

Grapevine-Colleyville ISD

Dove Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Dove Elementary Mission Statement

In a partnership with parents, students, teachers, and community, Dove Elementary provides a safe and supportive environment in which students develop an understanding and respect for self and others. We cultivate learning through encouragement of inquiry and empower students to make a difference in our ever-changing world.

Value Statement

At Dove Elementary, we value:

Success

Collaboration

Support

Community

At Dove Elementary, we will:

set and maintain high expectations for learners to reach individual and grade level goals;

collaborate to impact achievement, growth, and well-being for everyone;

strengthen our community through relationships built on acceptance, kindness, and communication;

support our Dove community

Table of Contents

Comprehensive Needs Assessment 5

 Needs Assessment Overview 5

Priority Problem Statements 8

Goals 10

 Goal 1: Student Achievement and Post Secondary Readiness 10

 Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building 20

 Goal 3: Parents, Families, and Community Satisfaction and Engagement 23

 Goal 4: Strong Financial Stewardship and Internal System Efficiency 30

Title I Personnel 34

Campus Funding Summary 35

Addendums 36

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our campus saw a decline in enrollment in the 23-24 school year. Our snapshot enrollment was 399 total students, a decline of almost 50 students.. At the start of the 24-25 school year, our campus started at 379 students enrolled on the 1st day.

Sub Populations of Students:

White: 42%

Hispanic: 30%

African American: 12%

Pacific Island: 1%

American Indian: .25%

Economically Disadvantaged: 49.8%

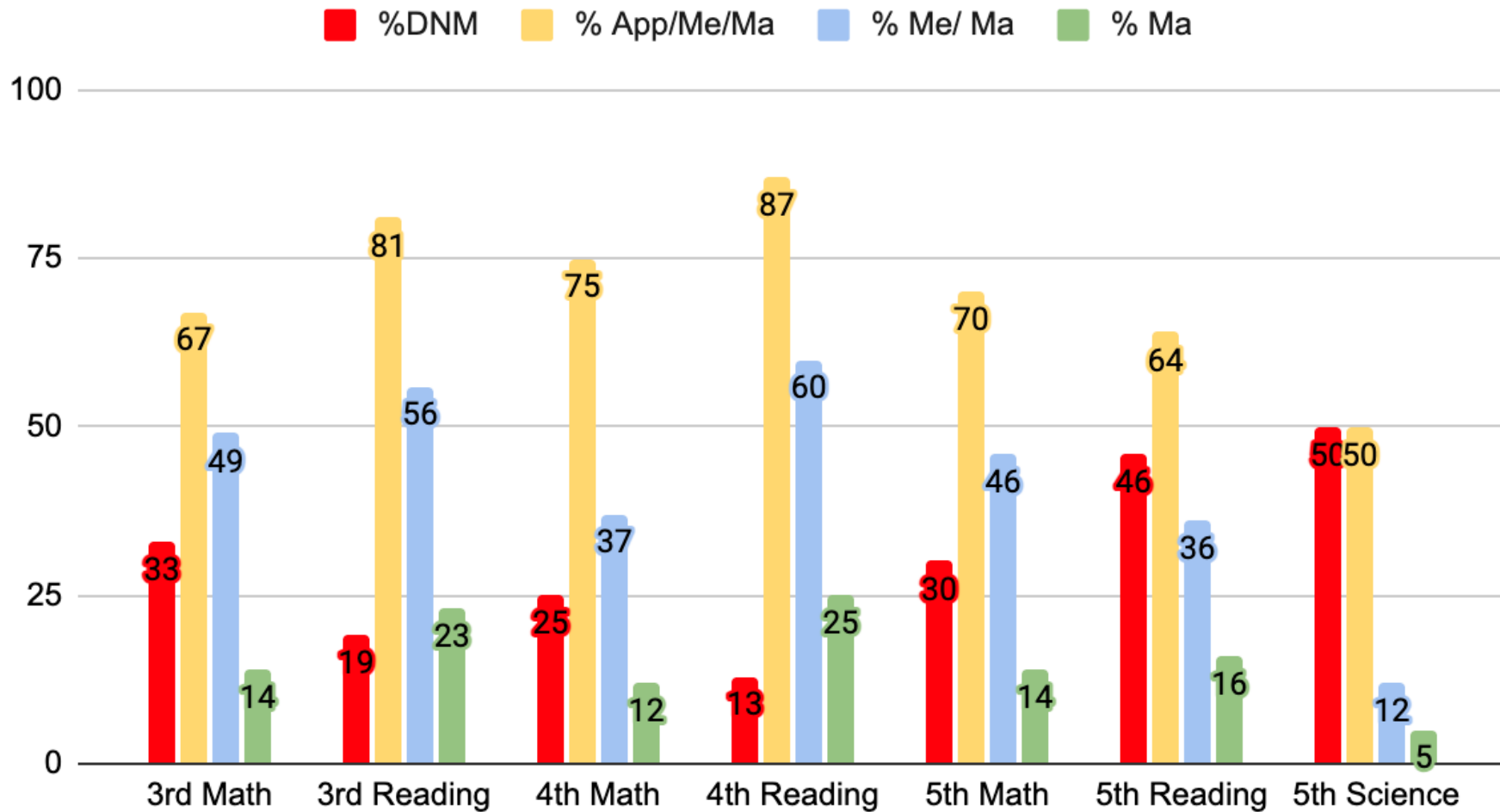
Mobility: 17.2%

Gifted and Talented: 8.7%

Emergent Bilingual: 12.0%

Special Services: 24.5%

Dove Elementary STAAR Performance Spring 2024



Dove Elementary has a master schedule aligned to the district required instructional minutes and uses district approved and adopted resources with fidelity. Dove Elementary staff will engage in PLCs every other week. A process and system for PLCs has not been in place on the campus for several years, so there is learning to do around the purpose and design of a PLC vs. a team meeting. The campus learning liaison will schedule and facilitate PLCs in the beginning, but as her learning deepens, she will develop teachers in their ability to facilitate PLCs for their teams. Dove Elementary offers a wide variety of after school clubs for students to participate in.

Dove Elementary PTA was recognized as a PTA School of Excellence designee for the 23-24 and 24-25 school years. Based on survey data, families at Dove Elementary are informed and that their child is learning something at school.

Priority Problem Statements

Problem Statement 2: On the beginning of year universal diagnostic assessment, the percentage of Dove students identified as two or more years below grade level in Reading were 40% in Grade 3, 34% in Grade 4, and 37% in Grade 5.

Root Cause 2: Reading performance has been negatively impacted by student early learning occurring during the pandemic and pandemic recovery period, as well as, the lack of a coherent system that provides teachers with targeted instructional resources and students with personalized instruction based on individual assessment data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On the beginning of year universal diagnostic assessment, the percentage of Dove students identified as two or more years below grade level in Mathematics were 28% in Grade 3, 38% in Grade 4, and 21% in Grade 5.

Root Cause 3: Mathematics performance has been negatively impacted by student early learning occurring during the pandemic and pandemic recovery period, as well as, the lack of a coherent system that provides teachers with targeted instructional resources and students with personalized instruction based on individual assessment data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Dove student academic performance in reading, as measured by the 2024 state assessments, is below the district's performance in reading for all three performance levels: All grades combined, students at Approaches or higher 76% as compared to 89%, Meets or Higher 51% as compared to 74%, and Masters 22% as compared to 40%.

Root Cause 4: The percent of Dove students identified as Mobile is more than twice the district percent and the percent of Dove students identified as Economically Disadvantaged is 48% as compared to the district at 27%. Supplemental resources, support, time, and interventions are needed beyond the regular district program.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Classroom walkthrough data shows limited observations of Phase 3 and Phase 4 in the Instructional Walkthrough form.

Root Cause 5: Teachers have had limited opportunities for specialized training in student engagement. As a result, instructional practices may not be fully aligned with research-based best practices to support diverse learners and student engagement.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Processes & Programs

Problem Statement 6: Dove student academic performance in mathematics, as measured by the 2024 state assessments, is below the district's performance in reading for all three performance levels: All grades combined, students at Approaches or higher 73% as compared to 84%, Meets or Higher 45% as compared to 62%, and Masters 14% as compared to 31%.

Root Cause 6: The percent of Dove students identified as Mobile is more than twice the district percent and the percent of Dove students identified as Economically Disadvantaged is 48% as compared to the district at 27%. Supplemental resources, support, time, and interventions are needed beyond the regular district program.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Dove will need to offer extended time before or after school or on weekends to provide high quality tutoring to identified students.

Root Cause 7: In 2023-2024, 24% of students did not meet grade level in Reading, 27% did not meet grade level in Mathematics, and 50% did not meet grade level in Science.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents and Families need multiple opportunities each year to engage with campus staff regarding information, support, and strategies shown to lead to success in school.

Root Cause 8: Dove has a high mobility rate which results in students and families entering, exiting, and re-entering our school community throughout the year.

Problem Statement 8 Areas: Demographics

Goals

Goal 1: Student Achievement and Post Secondary Readiness







Performance Objective 1: Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

HB3 Goal

Evaluation Data Sources: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p>Strategy 1: Supplemental Interventionists, English Language Learning Teachers, ESL Inclusion Assistants, and Learning Support Specialists for Reading and Math, as well as, general academic instructional leadership and student support, will be provided at targeted campuses in order to accelerate learning and continue the recovery from learning loss due to the pandemic [ESSA]. Additionally, Dove will utilize a Student Math Learning Support Specialist, Instructional Paraprofessional, and part-time paraprofessional.</p> <p>Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with reading and mathematics skills that are at or above grade level will increase resulting in improved preparation for the next set of grade level standards - Bear Creek, GMS, Dove, Silver Lake, Timberline.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Director of Bilingual Services, Dr. Elena Guerrero Campus Principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Support Specialist - Sara Farag - 211 - ESEA Title I, Part A - \$70,000</p>				

Strategy 2 Details	Reviews																																			
Strategy 2: Identified students will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials [HB 1416]. Strategy's Expected Result/Impact: Students unsuccessful on state assessments will receive accelerated instruction as required by HB 4545/ HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate significant growth in reading and mathematics in order to meet or exceed rigorous state grade-level standards. Campuses must collect HB 1416 program completion details to be reported in the summer PEIMS submission beginning in the summer of 2025. Staff Responsible for Monitoring: Executive Director of Leadership, Dr. Kalee McMullen Director of Accountability and Continuous Improvement, Shannon Tovar Director of Data Systems Technology, Michael Jagoditsh Campus Principals Funding Sources: Extra Duty Pay & Resources - 211 - ESEA Title I, Part A - \$6,973	Formative			Summative																																
	Sept	Feb	Apr	June																																
Strategy 3 Details	Reviews																																			
Strategy 3: Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning. Strategy's Expected Result/Impact: Increased student achievement in reading and math in grades 3-5 by May 2026 as measured by STAAR: DOVE 26 GOALS <table><tr><td></td><td>% App/Me/Ma</td><td>% Me/ Ma</td><td>% Ma</td></tr><tr><td>3rd Math</td><td>80</td><td>55</td><td>29</td></tr><tr><td>3rd Reading</td><td>85</td><td>60</td><td>33</td></tr><tr><td>4th Math</td><td>81</td><td>55</td><td>33</td></tr><tr><td>4th Reading</td><td>85</td><td>60</td><td>28</td></tr><tr><td>5th Math</td><td>77</td><td>55</td><td>28</td></tr><tr><td>5th Reading</td><td>86</td><td>62</td><td>38</td></tr><tr><td>5th Science</td><td>73</td><td>35</td><td>13</td></tr></table> Staff Responsible for Monitoring: campus principal, instructional staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Extra Duty Pay - 211 - ESEA Title I, Part A - \$8,400		% App/Me/Ma	% Me/ Ma	% Ma	3rd Math	80	55	29	3rd Reading	85	60	33	4th Math	81	55	33	4th Reading	85	60	28	5th Math	77	55	28	5th Reading	86	62	38	5th Science	73	35	13	Formative			Summative
		% App/Me/Ma	% Me/ Ma	% Ma																																
	3rd Math	80	55	29																																
3rd Reading	85	60	33																																	
4th Math	81	55	33																																	
4th Reading	85	60	28																																	
5th Math	77	55	28																																	
5th Reading	86	62	38																																	
5th Science	73	35	13																																	
Sept	Feb	Apr	June																																	

Strategy 4 Details	Reviews			
Strategy 4: Continue to support students' learning growth through iReady with a goal of 70% of students meeting Typical growth goal and 30% of students meeting Stretch growth goal in iReady Reading and Math grades K-5. Strategy's Expected Result/Impact: Students will reach Typical Growth as measured on EOY Diagnostic. Staff Responsible for Monitoring: Classroom teachers; campus principal; campus assistant principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: During Data-Driven Instruction (DDI) PLCs, select teachers will analyze exit ticket data to: review and monitor student performance; adjust the curriculum and instructional practices to ensure student mastery of the learning objective Strategy's Expected Result/Impact: TEKS Check and Module Assessment data for the 25-26 school year will show an increase in student achievement based on 24-25 school year assessments. Staff Responsible for Monitoring: Classroom teachers; campus principal, assistant principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Create a master schedule that provides opportunities for select teachers to collaborate in vertical PLCs. Strategy's Expected Result/Impact: Increased alignment in content areas/ skills taught. Staff Responsible for Monitoring: Campus Leadership Team	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 7 Details	Reviews			
Strategy 7: Partner with Bilingual Services Department to provide structured opportunities for Emergent Bilingual students to practice academic language, strengthen literacy skills, and accelerate progress toward English language proficiency. Strategy's Expected Result/Impact: Increase in TELPAS proficiency and increase in students who exit services. Staff Responsible for Monitoring: Campus principal; campus assistant principal; classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

Evaluation Data Sources: College Career Military Readiness Indicators
"School Quality Status" Indicator Domain III State Accountability System

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will monitor campus math Telescoping data in order to determine additional instructional strategies that will lead to an increase in the current number of students that Telescope in all grades. Strategy's Expected Result/Impact: At least one student in each grade level will complete the Telescoping exam. At least one additional student will qualify for Telescoping for the 2025-2026 school year. Staff Responsible for Monitoring: classroom teachers; campus GT Lead teacher; counselor	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary will effectively communicate with targeted audiences information about course selection for 5th graders as they prepare for middle school, opportunities for programs such as AVID and STEM in middle school, and math Telescoping and GT Lead in elementary. Strategy's Expected Result/Impact: Teachers have and share information regarding programs that provide individualized learning opportunities for students. All students are on the right academic track and have extracurricular classes that support their interests. Staff Responsible for Monitoring: classroom teachers; counselor; campus principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Dove Elementary will participate in College Colors Day throughout the school year to promote college awareness to students. Each nine weeks, when report cards are posted, students and staff will be encouraged to wear college colors. Strategy's Expected Result/Impact: Students are introduced to a variety of colleges. Staff Responsible for Monitoring: counselor	Formative			Summative
	Sept	Feb	Apr	June






Strategy 4 Details	Reviews			
Strategy 4: Execute, monitor, and effectively communicate the implementation of all HB3 requirements including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement]. Strategy's Expected Result/Impact: The district will remain in compliance with Texas Education Agency requirements. Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Director Elementary ELA, Nancy Hale	Formative			Summative
	Sept	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.





Strategy 1 Details	Reviews			
Strategy 1: Using iReady and campus assessment data, the campus GT Lead Specialist will meet weekly with groups of students to provide advanced learning opportunities to students in grades 1st-5th. Strategy's Expected Result/Impact: Increase growth on performance levels STAAR by 5% by cohort of students. Staff Responsible for Monitoring: GT Lead Specialist; classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary will utilize CHAMPS campus wide in order to create common Tier 1 expectations for behavior across all settings. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: assistant principal; classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A campus PBIS Leadership Team will meet regularly to analyze the effectiveness of positive behavior intervention and supports and make recommendations to staff for adjustments. Strategy's Expected Result/Impact: 90% of classrooms will show evidence of implementation as measured by PBIS Classroom data. Staff Responsible for Monitoring: PBIS Leadership Team; counselor	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: By May 2026, DES will meet or exceed 90% school-wide PBIS implementation as measured on the end of the year Benchmark of Quality (BoQ). Strategy's Expected Result/Impact: A decrease in discipline referrals; create a baseline for referrals and monitor the number of referrals. Staff Responsible for Monitoring: PBIS Leadership Team; counselor	Formative			Summative
	Sept	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: A reward/ recognition program is established on the campus for students and staff, as measured by the PBIS Benchmark of Quality. Strategy's Expected Result/Impact: A system of rewards has elements that are implemented consistently across campus rated a "3" or higher on the PBIS Benchmark of Quality. Staff Responsible for Monitoring: PBIS Leadership Team; Dove campus leadership team	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Students in grades PK-5 will set individualized annual learning goals and track their progress in personal data folders, with tools and practices differentiated by age and grade level. Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their learning by setting, monitoring, and reflecting on personal academic goals.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters





Strategy 1 Details	Reviews			
Strategy 1: Based on areas of interest identified on the campus, Dove Elementary will host after school clubs for students to explore their interests in music, physical fitness, creativity, and arts. Strategy's Expected Result/Impact: Increase number of students participating in after school clubs from 24-25 data. Staff Responsible for Monitoring: classroom teachers; staff member club facilitators	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary will cultivate a culture of literacy on the campus by encouraging students and their families to engage in, One School/One Book, Reading Challenges, and VIP readers in classrooms. Strategy's Expected Result/Impact: Using baseline data from 24-25, goal to increase student participation in Reading Challenge by 10% (to 75%) and completion of Reading Challenge by 15% (to 50%). Staff Responsible for Monitoring: Classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 5: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.





Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will create a system for welcoming and inducting new students into the school's culture and helping them feel a part of the school. Strategy's Expected Result/Impact: New students are connected and invested in the school. Staff Responsible for Monitoring: Campus leadership team	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary faculty and students will participate in various bullying prevention and awareness trainings and activities throughout the school year to reduce bullying and violence among students and improve overall climate within the learning environment. Strategy's Expected Result/Impact: 100% of Dove teachers will be trained in GCISD bullying procedures and reporting process. 100% of students will be offered bullying instruction via October guidance lessons. Staff Responsible for Monitoring: Assistant principal; counselor; classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Dove Elementary faculty and staff will support all families by ensuring family access to registration information, transportation needs, and physiological needs to positively impact daily student attendance rates. Strategy's Expected Result/Impact: Families have access to Skyward registration process, district transportation information, and students have access to nutrition services on campus. Teachers ensure that students have daily snack provided in the classroom. Families are offered weekend supplemental food. Staff Responsible for Monitoring: Administrators, counselor, teachers	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students in need of additional support based on absenteeism, low-achievement, behavior obstacles, etc. will be eligible for additional programs and activities. Strategy's Expected Result/Impact: Students considered at-risk are identified in Skyward and eligible for mentor programs such as PALS and tutoring supports as needed. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: 100% of Dove Elementary Classroom teachers will intentionally incorporate engagement strategies into their classroom instruction such as cooperative learning structures, team building activities, classroom transformations, dress-up days, and more. Strategy's Expected Result/Impact: Disciplinary data for our students will decrease during the 25-26 school year from the 24-25 school year. Staff Responsible for Monitoring: Principal, Assistant Principal, teachers, PBIS Committee	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: To the extent possible, Dove Elementary will make available to students age-appropriate educational materials on the Title IX and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures and appropriate policies will be updated [Legislative Requirement]. Strategy's Expected Result/Impact: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes Title IX. Staff Responsible for Monitoring: Director of Counseling, Mandy Ozuna	Formative			Summative
	Sept	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Dove Elementary will host monthly school-wide assemblies that recognize students and staff members of the month, celebrate attendance, and encourage a positive and supportive campus culture. Strategy's Expected Result/Impact: Monthly school-wide assemblies will have a positive impact on school culture. Staff Responsible for Monitoring: campus principal, assistant principal, counselor, and classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building





Performance Objective 1: Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will participate in job fairs across the state and in district to recruit high-quality staff. Strategy's Expected Result/Impact: High quality staff hired. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Build capacity in staff by encouraging participation in district committees and leadership opportunities such as Future Ready Leadership Network Strategy's Expected Result/Impact: Participating staff feel connected to the district and staff retention increases. Staff Responsible for Monitoring: campus principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Dove Elementary will use campus social media pages to share open positions and recruit candidates. Strategy's Expected Result/Impact: Increased number of candidates applying for hard to fill positions. Staff Responsible for Monitoring: campus principal	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 2: Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will participate in the district organized, ConnectED, a program that assigns campus mentors to New Hires and First Year Teachers. Strategy's Expected Result/Impact: Retention of new hires and FYTs Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary Leadership Team will complete stay interviews with selected staff members in order to create a baseline for the reasons staff stay at Dove. Strategy's Expected Result/Impact: Increased staff retention rates. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of Dove staff will have the opportunity to provide feedback and input via campus surveys. Strategy's Expected Result/Impact: Transparency, trust, accountability and ownership of school culture and climate Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Dove staff will review and discuss district and campus level data from the surveys in an effort to make positive changes to improve engagement. Strategy's Expected Result/Impact: Create a baseline in 24-25 to measure engagement in future years. Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Strategy 1 Details	Reviews			
Strategy 1: Selected Dove Elementary staff will participate in Get Better Faster walkthroughs and feedback conversations in order to improve instruction. Strategy's Expected Result/Impact: Specific instructional components and classroom management moves are targeted and improved; six teachers will be coached using the Get Better Fast model. Staff Responsible for Monitoring: Campus principal; assistant principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ongoing job-embedded professional learning will be provided for staff members as it relates to their role and capacity to impact instruction. Strategy's Expected Result/Impact: Capacity building in instructional leaders Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1: Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: After selected campus events, Dove Elementary will survey families to solicit feedback in order to increase participation. Strategy's Expected Result/Impact: Increased family participation in events. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will serve on a Family Engagement committee with a purpose to create and implement strategies and activities designed to increase family engagement at Dove. Strategy's Expected Result/Impact: Create a baseline for family participation at events. Staff Responsible for Monitoring: campus principal; campus Family Engagement Committee	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Each Title I, Part A campus will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend [Title I Requirement]. Additional parent engagement events will be held. Strategy's Expected Result/Impact: All Title I campuses will meet this compliance item in a way that has meaning for students, parents, and staff. Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero District Family and Community Engagement Liaison, Nilsa Hill TEA Priorities: Improve low-performing schools Funding Sources: Supplies and Materials - 289 - Title IV	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
Strategy 1: Dove will communicate participation in community events such as Career Day and Veterans Day. Strategy's Expected Result/Impact: Increased awareness of engagement from community. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase PTA membership and involvement. Strategy's Expected Result/Impact: The 2025-2026 PTA membership will increase by 10% from the 2024-2025 membership total. Staff Responsible for Monitoring: Campus principal; Dove PTA President	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 3: Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our business community.

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will host a Career Day in the spring semester in order to introduce students to a variety of careers. Strategy's Expected Result/Impact: Students are introduced to and learn about a variety of careers. Staff Responsible for Monitoring: counselor	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 4: All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].





Evaluation Data Sources: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will communicate with families about the importance of attendance and campus/ grade level attendance percentages through newsletters. Strategy's Expected Result/Impact: Increased attendance rate to 96% Staff Responsible for Monitoring: Campus Principal, Assistant Principal; counselor	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary staff will celebrate and incentivize student attendance at school in a variety of ways each semester. Strategy's Expected Result/Impact: Increased attendance rate to 96% Staff Responsible for Monitoring: Dove administration	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 5: Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
Strategy 1: Weekly campus and grade level newsletters will include information about upcoming school-wide events, weekly learning objectives in each grade level, and ways parents can support student learning at home and attendance at school. Strategy's Expected Result/Impact: Families have access to information needed in order to connect with the school and their student's learning. Staff Responsible for Monitoring: campus principal; classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades PK-5 will host family conferences within the first 12 weeks of the school year. Strategy's Expected Result/Impact: Partnership between teacher and the family is increased; parents have an awareness of their student's academic level/ progress. Create a baseline for family participation in parent-teacher conferences. Staff Responsible for Monitoring: classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Dove Elementary will host events throughout the school year in which families can obtain information about the classroom, grade level, and school. Strategy's Expected Result/Impact: Events including Curriculum Night, Open House, and family-teacher conference will increase parents' involvement at school and inform them of ways they can support student learning at home. Staff Responsible for Monitoring: campus principal, classroom teachers Funding Sources: Supplies for teachers and families to use at Math Night - 211 - ESEA Title I, Part A, Extra Duty Pay for teachers to support families during Dive Into Summer and Family Math Night - 211 - ESEA Title I, Part A	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Each campus-level site-based decision-making committee (Campus Excellence Committee) will hold at least one public meeting per year following the release of the annual State Accountability Ratings to discuss the performance of the campus and the campus performance objectives [TEA Requirement]. The district-level committee must likewise hold at least one public meeting per year after the release of the annual State Accountability Ratings to discuss the performance of the district and district performance objectives [TEA Requirement]. Strategy's Expected Result/Impact: Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders. Staff Responsible for Monitoring: Dr. Shiela Shiver, Chief Academic Officer Executive Director of Instructional Leadership, Dr. Kalee McMullen Director of Accountability and Continuous Improvement, Shannon Tovar Campus Principals	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school [Title I Requirement]. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero District Family and Community Engagement Liaison, Nilsa Hill	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Dove Elementary will host Coffee with the Principal at least five times a year to encourage parental involvement and share information about the campus with attendees. Strategy's Expected Result/Impact: Create a baseline for monitoring the effectiveness of Coffee with the Principal Staff Responsible for Monitoring: campus principal	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 6: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will follow guidelines from policy regarding required weekly PE minutes for students in grades K-5 and Movement mins (PK). Strategy's Expected Result/Impact: Students are engaged in physical activities. Staff Responsible for Monitoring: PE Coach	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1: Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
Strategy 1: The campus principal will present the campus budget to the CEC and solicit input/ feedback for the next year. Strategy's Expected Result/Impact: Input on budget creation; increased transparency of campus budget; 100% of expenditures will be aligned to campus goals. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Dove Elementary will communicate the purpose for funds raised with fundraising events on campus. Strategy's Expected Result/Impact: Increased transparency in fundraising Staff Responsible for Monitoring: campus principal	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency





Performance Objective 2: Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will utilize district approval process to procure materials and resources that align with district and campus goals. Strategy's Expected Result/Impact: Campus needs are met in a timely and efficient manner Staff Responsible for Monitoring: Campus Principal; Administrative Assistant	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.





Evaluation Data Sources: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary will use the school building to its full potential and maximize instructional opportunity for students. Strategy's Expected Result/Impact: Maximized instructional time for students. Staff Responsible for Monitoring: Campus Staff	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create and maintain a safe, secure learning environment by implementing the School Safety Standards including confirmed closed and locked doors, entry-resistant window film, exterior door sweeps, and semi-annual system checks [19 TAC Section 61.1031]. Strategy's Expected Result/Impact: School safety will not be a barrier to regular attendance. Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux Director of Emergency Management and School Security, Allen Smith Campus Principals	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Sources: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
Strategy 1: Dove Elementary staff will follow the process for using Federal Funds such as ESSA funds. Strategy's Expected Result/Impact: Campus acquires resources to benefit the needs of all students. Staff Responsible for Monitoring: Campus principal; Administrative Assistant	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Hanaway	Student Learning Support Specialist	Math	1
Kayla Gibbs	Instructional Paraprofessional		1
Sara Farag	Student Learning Support Specialist	Reading	1

Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Support Specialist - Sara Farag		\$70,000.00
1	1	2	Extra Duty Pay & Resources		\$6,973.00
1	1	3	Extra Duty Pay		\$8,400.00
3	5	3	Extra Duty Pay for teachers to support families during Dive Into Summer and Family Math Night		\$0.00
3	5	3	Supplies for teachers and families to use at Math Night		\$0.00
Sub-Total					\$85,373.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Supplies and Materials		\$0.00
Sub-Total					\$0.00

Addendums

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#) [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	72%	84%	82%	75%	50%	91%	-	100%	-	*	68%	96%	53%	91%	78%	79%	85%	-	-	-	*	
	CWD	48%	59%	53%	*	*	71%	-	*	-	-	38%	71%	53%	-	*	60%	40%	-	-	-	-	
	CWOD	78%	91%	91%	80%	75%	100%	-	100%	-	*	82%	100%	-	91%	86%	85%	100%	-	-	-	*	
	EL	62%	64%	78%	*	*	*	-	*	-	-	67%	*	*	86%	78%	60%	*	-	-	-	-	
	Male	70%	82%	79%	*	44%	93%	-	*	-	*	55%	94%	60%	85%	60%	79%	-	-	-	-	*	
	Female	75%	86%	85%	80%	*	86%	-	100%	-	-	79%	100%	40%	100%	*	-	85%	-	-	-	-	-
Mathematics	All Students	68%	78%	68%	75%	58%	59%	-	100%	-	*	60%	76%	33%	83%	78%	67%	70%	-	-	-	*	
	CWD	46%	53%	33%	*	*	43%	-	*	-	-	13%	57%	33%	-	*	40%	20%	-	-	-	-	
	CWOD	74%	85%	83%	100%	88%	67%	-	100%	-	*	82%	83%	-	83%	86%	80%	87%	-	-	-	*	
	EL	61%	55%	78%	*	*	*	-	*	-	-	83%	*	*	86%	78%	60%	*	-	-	-	-	-
	Male	70%	78%	67%	*	56%	60%	-	*	-	*	55%	74%	40%	80%	60%	67%	-	-	-	-	*	
	Female	66%	78%	70%	60%	*	57%	-	100%	-	-	64%	83%	20%	87%	*	-	70%	-	-	-	-	-
Grade 4																							
Reading	All Students	79%	88%	87%	*	78%	88%	*	*	*	*	87%	87%	64%	95%	40%	82%	92%	-	*	-	*	
	CWD	55%	63%	64%	*	63%	*	-	*	-	-	67%	60%	64%	-	*	63%	67%	-	*	-	-	
	CWOD	85%	93%	95%	*	90%	95%	*	*	*	*	100%	92%	-	95%	*	90%	100%	-	-	-	*	
	EL	68%	55%	40%	-	*	*	*	*	-	-	*	*	*	*	40%	*	*	-	-	-	-	-
	Male	77%	86%	82%	*	78%	77%	*	*	-	*	92%	75%	63%	90%	*	82%	-	-	*	-	-	-
	Female	81%	91%	92%	*	78%	100%	-	*	*	-	82%	100%	67%	100%	*	-	92%	-	-	-	-	*
Mathematics	All Students	67%	76%	75%	*	50%	92%	*	*	*	*	61%	87%	43%	87%	40%	79%	72%	-	*	-	*	
	CWD	42%	41%	43%	*	25%	*	-	*	-	-	22%	80%	43%	-	*	63%	17%	-	*	-	-	-
	CWOD	73%	83%	87%	*	70%	95%	*	*	*	*	86%	88%	-	87%	*	85%	89%	-	-	-	*	
	EL	62%	44%	40%	-	*	*	*	*	-	-	*	*	*	*	40%	*	*	-	-	-	-	-
	Male	69%	75%	79%	*	56%	92%	*	*	-	*	67%	88%	63%	85%	*	79%	-	-	*	-	-	-
	Female	65%	77%	72%	*	44%	92%	-	*	*	-	55%	86%	17%	89%	*	-	72%	-	-	-	-	*
Grade 5																							
Reading	All Students	78%	87%	64%	89%	42%	58%	*	*	*	86%	50%	81%	33%	78%	25%	61%	67%	-	*	-	*	
	CWD	48%	57%	33%	*	30%	33%	-	-	-	*	15%	80%	33%	-	*	42%	17%	-	*	-	-	
	CWOD	84%	93%	78%	88%	56%	69%	*	*	*	100%	74%	81%	-	78%	40%	74%	81%	-	-	-	*	
	EL	70%	62%	25%	-	*	*	*	*	-	-	20%	*	*	40%	25%	*	*	-	-	-	-	-
	Male	75%	84%	61%	80%	40%	50%	*	*	*	*	42%	92%	42%	74%	*	61%	-	-	-	-	-	-
	Female	80%	90%	67%	*	44%	67%	-	*	-	*	62%	71%	17%	81%	*	-	67%	-	*	-	-	*
Mathematics	All Students	75%	86%	70%	78%	44%	84%	*	*	*	71%	56%	88%	35%	85%	50%	63%	78%	-	*	-	*	
	CWD	52%	54%	35%	*	22%	67%	-	-	-	*	23%	*	35%	-	*	45%	17%	-	*	-	-	-
	CWOD	80%	92%	85%	88%	67%	92%	*	*	*	83%	79%	90%	-	85%	80%	74%	95%	-	-	-	*	
	EL	70%	67%	50%	-	*	*	*	*	-	-	20%	*	*	80%	50%	*	*	-	-	-	-	-
	Male	75%	84%	63%	60%	44%	70%	*	*	*	*	47%	91%	45%	74%	*	63%	-	-	-	-	-	-
	Female	75%	87%	78%	*	44%	100%	-	*	-	*	69%	86%	17%	95%	*	-	78%	-	*	-	-	*

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	69%	50%	44%	32%	58%	*	*	*	57%	31%	73%	28%	60%	25%	58%	41%	-	*	-	*
	CWD	34%	39%	28%	*	30%	17%	-	-	-	*	15%	60%	28%	-	*	42%	0%	-	*	-	-
	CWOD	61%	75%	60%	38%	33%	77%	*	*	*	67%	42%	76%	-	60%	40%	68%	52%	-	-	-	*
	EL	43%	28%	25%	-	*	*	*	*	-	-	20%	*	*	40%	25%	*	*	-	-	-	-
	Male	59%	69%	58%	60%	50%	50%	*	*	*	*	37%	92%	42%	68%	*	58%	-	-	-	-	-
	Female	54%	68%	41%	*	11%	67%	-	*	-	*	23%	57%	0%	52%	*	-	41%	-	*	-	*
Grade 6																						
Mathematics	All Students	70%	85%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWD	44%	56%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	75%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	60%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	85%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	70%	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	65%	57%	50%	33%	59%	-	83%	-	*	36%	79%	27%	69%	33%	48%	70%	-	-	-	*
	CWD	25%	35%	27%	*	*	43%	-	*	-	-	0%	57%	27%	-	*	30%	20%	-	-	-	-
	CWOD	52%	73%	69%	80%	50%	67%	-	80%	-	*	53%	83%	-	69%	29%	55%	87%	-	-	-	*
	EL	34%	36%	33%	*	*	*	-	*	-	-	33%	*	*	29%	33%	0%	*	-	-	-	-
	Male	44%	63%	48%	*	22%	53%	-	*	-	*	0%	78%	30%	55%	0%	48%	-	-	-	-	*
	Female	50%	67%	70%	60%	*	71%	-	80%	-	-	64%	83%	20%	87%	*	-	70%	-	-	-	-
Mathematics	All Students	41%	56%	50%	38%	42%	50%	-	67%	-	*	32%	68%	20%	63%	22%	50%	50%	-	-	-	*
	CWD	24%	32%	20%	*	*	43%	-	*	-	-	0%	43%	20%	-	*	30%	0%	-	-	-	-
	CWOD	44%	63%	63%	60%	63%	53%	-	80%	-	*	47%	78%	-	63%	29%	60%	67%	-	-	-	*
	EL	32%	26%	22%	*	*	*	-	*	-	-	17%	*	*	29%	22%	20%	*	-	-	-	-
	Male	44%	62%	50%	*	33%	53%	-	*	-	*	18%	68%	30%	60%	20%	50%	-	-	-	-	*
	Female	37%	50%	50%	40%	*	43%	-	60%	-	-	43%	67%	0%	67%	*	-	50%	-	-	-	-
Grade 4																						
Reading	All Students	50%	68%	60%	*	39%	72%	*	*	*	*	61%	60%	21%	74%	0%	54%	68%	-	*	-	*
	CWD	24%	22%	21%	*	13%	*	-	*	-	-	22%	20%	21%	-	*	25%	17%	-	*	-	-
	CWOD	56%	77%	74%	*	60%	81%	*	*	*	*	86%	68%	-	74%	*	65%	84%	-	-	-	*
	EL	39%	34%	0%	-	*	*	*	*	*	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	47%	63%	54%	*	33%	62%	*	*	-	*	58%	50%	25%	65%	*	54%	-	-	*	-	-
	Female	53%	73%	68%	*	44%	83%	-	*	*	-	64%	71%	17%	84%	*	-	68%	-	-	-	*
Mathematics	All Students	44%	54%	38%	*	17%	48%	*	*	*	*	26%	47%	7%	49%	0%	46%	28%	-	*	-	*
	CWD	24%	17%	7%	*	0%	*	-	*	-	-	11%	0%	7%	-	*	13%	0%	-	*	-	-
	CWOD	49%	62%	49%	*	30%	57%	*	*	*	*	36%	56%	-	49%	*	60%	37%	-	-	-	*
	EL	38%	22%	0%	-	*	*	*	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	47%	54%	46%	*	22%	62%	*	*	-	*	50%	44%	13%	60%	*	46%	-	-	*	-	-
	Female	41%	53%	28%	*	11%	33%	-	*	*	-	0%	50%	0%	37%	*	-	28%	-	-	-	*

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5																						
Reading	All Students	53%	71%	36%	33%	16%	47%	*	*	*	29%	19%	58%	17%	45%	25%	42%	30%	-	*	-	*
	CWD	25%	32%	17%	*	20%	17%	-	-	-	*	0%	60%	17%	-	*	25%	0%	-	*	-	-
	CWOD	59%	79%	45%	38%	11%	62%	*	*	*	33%	32%	57%	-	45%	40%	53%	38%	-	-	-	*
	EL	41%	34%	25%	-	*	*	*	*	-	-	20%	*	*	40%	25%	*	*	-	-	-	-
	Male	51%	68%	42%	40%	30%	40%	*	*	*	*	21%	75%	25%	53%	*	42%	-	-	-	-	-
	Female	56%	74%	30%	*	0%	56%	-	*	-	*	15%	43%	0%	38%	*	-	30%	-	*	-	*
Mathematics	All Students	49%	66%	46%	33%	11%	68%	*	*	*	57%	22%	76%	18%	58%	38%	47%	44%	-	*	-	*
	CWD	26%	28%	18%	*	11%	33%	-	-	-	*	0%	*	18%	-	*	18%	17%	-	*	-	-
	CWOD	54%	74%	58%	38%	11%	85%	*	*	*	67%	37%	76%	-	58%	60%	63%	52%	-	-	-	*
	EL	41%	34%	38%	-	*	*	*	*	-	-	20%	*	*	60%	38%	*	*	-	-	-	-
	Male	50%	68%	47%	40%	22%	50%	*	*	*	*	26%	82%	18%	63%	*	47%	-	-	-	-	-
	Female	47%	64%	44%	*	0%	89%	-	*	-	*	15%	71%	17%	52%	*	-	44%	-	*	-	*
Science	All Students	27%	40%	12%	11%	16%	16%	*	*	*	0%	0%	27%	17%	10%	0%	19%	4%	-	*	-	*
	CWD	16%	19%	17%	*	20%	17%	-	-	-	*	0%	60%	17%	-	*	25%	0%	-	*	-	-
	CWOD	29%	44%	10%	13%	11%	15%	*	*	*	0%	0%	19%	-	10%	0%	16%	5%	-	-	-	*
	EL	15%	8%	0%	-	*	*	*	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	30%	42%	19%	20%	30%	20%	*	*	*	*	0%	50%	25%	16%	*	19%	-	-	-	-	-
	Female	23%	37%	4%	*	0%	11%	-	*	-	*	0%	7%	0%	5%	*	-	4%	-	*	-	*
Grade 6																						
Mathematics	All Students	38%	61%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWD	19%	27%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	42%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	27%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	62%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	36%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	34%	22%	13%	17%	23%	-	33%	-	*	16%	29%	0%	31%	0%	24%	20%	-	-	-	*
	CWD	6%	13%	0%	*	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	40%	31%	20%	25%	33%	-	40%	-	*	24%	39%	-	31%	0%	35%	27%	-	-	-	*
	EL	13%	12%	0%	*	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	18%	35%	24%	*	22%	20%	-	*	-	*	0%	39%	0%	35%	0%	24%	-	-	-	-	*
	Female	22%	33%	20%	20%	*	29%	-	20%	-	-	29%	0%	0%	27%	*	-	20%	-	-	-	-
Mathematics	All Students	15%	25%	14%	0%	17%	14%	-	17%	-	*	0%	28%	13%	14%	0%	23%	0%	-	-	-	*
	CWD	7%	9%	13%	*	*	29%	-	*	-	-	0%	29%	13%	-	*	20%	0%	-	-	-	-
	CWOD	17%	29%	14%	0%	25%	7%	-	20%	-	*	0%	28%	-	14%	0%	25%	0%	-	-	-	*
	EL	10%	6%	0%	*	*	*	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	17%	29%	23%	*	22%	20%	-	*	-	*	0%	37%	20%	25%	0%	23%	-	-	-	-	*
	Female	12%	20%	0%	0%	*	0%	-	0%	-	-	0%	0%	0%	0%	*	-	0%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

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Grade 4																						
Reading	All Students	22%	40%	25%	*	11%	32%	*	*	*	*	13%	33%	0%	33%	0%	21%	28%	-	*	-	*
	CWD	6%	5%	0%	*	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	26%	47%	33%	*	20%	38%	*	*	*	*	21%	40%	-	33%	*	30%	37%	-	-	-	*
	EL	14%	10%	0%	-	*	*	*	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	20%	37%	21%	*	11%	31%	*	*	-	*	17%	25%	0%	30%	*	21%	-	-	*	-	-
	Female	24%	44%	28%	*	11%	33%	-	*	*	-	9%	43%	0%	37%	*	-	28%	-	-	-	*
Mathematics	All Students	20%	28%	11%	*	0%	20%	*	*	*	*	4%	17%	0%	15%	0%	14%	8%	-	*	-	*
	CWD	7%	6%	0%	*	0%	*	-	*	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	23%	32%	15%	*	0%	24%	*	*	*	*	7%	20%	-	15%	*	20%	11%	-	-	-	*
	EL	15%	8%	0%	-	*	*	*	*	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	22%	31%	14%	*	0%	31%	*	*	-	*	8%	19%	0%	20%	*	14%	-	-	*	-	-
	Female	17%	24%	8%	*	0%	8%	-	*	*	-	0%	14%	0%	11%	*	-	8%	-	-	-	*
Grade 5																						
Reading	All Students	28%	45%	16%	11%	11%	21%	*	*	*	14%	6%	27%	6%	20%	0%	13%	19%	-	*	-	*
	CWD	8%	10%	6%	*	10%	0%	-	-	-	*	0%	20%	6%	-	*	8%	0%	-	*	-	-
	CWOD	32%	53%	20%	13%	11%	31%	*	*	*	17%	11%	29%	-	20%	0%	16%	24%	-	-	-	*
	EL	17%	16%	0%	-	*	*	*	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	25%	41%	13%	0%	20%	10%	*	*	*	*	0%	33%	8%	16%	*	13%	-	-	-	-	-
	Female	30%	49%	19%	*	0%	33%	-	*	-	*	15%	21%	0%	24%	*	-	19%	-	*	-	*
Mathematics	All Students	19%	34%	14%	0%	6%	26%	*	*	*	0%	3%	28%	12%	15%	25%	17%	11%	-	*	-	*
	CWD	7%	11%	12%	*	11%	17%	-	-	-	*	0%	*	12%	-	*	9%	17%	-	*	-	-
	CWOD	21%	39%	15%	0%	0%	31%	*	*	*	0%	5%	24%	-	15%	40%	21%	10%	-	-	-	*
	EL	12%	10%	25%	-	*	*	*	*	-	-	20%	*	*	40%	25%	*	*	-	-	-	-
	Male	21%	39%	17%	0%	11%	20%	*	*	*	*	5%	36%	9%	21%	*	17%	-	-	-	-	-
	Female	17%	29%	11%	*	0%	33%	-	*	-	*	0%	21%	17%	10%	*	-	11%	-	*	-	*
Science	All Students	11%	17%	5%	11%	11%	0%	*	*	*	0%	0%	12%	11%	3%	0%	10%	0%	-	*	-	*
	CWD	5%	10%	11%	*	20%	0%	-	-	-	*	0%	40%	11%	-	*	17%	0%	-	*	-	-
	CWOD	12%	19%	3%	13%	0%	0%	*	*	*	0%	0%	5%	-	3%	0%	5%	0%	-	-	-	*
	EL	5%	1%	0%	-	*	*	*	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	13%	20%	10%	20%	20%	0%	*	*	*	*	0%	25%	17%	5%	*	10%	-	-	-	-	-
	Female	9%	14%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-	*	-	*
Grade 6																						
Mathematics	All Students	13%	27%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWD	5%	9%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	15%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	30%	*	-	*	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	12%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	85%	70%	73%	51%	77%	100%	95%	100%	79%	57%	84%	41%	82%	50%	70%	71%	-	20%	-	86%
	CWD	46%	54%	41%	55%	30%	50%	-	*	-	*	26%	71%	41%	-	20%	51%	25%	-	20%	-	-
	CWOD	77%	89%	82%	79%	68%	86%	100%	94%	100%	88%	76%	87%	-	82%	62%	80%	85%	-	-	-	86%
	EL	61%	55%	50%	*	15%	43%	100%	91%	-	-	48%	52%	20%	62%	50%	50%	50%	-	-	-	-
	Male	71%	83%	70%	70%	54%	72%	100%	100%	*	88%	53%	86%	51%	80%	50%	70%	-	-	*	-	*
	Female	74%	87%	71%	77%	47%	83%	-	93%	*	67%	62%	82%	25%	85%	50%	-	71%	-	*	-	100%
Reading	All Students	74%	87%	77%	85%	58%	80%	*	100%	*	91%	66%	88%	50%	88%	50%	74%	81%	-	*	-	*
	CWD	44%	56%	50%	80%	38%	53%	-	*	-	*	37%	71%	50%	-	17%	55%	41%	-	*	-	-
	CWOD	80%	91%	88%	87%	74%	90%	*	100%	*	100%	84%	91%	-	88%	63%	83%	93%	-	-	-	*
	EL	59%	54%	50%	*	13%	33%	*	100%	-	-	50%	50%	17%	63%	50%	46%	56%	-	-	-	-
	Male	70%	84%	74%	78%	56%	76%	*	*	*	100%	60%	87%	55%	83%	46%	74%	-	-	*	-	*
	Female	78%	91%	81%	91%	62%	86%	-	100%	*	*	74%	88%	41%	93%	56%	-	81%	-	*	-	*
Mathematics	All Students	70%	82%	71%	75%	51%	79%	*	90%	*	82%	59%	84%	38%	85%	59%	70%	74%	-	*	-	*
	CWD	45%	51%	38%	20%	23%	59%	-	*	-	*	20%	71%	38%	-	33%	50%	18%	-	*	-	-
	CWOD	75%	87%	85%	93%	74%	86%	*	88%	*	90%	82%	88%	-	85%	69%	80%	91%	-	-	-	*
	EL	62%	56%	59%	*	25%	67%	*	80%	-	-	58%	60%	33%	69%	59%	54%	67%	-	-	-	-
	Male	71%	82%	70%	67%	54%	74%	*	*	*	86%	55%	83%	50%	80%	54%	70%	-	-	*	-	*
	Female	70%	83%	74%	82%	48%	86%	-	86%	*	*	63%	85%	18%	91%	67%	-	74%	-	*	-	*
Science	All Students	73%	81%	50%	44%	32%	58%	*	*	*	57%	31%	73%	28%	60%	25%	58%	41%	-	*	-	*
	CWD	49%	55%	28%	*	30%	17%	-	-	-	*	15%	60%	28%	-	*	42%	0%	-	*	-	-
	CWOD	77%	84%	60%	38%	33%	77%	*	*	*	67%	42%	76%	-	60%	40%	68%	52%	-	-	-	*
	EL	61%	56%	25%	-	*	*	*	*	-	-	20%	*	*	40%	25%	*	*	-	-	-	-
	Male	74%	81%	58%	60%	50%	50%	*	*	*	*	37%	92%	42%	68%	*	58%	-	-	-	-	-
	Female	72%	82%	41%	*	11%	67%	-	*	-	*	23%	57%	0%	52%	*	-	41%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	66%	42%	37%	24%	52%	43%	68%	60%	48%	26%	59%	19%	52%	19%	44%	40%	-	0%	-	29%
	CWD	22%	29%	19%	0%	13%	28%	-	*	-	*	4%	47%	19%	-	7%	25%	8%	-	0%	-	-
	CWOD	51%	71%	52%	47%	33%	61%	43%	67%	60%	54%	39%	62%	-	52%	24%	53%	50%	-	-	-	29%
	EL	31%	28%	19%	*	0%	14%	40%	45%	-	-	17%	22%	7%	24%	19%	17%	23%	-	-	-	-
	Male	45%	64%	44%	30%	29%	50%	43%	86%	*	65%	23%	64%	25%	53%	17%	44%	-	-	*	-	*
	Female	48%	68%	40%	42%	18%	55%	-	60%	*	25%	29%	52%	8%	50%	23%	-	40%	-	*	-	40%
Reading	All Students	52%	72%	51%	45%	29%	61%	*	80%	*	55%	36%	65%	22%	62%	23%	48%	54%	-	*	-	*
	CWD	23%	31%	22%	0%	14%	29%	-	*	-	*	7%	47%	22%	-	17%	28%	12%	-	*	-	-
	CWOD	58%	79%	62%	60%	41%	71%	*	75%	*	60%	54%	69%	-	62%	25%	58%	67%	-	-	-	*
	EL	34%	30%	23%	*	0%	0%	*	60%	-	-	25%	20%	17%	25%	23%	15%	33%	-	-	-	-
	Male	48%	67%	48%	33%	30%	53%	*	*	*	71%	26%	67%	28%	58%	15%	48%	-	-	*	-	*
	Female	57%	78%	54%	55%	29%	71%	-	71%	*	*	47%	62%	12%	67%	33%	-	54%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	61%	45%	40%	22%	55%	*	70%	*	73%	26%	63%	17%	56%	23%	48%	40%	-	*	-	*
	CWD	22%	26%	17%	0%	9%	29%	-	*	-	*	3%	41%	17%	-	0%	23%	6%	-	*	-	-
	CWOD	46%	66%	56%	53%	33%	63%	*	75%	*	80%	40%	69%	-	56%	31%	61%	51%	-	-	-	*
	EL	31%	28%	23%	*	0%	33%	*	40%	-	-	17%	30%	0%	31%	23%	23%	22%	-	-	-	-
	Male	43%	61%	48%	33%	29%	55%	*	*	*	86%	31%	64%	23%	61%	23%	48%	-	-	*	-	*
	Female	40%	60%	40%	45%	14%	54%	-	57%	*	*	21%	62%	6%	51%	22%	-	40%	-	*	-	*
Science	All Students	42%	58%	12%	11%	16%	16%	*	*	*	0%	0%	27%	17%	10%	0%	19%	4%	-	*	-	*
	CWD	21%	30%	17%	*	20%	17%	-	-	-	*	0%	60%	17%	-	*	25%	0%	-	*	-	-
	CWOD	45%	61%	10%	13%	11%	15%	*	*	*	0%	0%	19%	-	10%	0%	16%	5%	-	-	-	*
	EL	24%	22%	0%	-	*	*	*	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	44%	59%	19%	20%	30%	20%	*	*	*	*	0%	50%	25%	16%	*	19%	-	-	-	-	-
	Female	40%	57%	4%	*	0%	11%	-	*	-	*	0%	7%	0%	5%	*	-	4%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	33%	15%	12%	10%	20%	14%	23%	0%	14%	6%	25%	7%	19%	4%	18%	12%	-	0%	-	0%
	CWD	6%	9%	7%	0%	9%	8%	-	*	-	*	0%	21%	7%	-	0%	10%	3%	-	0%	-	-
	CWOD	21%	36%	19%	16%	11%	24%	14%	28%	0%	15%	9%	26%	-	19%	5%	22%	15%	-	-	-	0%
	EL	9%	8%	4%	*	0%	0%	20%	9%	-	-	3%	4%	0%	5%	4%	7%	0%	-	-	-	-
	Male	18%	32%	18%	4%	17%	20%	14%	43%	*	24%	4%	31%	10%	22%	7%	18%	-	-	*	-	*
	Female	19%	34%	12%	19%	2%	20%	-	13%	*	0%	8%	17%	3%	15%	0%	-	12%	-	*	-	0%
Reading	All Students	21%	39%	21%	20%	13%	26%	*	30%	*	27%	11%	30%	2%	28%	0%	19%	22%	-	*	-	*
	CWD	6%	8%	2%	0%	5%	0%	-	*	-	*	0%	6%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	24%	43%	28%	27%	19%	35%	*	38%	*	30%	18%	36%	-	28%	0%	27%	29%	-	-	-	*
	EL	10%	9%	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	34%	19%	0%	19%	21%	*	*	*	43%	5%	33%	3%	27%	0%	19%	-	-	*	-	*
	Female	24%	43%	22%	36%	5%	32%	-	29%	*	*	18%	26%	0%	29%	0%	-	22%	-	*	-	*
Mathematics	All Students	17%	30%	14%	5%	8%	20%	*	20%	*	9%	3%	25%	11%	15%	9%	19%	7%	-	*	-	*
	CWD	6%	9%	11%	0%	9%	18%	-	*	-	*	0%	29%	11%	-	0%	13%	6%	-	*	-	-
	CWOD	19%	33%	15%	7%	7%	20%	*	25%	*	10%	4%	23%	-	15%	13%	22%	7%	-	-	-	*
	EL	10%	9%	9%	*	0%	0%	*	20%	-	-	8%	10%	0%	13%	9%	15%	0%	-	-	-	-
	Male	18%	32%	19%	0%	14%	24%	*	*	*	14%	5%	32%	13%	22%	15%	19%	-	-	*	-	*
	Female	15%	28%	7%	9%	0%	14%	-	0%	*	*	0%	15%	6%	7%	0%	-	7%	-	*	-	*
Science	All Students	15%	25%	5%	11%	11%	0%	*	*	*	0%	0%	12%	11%	3%	0%	10%	0%	-	*	-	*
	CWD	5%	10%	11%	*	20%	0%	-	-	-	*	0%	40%	11%	-	*	17%	0%	-	*	-	-
	CWOD	17%	27%	3%	13%	0%	0%	*	*	*	0%	0%	5%	-	3%	0%	5%	0%	-	-	-	*
	EL	5%	5%	0%	-	*	*	*	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	16%	26%	10%	20%	20%	0%	*	*	*	*	0%	25%	17%	5%	*	10%	-	-	-	-	-
	Female	14%	24%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	75	56	70	*	*	*	56	56	46	44
CWD	46	*	47	35	-	*	-	*	38	46	*
CWOD	75	72	64	80	*	*	*	63	69	-	64
EL ◇	44	-	20	*	*	*	-	-	42	*	44
Male	69	*	68	61	*	*	*	80	59	59	44
Female	64	79	43	79	-	*	*	*	52	25	45
Mathematics											
All Students	59	78	51	64	*	*	*	69	56	43	60
CWD	43	*	35	63	-	*	-	*	27	43	*
CWOD	66	97	65	64	*	*	*	78	75	-	72
EL ◇	60	-	20	*	*	*	-	-	42	*	60
Male	67	*	63	72	*	*	*	80	57	57	66
Female	51	96	39	56	-	*	*	*	54	21	50

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
37	6	16%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	41	28	50	52	62	53	47	30	22	24
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	N	Y		Y		Y	Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N	N		Y		N	N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N		N		N	N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	Y	N	N		N		Y	N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N	N		N		Y	N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N		N		Y	N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N		N		N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	98%	100%	-	*	-	*	100%	97%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	98%	100%	100%	100%	*	100%	100%	99%	99%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	99%	100%	98%	100%	*	100%	*	100%	100%	99%	98%	100%	100%	99%	100%	-
	CWD	98%	100%	95%	100%	-	*	-	*	100%	94%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	96%	100%	*	*	*	100%	100%	98%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	*	*	*	*	-	-	100%	*	*	100%	100%	*	*	-
	Male	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	2%	0%	-	*	-	*	0%	3%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	2%	0%	0%	0%	*	0%	0%	1%	1%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	1%	0%	2%	0%	*	0%	*	0%	0%	1%	2%	0%	0%	1%	0%	-
	CWD	2%	0%	5%	0%	-	*	-	*	0%	6%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	4%	0%	*	*	*	0%	0%	2%	3%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	*	*	*	*	-	-	0%	*	*	0%	0%	*	*	-
	Male	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	*	0%	-	-

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	3	0	1	2	0	0	0	0	0		
	Female	5	2	1	1	0	0	0	1	0		
	Total	8	2	2	3	0	0	0	1	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	3	2	0	0	0	1	0	0	0		
	Total	3	2	0	0	0	1	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	5	0	1	4	0	0	0	0	0		3
	Female	1	0	1	0	0	0	0	0	0		1
	Total	6	0	2	4	0	0	0	0	0		4
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	26	2	10	11	-8	-8	1	2	2	7	2
	Female	24	4	6	9	-8	2	-8	3	4	5	1
	Total	50	6	16	20	-8	2	1	5	6	12	3

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	7
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	-5
On the basis of race	-5
On the basis of disability	-5
On the basis of sexual orientation	-5
On the basis of religion	-5

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

Texas Education Agency
2024 Federal Report Card
DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	13	0	6	5	0	0	1	1	3	0
Female	8	3	0	2	0	2	0	1	4	0
Total	21	3	6	7	0	2	1	2	7	0

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Texas Education Agency
2024 Federal Report Card
 DOVE EL (220906103) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.6	6.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	6.7%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$292		\$291	\$291		\$1	\$1
Food services		\$470		\$5	\$5	\$346	\$119	\$465
Instruction		\$7,466	\$6,968	\$132	\$7,100	\$220	\$146	\$366
Support services, general administration		\$138		\$138	\$138			
Support services, instructional staff		\$581	\$549	\$18	\$567		\$14	\$14
Support services, operation and maintenance of plant		\$1,055	\$359	\$492	\$851	\$176	\$28	\$204
Support services, pupils		\$656	\$547	\$11	\$558		\$98	\$98
Support services, school administration		\$564	\$552	\$12	\$564		\$0	\$0
Support services, student transportation		\$250		\$246	\$246		\$4	\$4
Total	453	\$11,472	\$8,975	\$1,345	\$10,320	\$742	\$410	\$1,152

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

Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	12	1%	*	2%
Mathematics	6,620	2%	12	2%	*	2%
Grade 4						
Reading	6,491	2%	*	0%	*	2%
Mathematics	6,491	2%	*	0%	*	2%
Grade 5						
Reading	6,033	1%	12	1%	-	-
Mathematics	6,033	2%	12	1%	-	-
Science	6,033	2%	12	1%	-	-
Grade 6						
Reading	5,586	1%	13	1%	-	-
Mathematics	5,586	1%	13	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	2%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	1%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	14	1%	-	-
English II	4,683	1%	9	1%	-	-
Algebra I	5,112	1%	14	1%	-	-
Biology	5,027	1%	14	1%	-	-
All Grades						
All Subjects	100,862	1%	193	1%	*	1%
Reading	44,764	1%	83	1%	*	1%
Mathematics	40,054	1%	74	1%	*	1%
Science	16,044	1%	36	1%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	17%	19%	30%	9%	*	13%	20%	14%	24%	23%	24%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.