staff Responsible for Monitoring: Interventionists
Classroom Teachers
Administrators

Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Strategy 5 Details		**Formative Reviews**		
Strategy 5: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in the level of student achievement, as evidenced by campus district, and state assessment reports for 2024-25				
Staff Responsible for Monitoring: Administrators				
Title I:				
2.4, 2.5, 2.6				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 2				
Funding Sources: Substitutes - Title I, Part A - $4,500				

Strategy 6 Details		**Formative Reviews**		
Strategy 6: Provide after school tutoring to HB1416 students.		**Formative**		
Strategy's Expected Result/Impact: Closing academic gaps and improving achievement of our Tier 2 and 3 students		**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers				
Interventionists				
Administrators				
Title I:				
2.4, 2.6				
- **ESF Levers:**				
Lever 5: Effective Instruction				
Problem Statements: Student Learning 2				
Funding Sources: Tutors - Title I, Part A - $6,000				

Strategy 7 Details		**Formative Reviews**		
Strategy 7: All teachers will participate in grade level or vertical content PLTs specifically focused on improving their content knowledge and skills.		**Formative**		
		Dec	**Mar**	**May**
Problem Statements: Student Learning 2				

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Kindergarten showed the least amount of progress from beginning to the end of the year of all grade levels. **Root Cause**: The need for an engaging master schedule and classroom environment for our primary grades. Lack of consistency in using our district's curriculum to create guaranteed and viable learning.

Problem Statement 2: Math across the campus is scoring lower than literacy and than other similar campuses across the district **Root Cause**: Low results in Primary Numeracy cause gaps in students as they go into the middle grades. Lack of consistency in using our districts curriculum to create a guaranteed and viable learning.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: In order to increase the amount of time that students are in class receiving instruction and in order to maintain a positive and safe school culture, 100% of our teachers will demonstrate proficiency in Tier 1 Classroom Management as measured by our Tier 1 Essentials Rubric.

High Priority

Evaluation Data Sources: Parent Engagement Survey
Staff Engagement Survey
House Meeting Planner
Office Referrals
Dojo Reports
Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: The Behavior Task Force will meet twice a month to examine behavior data, learn from our district behavior coaches and prepare behavior professional development for the staff in order to provide continual feedback and targeted training for our classroom teachers.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier 1 Classroom Management and Tier 2 strategies **Staff Responsible for Monitoring:** Administrators Behavior Task Force **Title I:** 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a Campus Engagement Coach whose priority is coaching teachers in effective Tier 1 Classroom Management techniques	**Formative**		
Strategy's Expected Result/Impact: Improved Tier 1 Classroom Management	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators Classroom Engagement Coach **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Classroom Engagement Coach - Title I, Part A - $77,355			

Strategy 3 Details	Formative Reviews		
Strategy 3: In an effort to create a systematic process for training and retaining high quality staff, all new to Stephens teachers will participate in a monthly book study using the book The Classroom Behavior Manual by Scott Ervin.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier 1 Classroom Management and systematic training of all teachers **Staff Responsible for Monitoring:** Administrators Classroom Engagement Coach **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Books for each new teacher - Title I, Part A			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Use the Tier 1 Classroom Structures walkthrough and rubric three times a year with all teachers in order to monitor progress in Classroom Management. Teachers will use the feedback from the walkthrough and the rubric to set goals with their accountability partner who they will meet with monthly during our behavior focused faculty meeting.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier 1 Classroom Management			
Staff Responsible for Monitoring: Administrators			
Behavior Task Force			
Accountability Partners			
TEA Priorities:			
Recruit, support, retain teachers and principals			
- **ESF Levers:**			
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 1			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Partner with district behavior coaches and our zone Special Education supervisor to provide school wide training in deescalation techniques, trauma informed care, mental health first aid, behavior intervention plans, and Tier 2/3 behavior strategies.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier 1 and Tier 2 Classroom Management			
Staff Responsible for Monitoring: Administrators			
Title I:			
4.2			
- **TEA Priorities:**			
Recruit, support, retain teachers and principals			
- **ESF Levers:**			
Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 1			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Build relationships with students' families and strengthen the home--school connection through the use of parent conferences, weekly parent newsletters, quarterly principal chats with parents, outreach events held at Providence Place apartments, and family engagement events on campus.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Strengthen the connections with families that live in Shady Shores and that live in our commuting apartment complexes.			
Problem Statements: School Processes & Programs 1			
Funding Sources: Parent Involvement Supplies - Title I, Part A - $1,109			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Disruptive behavior continues to be a challenge   **Root Cause**: Working to support the social and emotional needs of all students and teaching them appropriate regulation strategies. Working to enhance campus systems and expectations for behavior in all areas.

State Compensatory

Budget for Stephens Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Stephens Elementary

Name	Position	FTE
Nicole Springer	Reading Recovery	1
Rebekah Perrone	Reading/Math Interventionist	1

Title I Personnel

Name	Position	Program	FTE
Kaitlyn Pound	Campus Engagement Coach	Title 1 A	1

Campus Funding Summary

			State Compensatory Education (SCE)		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Nicole Springer		$0.00
1	1	1	Haley Horner		$0.00
1	1	1	Holly Hamilton		$0.00
1	1	1	Rebekah Perrone		$81,162.00
				Sub-Total	$81,162.00
			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Professional Development, Travel, and Registration		$3,000.00
1	1	5	Substitutes		$4,500.00
1	1	6	Tutors		$6,000.00
2	1	2	Classroom Engagement Coach		$77,355.00
2	1	3	Books for each new teacher		$0.00
2	1	6	Parent Involvement Supplies		$1,109.00
				Sub-Total	$91,964.00

Denton Independent School District

Lester Davis DAEP

2024-2025 Campus Improvement Plan

Mission Statement

To provide a structured social and academic climate in which students choose how they will respond to the world.

Vision

The Davis staff is committed to equipping students with behavioral and academic skills that will enable them to succeed in their regularly assigned classrooms and schools.

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

In response to changes in Texas Education Code Chapter 37, Denton ISD's Disciplinary Alternative Program was created in 1996 and opened its doors as Touchstone Academy at the Fred Moore Campus. In 2002 the program was relocated to a beautifully remodeled Lester Davis School in the heart of Denton. For 20 years the Lester Davis DAEP has been serving the unique needs of students from every traditional campus across Denton ISD.

With exponential growth throughout Denton ISD, the Lester Davis DAEP is now providing services for students at 27 elementary schools, 9 middle schools, 4 comprehensive high schools, and 2 specialty campuses.

Currently, a majority of our staff is funded through State Comp Ed. We have 2 positions funded by special education and 1 position funded through our ESL/bilingual department.

Student Demographics at Davis (approximately):

AA:45% H:35% W:15 X:5%

Targeted Placements; THC and Physical Aggression related incidents

Demographics Strengths

- Lester Davis is staffed with several Veteran teachers, three 2nd-year solid DAEP teachers, and a new hire to Denton ISD with tons of experience in a variety of roles in multiple districts.
- Amazing instructional aides that allow us to maintain a secondary student-to-staff ratio in our classrooms at a maximum of 7.5 to 1, and elementary at 5 to 1.
- All staff members have key roles in counseling students on how to be successful at their home campus when they transition.
- Our staff is a resource for our schools in efficiently identifying needs for student assessments that will ensure appropriate services will be provided for students upon their return to their home campus.
- The whole staff operates as a team, exercising extreme flexibility as demographics change daily. We have managed to adapt to our district's exponential growth with very little additional staffing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton ISD saw a jump from 529 placements in 2021-2022 to 710 placements in 2022-2023 to 730 placements in 2023-2024. **Root Cause:** Roughly 50% of all placements were for drug and alcohol-related offenses in our schools. Roughly 23% of all placements were for physical violence related offenses in our schools.

Student Learning

Student Learning Summary

DAEPs (Disciplinary Alternative Education Programs) in Texas do not have the same state accountability measures as traditional public schools for several reasons:

Mission and Purpose: DAEPs serve a specific purpose, which is to provide an alternative educational setting for students who have violated the school's code of conduct or have behavioral issues. Their primary focus is on behavior modification, counseling, and support rather than traditional academic instruction. As a result, the state may not hold them to the same academic accountability standards as regular schools.

Diverse Student Population: Students in DAEPs often have a wide range of academic abilities and behavioral issues. Some may be significantly behind academically, making it challenging to measure their progress using standardized assessments. Thus, the state recognizes the need for a more tailored approach to evaluating success.

Short-Term Placement: Many students attend DAEPs for relatively short periods, typically as part of a disciplinary consequence. It may not be practical to assess their academic progress over a short duration, especially when the primary focus is on addressing behavioral issues and providing counseling.

Flexibility for Local Control: Texas and other states often grant local school districts and educational authorities a degree of flexibility in how they manage DAEP programs. This flexibility allows them to tailor the programs to meet the specific needs of their student population. It also means that the accountability measures may differ from district to district.

Focus on Rehabilitation: The primary goal of DAEPs is to rehabilitate students, address their behavioral issues, and prepare them for a successful return to their regular educational setting. This focus on rehabilitation and reintegration may take precedence over academic outcomes in the short term.

It's important to note that while DAEPs may not have the same state accountability measures for academics, they are still accountable for the safety and well-being of their students.

School Processes & Programs

School Processes & Programs Summary

Statement of Purpose

- Davis School is a disciplinary alternative campus designed to serve students in grades K – 12 who, due to severe or repeated violations of the Denton Independent School District Code of Conduct, policies or reasons defined in Chapter 37 of the Texas Education Code, have been removed from their home campuses for a designated period of time.
- These students are withdrawn from their home campus and assigned to Davis School in order to maintain their academic progress and address individual behavior concerns.
- Davis School is a combined effort, from student and faculty to families and community.
- Students receive instruction in four core classes: English Language Arts & Reading, Math, History, and Science.
    - The district curriculum is followed in these core subject areas.
    - In addition, students receive instruction in social skills, character education, high school electives (provided by home campus) and P.E.

Enrollment in the (DAEP) Disciplinary Alternative Education Program

- Students are assigned to Davis School as outlined in the DISD Code of Conduct by their home campus administrators.
- Once assigned, parents are instructed to attend a Davis School Orientation Meeting.
    - These meetings are held each Tuesday and Thursday morning at 8:20 am for enrollment and orientation to the school and its policies.
    - Students are only allowed to enroll at the school through this meeting.

**Please see the attached handbook for a comprehensive look at programming.

Perceptions

Perceptions Summary

See Q12 Employee Engagement results in addendums.

Perceptions Strengths

Highest Q¹² Items

Q01. Know What's Expected — 4.93

Q10. Best Friend — 3.90
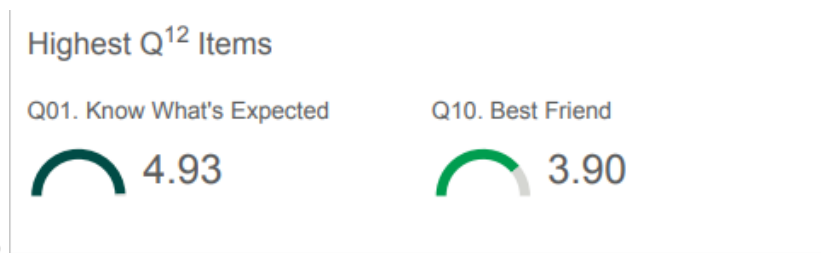
At Davis our highest Q12 items from the 2023-24 school year were Q01 & Q10.

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
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: WIG: As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus.
Our goal is to decrease our recidivism rate by 20% annually.

HB3 Guiding Outcome

Evaluation Data Sources: Available transition packets.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each student will have a individualized transition plan to present to the home campus upon the students return to their home campus.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student behavioral success and decrease the number of students returning to Lester Davis campus. **Staff Responsible for Monitoring:** Principal, Counselor, Home Campus Administration, and Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a training to teachers and staff at Davis on supporting students to build a transition plan prior to their exit.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease the number of students who return to Lester Davis for a second time. **Staff Responsible for Monitoring:** Principal, Counselor			

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

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
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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: Implement Purpose Prep academy and additional counseling sessions to meet the Social Emotional Learning needs of the individual students.

High Priority

Evaluation Data Sources: Purpose Prep reports.
Successful integration with the unique transition plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative practices to meet the individual needs of the students.	**Formative**		
Strategy's Expected Result/Impact: Students social emotional needs and behavior will be positively impacted through targeted coursework based on individual student circumstances.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, teachers, counselor			
Funding Sources: Purpose Prep Academy - At-Risk (SCE) - $5,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly group counseling sessions on Mondays tailored to student specific needs.	**Formative**		
Strategy's Expected Result/Impact: Students social emotional needs and behavior will be positively impacted through group counseling sessions.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, teachers, counselors			

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

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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

Performance Objective 1: Through targeted professional development, campus wide collaboration, and leadership opportunities we strive to intentionally promote growth and improvement for all staff members.

Specifically, to increase current employee engagement mean of the Gallup Q12 measure. The specific areas of focus are Q12 "Learn and Grow" of 3.62 to at or above 3.75 and Q7 "Opinions Count" of 3.50 to at or above 3.75.

High Priority

Evaluation Data Sources: 2023-2024 Q12 Employment Engagement Survey Data (Q12. Learn and Grow and Q7. Opinions Count)

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff with continued professional development tied to Special Education/Behaviorism	**Formative**		
Strategy's Expected Result/Impact: Increase Special education/504 knowledge an capacity	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals -			

Strategy 2 Details	Formative Reviews		
Strategy 2: Providing staff with leadership opportunities within campus teams/committees	**Formative**		
Strategy's Expected Result/Impact: Recognition/Growth	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Admin			

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

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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

Performance Objective 2: Through targeted processes, intentionally create systems to positively impact perceptions of coworkers performance and provide feedback on individual/campus progress.

Specifically, to increase current engagement mean of Q11. Progress from 4.10 to at or above 4.19.

> **High Priority**

> **Evaluation Data Sources:** 2023-2024 Q12 Employment Engagement Survey Data (Q11. Progress)

Strategy 1 Details	Formative Reviews		
Strategy 1: Knight-errant. Our campus Wednesday learning-walks to observe and provide campus feedback regarding student learning.	**Formative**		
Strategy's Expected Result/Impact: Feedback	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CLT/GC			
TEA Priorities: Recruit, support, retain teachers and principals -			

Strategy 2 Details	Formative Reviews		
Strategy 2: Providing staff opportunity to provide feedback and praise to a staff member bi-weekly. "Knight of the weeks."	**Formative**		
Strategy's Expected Result/Impact: Peer to peer recognition.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk/Admin			
TEA Priorities: Recruit, support, retain teachers and principals			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Lester Davis DAEP

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 24
Brief Description of SCE Services and/or Programs

Texas Education Code required program (TEC. 37.006), DAEP, designed to continue education, counsel students on how to be successful in schools, and earn their way back to their home campus as quickly as possible.

Personnel for Lester Davis DAEP

Name	Position	FTE
Anna Braudrick	MS Teacher	1
Becky Gomez	SPED	1
Beth Robertson	Instructional aide	1
Bobbie Roberts	Counselor	1
Cherise Williams	Instructional aide	1
Chukwumeziri Orabuchi	Principal	1
Currently Vacant	HS Teacher	1
Currently vacant	Instructional aide	1
David Huey	HS Teacher	1
Jacie Sparks	Attendance Clerk	1
Jason Steward	SPED	1
Jennifer Gaines	HS Teacher	1
Joni Rae Partridge	HS Teacher	1
LaQuita Morehead	Instructional aide	1
Larry Greaves	MS Teacher	1
Lynda Martinez	Instructional aide	1
Martha Frank	Admin. Assistant	1
Pat Jolly	Nurse	0.5

Name	Position	FTE
Patrick Patterson	HS Teacher	1
Paul Beaty	MS Teacher	1
Pricilla Vazquez	Social Worker	0.5
Quincy Gulley	Instructional aide	1
Stacy Archer	MS Teacher	1
Ulinda Yeahquo	ES Teacher	1
Yessica Munoz	Instructional aide	1

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Purpose Prep Academy		$5,000.00
				Sub-Total	$5,000.00

Addendums

GALLUP®

EMPLOYEE ENGAGEMENT REPORT

2023 Denton ISD Employee Engagement Survey

Direct | WATKINS, RONALD | All - All

Oct 02, 2023 - Oct 16, 2023 | Total Respondents : 14

Engagement Mean

3.84

Trended Mean

Change From Last Mean: ↓ **-0.25**
3.78 | 4.09 | 3.84

Percentile Rank

37th

The mean is greater than 37% of those in the Industry - Education - K-12 database.
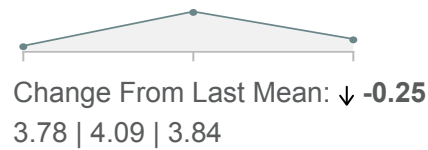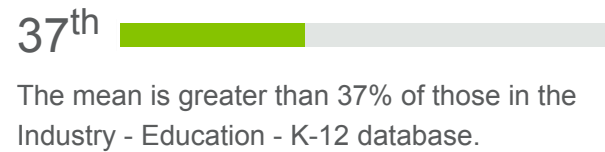
Respondents

14

Highest Q^{12} Items

Q01. Know What's Expected
4.93

Q10. Best Friend
3.90

Lowest Q^{12} Items

Q05. Cares About Me
4.07

Q06. Development
3.79

Mean Scores compared to Industry - Education - K-12 Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

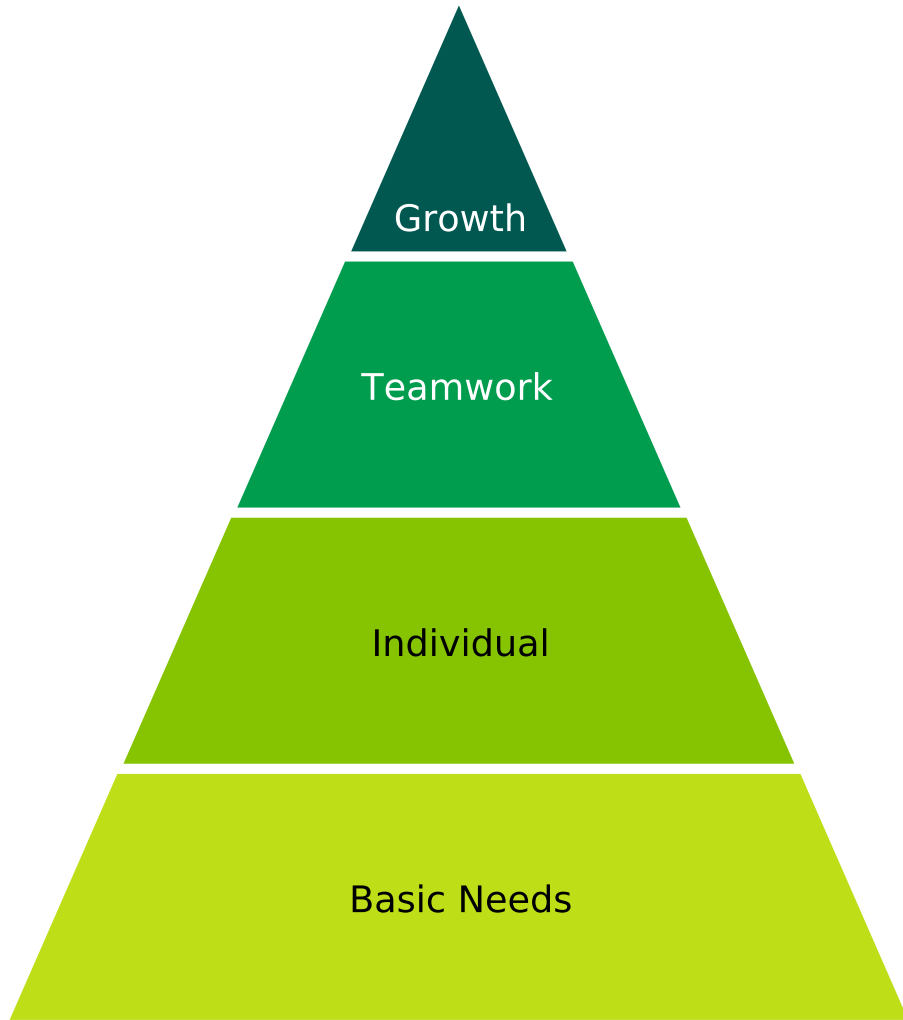| Engagement Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents	Engagement Index
3.84	Change From Last Mean: ↓ -0.25 3.78 | 4.09 | 3.84	37	14	Engagement Index is unavailable for the currently selected scorecard.

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	14	3.79	4.16	↓ -0.37	46	3.94
Q01: I know what is expected of me at work.	14	4.93	4.81	0.12	96	4.45
Q02: I have the materials and equipment I need to do my work right.	14	3.79	4.45	↓ -0.66	32	4.07
Q03: At work, I have the opportunity to do what I do best every day.	14	4.07	4.50	↓ -0.43	51	4.22
Q04: In the last seven days, I have received recognition or praise for doing good work.	12	3.58	3.45	0.13	50	3.58
Q05: My supervisor, or someone at work, seems to care about me as a person.	14	4.07	4.41	↓ -0.34	31	4.35
Q06: There is someone at work who encourages my development.	14	3.79	3.95	-0.16	30	4.12
Q07: At work, my opinions seem to count.	14	3.50	3.86	↓ -0.36	35	3.82
Q08: The mission or purpose of my organization makes me feel my job is important.	14	3.86	4.36	↓ -0.50	31	4.15
Q09: My associates or fellow employees are committed to doing quality work.	14	3.93	4.10	-0.17	26	4.18
Q10: I have a best friend at work.	10	3.90	3.35	↑ +0.55	71	3.81
Q11: In the last six months, someone at work has talked to me about my progress.	14	3.07	3.63	↓ -0.56	12	3.77
Q12: This last year, I have had opportunities at work to learn and grow.	13	3.62	4.25	↓ -0.63	18	4.18

	Trended Mean	Past Report 2		Past Report 1		Current Report	
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?		3.62	21	4.16	19	3.79	14
Q01: I know what is expected of me at work.		4.05	21	4.81	21	4.93	14
Q02: I have the materials and equipment I need to do my work right.		4.29	21	4.45	22	3.79	14
Q03: At work, I have the opportunity to do what I do best every day.		4.05	21	4.50	22	4.07	14
Q04: In the last seven days, I have received recognition or praise for doing good work.		2.90	21	3.45	20	3.58	12
Q05: My supervisor, or someone at work, seems to care about me as a person.		3.86	21	4.41	22	4.07	14
Q06: There is someone at work who encourages my development.		3.71	21	3.95	22	3.79	14
Q07: At work, my opinions seem to count.		3.52	21	3.86	22	3.50	14
Q08: The mission or purpose of my organization makes me feel my job is important.		4.05	21	4.36	22	3.86	14
Q09: My associates or fellow employees are committed to doing quality work.		4.30	20	4.10	21	3.93	14
Q10: I have a best friend at work.		3.61	18	3.35	20	3.90	10
Q11: In the last six months, someone at work has talked to me about my progress.		3.14	21	3.63	19	3.07	14
Q12: This last year, I have had opportunities at work to learn and grow.		3.85	20	4.25	20	3.62	13

GALLUP®   3

Engagement Hierarchy

Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

Individual - What do I give?

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

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

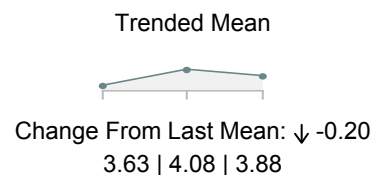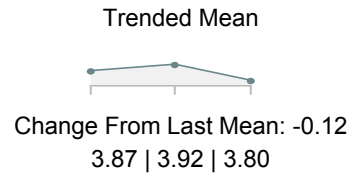|	Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents
	4.36	Change From Last Mean: ↓ -0.27 4.17 | 4.63 | 4.36	65	14

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	14	4.93	4.81	0.12	96	4.45
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	14	3.79	4.45	↓ -0.66	32	4.07

ENGAGEMENT HIERARCHY

Individual - What do I give?

	Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents
	3.88	Change From Last Mean: ↓ -0.20 3.63 | 4.08 | 3.88	40	14

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	14	4.07	4.50	↓ -0.43	51	4.22
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	12	3.58	3.45	0.13	50	3.58
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	14	4.07	4.41	↓ -0.34	31	4.35
Q06: Development There is someone at work who encourages my development.	14	3.79	3.95	-0.16	30	4.12

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?

	Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents
	3.80	Change From Last Mean: -0.12 3.87 | 3.92 | 3.80	40	14

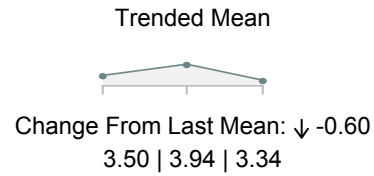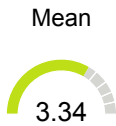|	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	14	3.50	3.86	↓ -0.36	35	3.82
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	14	3.86	4.36	↓ -0.50	31	4.15
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	14	3.93	4.10	-0.17	26	4.18
Q10: Best Friend I have a best friend at work.	10	3.90	3.35	↑ +0.55	71	3.81

ENGAGEMENT HIERARCHY

Growth - How can I grow?

Mean	Trended Mean	Mean Percentile Rank - Industry - Education - K-12	Respondents
3.34	Change From Last Mean: ↓ -0.60 3.50 | 3.94 | 3.34	15	14

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	14	3.07	3.63	↓ -0.56	12	3.77
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	13	3.62	4.25	↓ -0.63	18	4.18

Engagement Index

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

Engagement Index is unavailable for the currently selected scorecard.

Additional Questions

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
14	3.43	4.05	↓ -0.62	*	4.07

My workplace is committed to building the strengths of each employee.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
14	3.21	3.76	↓ -0.55	*	3.91

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
14	4.00	4.70	↓ -0.70	*	4.23

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
14	3.50	4.05	↓ -0.55	*	3.90

I have enough time to complete everything I need to do at work.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
14	4.00	4.09	-0.09	*	3.15

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
13	3.23	3.48	↓ -0.25	*	3.48

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
9	*	13	*

Trended Report Details

Past Report 2:

2021 Denton ISD Employee Engagement Survey

Oct 25, 2021 - Nov 08, 2021

Past Report 1:

2022 Denton ISD Employee Engagement Survey

Oct 17, 2022 - Oct 31, 2022

Current Report:

2023 Denton ISD Employee Engagement Survey

Oct 02, 2023 - Oct 16, 2023

FOOTNOTES

* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Industry - Education - K-12 Database ▇ < 25th Percentile ▇ 25-49th Percentile ▇ 50-74th Percentile ▇ 75-89th Percentile ▇ >= 90th Percentile

Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

Sentiment Distribution ▇ Positive ▇ Negative ▇ Neutral ▇ Mixed

Sentiment Distribution is not available when n<50

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

GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

ENGAGEMENT DEFINED

EMPLOYEE ENGAGEMENT: Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

THE SURVEY ITEMS/QUESTIONS

OVERALL SATISFACTION: Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

Q01-Q12: These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q$^{12®}$). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

INDICES: In addition to the Q$^{12®}$ items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

CUSTOM ITEMS: These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

EMPLOYEE ENGAGEMENT RESULTS

GRANDMEAN: The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

ENGAGEMENT INDEX: The Engagement Index (EI) is a macro-level indicator of an organisation's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q$^{12®}$ survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

ENGAGEMENT HIERARCHY: Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

UNDERSTANDING THE SCORES

THE SURVEY SCALE: The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

"Don't know" or "Does not apply".

TOTAL N: The total number of employees who responded to the survey.

MEAN SCORES: The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

TOP BOX/%5: The percentage of employees who responded "5 – Strongly Agree" to the survey item.

DISTRIBUTION OF RESPONSES: The percentage of employees who responded "1", "2", "3", "4" or "5" to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a "5" (TopBox) and item means will display.

SUPPRESSED DATA: Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk ("*") will appear in its place.

COMPARISONS

EXTERNAL BENCHMARKING: (Industry - Education - K-12): Used as a benchmark to determine how your team's results compare to other workgroups within the Industry - Education - K-12 of clients.

PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team's results compare to internal and external workgroups.