



DENTON

INDEPENDENT SCHOOL DISTRICT

2014-15 DISTRICT IMPROVEMENT PLAN

# DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

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# DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

## DISTRICT IMPROVEMENT PLANNING PROCESS

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee.

## ADMINISTRATIVE PROCEDURES AND REPORTS

The Board shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

## RESPONSIBILITIES DISTRICT PLAN

The District-level committee shall assist the Superintendent with the annual development, evaluation, and revision of the District improvement plan. (TEC 11.252(a)) [BQ]

## DROPOUT PREVENTION REVIEW

The District-level committee shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
  - a. Do not complete the program,
  - b. Complete the program but do not take the high school equivalency examination, or
  - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate.
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in the District.

The District-level committee shall use the information in developing the District improvement plan.

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## PARENTAL INVOLVEMENT PLAN

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parental involvement. The District-level and campus-level committees shall involve parents in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [EHBD]

## TITLE I SCHOOLWIDE COMPONENTS CODIFIED

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

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WIG 1: STUDENT ACHIEVEMENT –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
<p>Cultivate a consistent, strong, districtwide balanced curriculum based on ongoing needs assessments that supports all students establish high expectations with a curriculum that fosters inquiry and critical thinking develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life</p>	<p>Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers</p>	<p>Title I Components: CNA, RS, IHQ, OPD, AHQ, PI, T, A, AA, C</p>	<p>District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Establish high expectations with a curriculum that fosters inquiry and critical thinking</p>	<p>Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers</p>		<p>District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction,</p>

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				and Staff Development Balanced Scorecard
Develop academic skills and interpersonal relationship necessary for student success in college, the workplace, and for life	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Expect full implementation on each campus by instructional leaders	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction,

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				and Staff Development Balanced Scorecard
Stay abreast of and incorporate best practices into teaching, learning, technology, and leadership	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard

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WIG 2: STUDENT/STAKEHOLDER ENGAGEMENT –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
Lead a communitywide book study on the book, <i>Schools Cannot Do It Alone</i> , by Jamie Vollmer	Director of School Improvement and Support, Educational Improvement Council (EIC), United Way of Denton County, Denton Community Council of PTAs	Title I Components: CNA, PI	Book study presentation materials	Formative feedback
Develop and communitywide survey to determine what the staff, parents, business and community members value and rank as very important in the following areas: <ul style="list-style-type: none"> <li>• teaching and learning;</li> <li>• opportunities for students;</li> <li>• culture/climate; and</li> <li>• growth/management</li> </ul>	Superintendent, Communications Department, Director of School Improvement and Support, Coordinator of Data and Assessment, EIC, K12 Insight	Title I Components: CNA, PI, A	Survey	Survey results
Distribute, complete, analyze, and disaggregate communitywide survey	Superintendent, Communications Department, Director of School Improvement and Support, Coordinator of Data and Assessment, EIC, K12 Insight	Title I Components: CNA, PI, A	Survey	Survey results
Distribute, complete, analyze, and disaggregate Community and Student Engagement Survey to evaluate the district's performance and the performance of each campus in the district in the following area:	Principals, teachers	Title I Components: CNA, PI, A	Survey	Survey results



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<ul style="list-style-type: none"> <li>• fine arts;</li> <li>• wellness and physical education;</li> <li>• community and parental involvement, such as: opportunities for parents to assist students in preparing for assessments under Section 39.023, tutoring programs that support students taking assessments under Section 39.023, and opportunities for students to participate in community service projects;</li> <li>• the 21st Century Workforce Development program;</li> <li>• the second language acquisition program;</li> <li>• the digital learning environment;</li> <li>• dropout prevention strategies; and</li> <li>• educational programs for gifted and talented students</li> </ul>				
<p>Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements,</p>	<p>Principals</p>	<p>Title I Components: CNA, PI</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Parent engagement</p>

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and to inform parents of their right to be involved.				
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs; ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand	Principals, teachers	Title I Components: CNA, PI	Reports such as Confidential Student Reports, School Report Cards, and Federal Report Cards	Parent engagement
Utilize preschool set-aside funds in addition to a communitywide preschool coalition to provide I readiness activities, parental involvement activities, and transitional activities for children in preschool focused on the Ready Rosie program	Pre-K Coalition, United Way, Denton ISD staff, Ready Rosie	\$35,000 [Title I] Title I Components: CNA, T, C	Usage reports	Parent engagement as measured by star ratings
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students.	EIC	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement

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Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools	Principals, CLTs	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students.	Principals, CLTs	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards	Teachers	\$1,448 [Title I] Title I Components: CNA, PI	Signed compacts	Parent engagement
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can	Director of School Improvement and Support	Title I Components: CNA, PI	Web counter	Parent engagement

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<p>understand; and develop the DISD Federal Programs website to provide said information.</p>				
<p>Reduce the number of dropouts through dropout reduction and prevention programs such as:</p> <ul style="list-style-type: none"> <li>• Odysseyware credit retrieval program;</li> <li>• academic support courses pairing at-risk student teachers acting as coaches working ensure work is turned in on time, homework is completed, etc.;</li> <li>• trailer courses with first semester courses taught during the second semester and/or second semester courses taught first semester;</li> <li>• intervention trailer courses with students failing during first six weeks attending after school intervention sessions;</li> <li>• trained upperclassmen student mentors paired with lowerclassmen having academic difficulties to touch base one time per week to for</li> </ul>	<p>Principals, teachers</p>	<p>State Compensatory Education (SCE) and At-Risk (AK) funds (see attached SCE budget report)            Title I Components: CNA, RS, IHQ, OPD, AHQ, PI, T, A, AA, C</p>	<p>Teacher lesson plans; budget reports</p>	<p>Increased student grades and achievement on local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>

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<p>encouragement, homework help, etc.;</p> <ul style="list-style-type: none"><li>• UNT organizations and fraternities volunteers acting as mentors with at-risk students on a weekly basis working with at-risk students having academic difficulties to touch base one time per week to for encouragement, homework help, etc.;</li><li>• Go Center with TWU students working with at-risk students who will be first generation college attendees; Upward Bound, a federal program that works with first generation college attendees (neither parent has obtained a four-year degree), low/average income (taxable income and the ability and desire to succeed in college);</li><li>• ZAP (Zeros Aren't Permitted) after school program to redo any papers not completed or submitted;</li><li>• TAKS Study sessions and TAKS interventions for all</li></ul>				
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<p>seniors who have not mastered the TAKS math and/or science on Saturdays during October, February and April;</p> <ul style="list-style-type: none"><li>• Writing Workshops provided by English teachers offering one to two days of intensive writing instruction/remediation in February for seniors who have not mastered the ELA TAKS;</li><li>• EOC Study Sessions- Saturday, before and after school sessions are offered for students who have not mastered EOC tests; Math Center with teachers available from 7:45 – 8:40 AM and 4:15 – 5:00 PM daily for students having difficulty in math;</li><li>• summer TAKS and EOC study sessions offered during the summer prior to the summer retests;</li><li>• Communities in Schools offered at Borman ES, Rivera ES, Ginnings ES, Evers Park ES, Hodge ES, Lee ES, Newton Rayzor</li></ul>				
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<p>ES, Calhoun MS, McMath MS, Strickland MS;</p> <ul style="list-style-type: none"> <li>• night school;</li> <li>• credit restoration classes;</li> <li>• counseling</li> <li>• at-risk liaisons;</li> <li>• Saturday School;</li> <li>• On-Track Credit retrieval for Math, Science, and English;</li> <li>• virtual school coursework;</li> <li>• home visits to families of students with attendance concerns</li> </ul>				
<p>Integrate technology into instruction using a variety of hardware (including computers, Chromebooks, iPads, smartphones, etc.) and software (such as Classworks, iStation, Think Through Math, Study Island, etc.)</p>	<p>Instructional Technology staff, teachers</p>	<p>Title I Components: CNA, RS</p>	<p>Increased use of technology</p>	<p>Increase use of technology</p>
<p>Offer Lone Star Technology In Action (TIA) conference to increase the integration of technology</p>	<p>Instructional Technology staff, teachers</p>		<p>Agenda(s); sign-in sheet(s); website</p>	<p>Increased use of technology</p>
<p>Provide middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about higher education admissions and</p>	<p>Secondary school counselors</p>		<p>Newsletters; flyers; etc.</p>	<p>Increased knowledge of students and parents</p>

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<p>financial aid opportunities; the TEXAS grant program and the Teach for Texas grant program; and provide information needed by students to make informed curriculum choices to be prepared for success beyond high school; sources of information on higher education admissions and financial aid.</p>				
<p>Implement Naviance on all secondary campuses.</p>	<p>Director of Counseling, secondary school counselors</p>	<p>Instructional Materials Allotment, Naviance personnel, technology department</p>	<p>Naviance Program purchased for all high schools and middle schools; mandatory annual training of all secondary school counselors, registrars, and additional district personnel; additional trainings as needed; full implementation of designated aspects of Naviance; commitment of district to Naviance program evidenced by support of the school board, superintendent and district administration at school board presentation June 2013; information on websites and brochures; parent sign-up sessions at PTA meetings, registration days, and open houses.</p>	<p>Increased student, parent, and staff usage of Naviance per campus as evidenced by weekly report; increased number of Personal Graduation Plans/4 year plans inputted into Naviance; increased student understanding of academic goals and post-secondary goals earlier in their school career; increased student access to colleges, universities, and technical schools that fit their individual needs; increased student access to scholarships that match student goals.</p>



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<p>Provide training for staff, students, and parents related to the identification and intervention of students who are at risk of suicide</p>	<p>Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals</p>		<p>Establishment of reporting and follow-up system for threats of suicide; establishment of mental health liaison on each campus; sign-in sheets from district and campus trainings; Be the Voice elementary counseling curriculum related to healthy choices; Be the Voice secondary counseling curriculum addressing warning signs and symptoms of depression and suicidal ideation; information regarding locations to secure help in times of crisis is made available through district brochures, resources and websites on all campuses.</p>	<p>Increased number of early identification reports; increased number of interventions; end of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population.</p>
<p>Provide training and responsive services for all students regarding conflict resolution, sexual harassment, and violence prevention and intervention.</p>	<p>Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals</p>		<p>Utilization of the following counseling prevention and intervention programs on Pre-K and Elementary Campuses:</p> <ul style="list-style-type: none"> <li>• Second Step, Safe and Civil Schools (CHAMPS &amp; Foundations);</li> <li>• Steps to Respect;</li> <li>• Travis &amp; Presley;</li> <li>• Bully Busters;</li> <li>• Choose Peace,</li> <li>• Bucket Fillers;</li> <li>• Be Cool;</li> <li>• Salvaging Sisterhood,</li> </ul>	<p>End of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population; increased awareness of resources for assistance (i.e. campus SRO, community resources, and adults on campuses); increased collaboration between counselors, nurses, SROs, and administrators in addressing social emotional concerns;</p>

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			<ul style="list-style-type: none"> <li>• Character Counts;</li> <li>• IB learner profiles and activities;</li> <li>• Peace Table</li> </ul> <p>Utilization of the following counseling prevention and intervention programs on Secondary Campuses:</p> <ul style="list-style-type: none"> <li>• Finding Kind;</li> <li>• Rachel’s Challenge;</li> <li>• Partner PE/Partner Dance;</li> <li>• Students Educating about Diversity through Dance;</li> <li>• The Counselor Is In;</li> <li>• Do the Right Thing;</li> <li>• PALS;</li> <li>• Mentors;</li> <li>• Student Council;</li> <li>• Safe and Civil Schools (CHAMPS &amp; Foundations)</li> <li>• Be the Voice counseling curriculum addressing bully prevention (including cyber bullying);</li> </ul> <p>Establishment of reporting and follow-up system for bully allegations; establishment of procedures and forms for bully allegation investigations; Friends of the Family and Child Advocacy Center trainings and presentations at all grade levels; secondary guidance</p>	<p>increased report of secondary students having an adult on the campus that they feel they can trust as reported through the end of year survey.</p>
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			<p>lessons on dating violence and healthy relationships;                  Creation of brochures addressing dating violence to include information about the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship.</p>	
<p>Address abuse and maltreatment of children to include increasing staff, student, and parental awareness of prevention techniques, knowledge of warning signs, and reporting procedures.</p>	<p>Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principal; social workers; nurses, student resource officers (SROs); teachers; Friends of the Family; Child Advocacy Center; Department of Family Protective Services (DFPS); Children’s Protective Services (CPS); Court Appointed Special Advocates (CASA); law enforcement agencies</p>		<p>Brochures given to all faculty and staff regarding maltreatment of children; Safe Schools training required of all district personnel; counselor presentations to staff; trainings provided to administrators, counselors and nurses; monthly parent education opportunities; establishment of an extended list of community resources to include medical and psychological services for students and families.</p>	<p>Increased awareness of warning signs; increased awareness of resources available to help students and families; increased awareness of the long term implications for a victim of abuse; increased collaboration between community resources and district counselors and social workers; increased tailoring of services provided to families to meet their individual needs.</p>
<p>Adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act.</p>	<p>District homeless liaison, social workers, school counselors, principals; registrars; secretaries</p>	<p>\$6,164 [Title I]; SCE funds (see attached SCE budget report)                  Title I Components: CNA, PI, C</p>	<p>Student Residency Questionnaire available through InfoSnap; brochures distributed district wide and throughout the community; identified homeless children are provided transportation, free lunch and school</p>	<p>Increase in enrollment stability; decrease in dropouts; decline in student transfers; increased awareness of the McKinney-Vento law and the social-emotional and academic impact of homelessness;</p>

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			supplies; enrollment is not delayed due to lack of records or immunizations; identified families are provided appropriate information and referrals to agencies and community organizations.	increase in positive communication between the campus and the family impacted by homelessness.
Provide services to students medically eligible for General Education Homebound Instruction and Compensatory Education Homebound Instruction to students at home and/or the hospital bedside until released by physician to return to full time instruction at the campus.	Coordinator of Social Services; homebound instructors; social workers; school counselors; teachers, Campus Attendance Committee; parents/guardians	Homebound instructors (3) [SCE funds (see attached SCE budget report)]  Title I Components: IHQ, AA, C	Compliance with TEA; early identification of student need for services; condition of eligibility documented by licensed physician; compliance with Pregnancy Related Services (2.41 weighted funding); attendance logs sent weekly to home campus.	Increase in ADA; decrease in dropout rate; increase in completion rates; supported transition back to full time instruction; individualized homebound services provided based on student's needs.
Provide an integrated program designed to enhance and support the academic, economic, social and physical well-being of Denton ISD students and families.	Coordinator of Social Services; social workers; Director of Health Services; principal	SCE funds (see attached SCE budget report)  Title I Components: IHQ, AA, C	Establishment of an extended list of community resources to include medical and psychological services for students and families; district awareness of the need for an expanded role for district social; social workers are viewed as a part of the counseling team at secondary campuses creating a holistic approach to serving students and families.	Increased awareness of the school social worker as a valuable resource for campuses; increased collaboration between counselors, administrators, social workers and CIS in meeting the needs of students and families; increased services provided to homeless and unaccompanied youth at the secondary level; decrease in dropouts and absences; increase in academic success.

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WIG 3: INTERNAL PROCESSES –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
Conduct comprehensive needs assessments (CNA).	Principals, teachers	Title I Components: CNA	Agenda(s); sign-in sheet(s); Comprehensive Needs Assessment (CNA) Summary	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Allocate Title I funds to eligible campuses.	Director of School Improvement and Support	Title I Components: CNA, A, C	Budget spreadsheets and reports	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP.	Director of School Improvement and Support, EIC, principals, teachers	Title I Components: CNA, A, C	CNA	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title		Title I Components: CNA, PI, A	CNA	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common

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I, Part A, funds and use the findings to modify and improve the programs; periodically review the Title I program plan and, as necessary, revise the plan.				assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives.	Director of School Improvement and Support, principals, teachers	\$24,655 [Title I]  Title I Components: CNA, PI	Agenda(s); sign-in sheet(s)	Parent engagement
Seek technical assistance and support regarding Title I funds.	Director of School Improvement and Support; principals		Agenda(s); sign-in sheet(s); emails; phone calls; Title Principals Meetings; Title Secretaries Meetings; website; etc.	Increased knowledge of Title I requirements
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents.	Principals; teachers	Title I Components: CNA, PI	Newsletters; etc.	Increased knowledge of parent engagement
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A; maintain Semi-Annual Certification for all staff paid in whole or in part with Title	Director of School Improvement and Support; principals; teachers	Title I Components: IHQ	Signed Semi-Annual Certifications; Signed	Meet NCLB highly qualified requirements

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I, Part A, Title II, Part A, and/or Title III, Part A				
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements.	Principals	Title I Components: IHQ, AHQ	Signed attestations	Meet NCLB highly qualified requirements
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and	Director of School Improvement and Support; Curriculum, Instruction, and Staff Development staff; principal	Title I Components: CNA, C	Agenda(s); sign-in sheet(s); budget reports	Coordination of programming

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reduce fragmentation of the instructional program.				
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities.	Director of School Improvement and Support; private nonprofit (PNP) staff	Title I Components: AA	Agenda(s); sign-in sheet(s); Affirmation of Consultation with PNP Officials	
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services.	Director of School Improvement and Support; private nonprofit (PNP) staff	\$16,801 + \$17,155 = \$33,622 total [Title I]; \$3,721 + \$3,376 + \$1,125 = \$8,222 total [Title II]  Title I Components: AA	Agenda(s); sign-in sheet(s); emails; budget reports; PNP Equitable Services Worksheet	Increased student achievement on measures such as the Iowa Test of Basic Skills (ITBS)
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools.	Director of School Improvement and Support; private nonprofit (PNP) staff	Title I Components: AA	Local assessment results	Increased student achievement on measures such as the ITBS



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<p>Allocate Title I, Part D, Subpart 2 funds to serve campus and district needs.</p>	<p>Director of School Improvement and Support</p>	<p>\$227,694 [Title I, Part D, Subpart 2]</p>	<p>Budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program</p>	<p>District attorney</p>		<p>Written agreement</p>	<p>Written agreement</p>
<p>Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading</p>	<p>Director of School Improvement and Support; Directors of Elementary and Secondary Curriculum; Instruction Support Teachers</p>	<p>\$282,337 [Title II]</p>	<p>Budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

<p>Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff.</p>				<p>assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.</p>	<p>Directors of Elementary and Secondary Curriculum, Instruction Support Teachers; principals; teachers</p>	<p>\$329,339 [Title II]</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title</p>	<p>Directors of Elementary and Secondary Curriculum, Instruction Support Teachers; Educational Improvement Council; principals; teachers</p>	<p>Title I Components: CNA, A</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

II, Part A with professional development activities funded under other Federal, State, and local programs.				assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified	Director of School Improvement and Support; Director of Bilingual/ESL	\$519,363 [Title III]	Budget reports	
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report.	Director of School Improvement and Support		NCLB Compliance Report	NCLB Compliance
Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Principals; teachers		Agenda(s); sign-in sheet(s); SafeSchools training reports	Safe schools
Address policy (FFH (LOCAL) and FFG (EXHIBIT)) regarding sexual abuse and other maltreatment of children including methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of	Principals; teachers		Board Policy FFH (LOCAL) and FFG (EXHIBIT); Student Handbook and Code of Conduct; SafeSchools training reports	Safe schools

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

<p>children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA; train staff members as described at Education Code 38.0041(c) [see DMA] regarding actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and available counseling options for students affected by sexual abuse or other maltreatment.</p>				
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## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

### WIG 4: LEARNING AND GROWTH –

Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
<p>Use the Multisensory Teaching Approach (MTA) coupled with best practices from the Alphabetic Phonics and Take Flight Programs are used as the intervention model for students identified as being dyslexic will be given support and appropriate modifications and/or accommodations in order to be successful in their academic programs. District Dyslexia/Certified Academic Language Therapists (CALTs) provide instruction using the Multisensory Teaching Approach (MTA), which provides a sequence of letter introduction/concept introduction in addition to linkage papers from Scottish Rite Take Flight; and provide instruction using:</p> <ul style="list-style-type: none"> <li>• alphabet and dictionary skills</li> <li>• IRD/ ARD/ ISD (EPS cards)</li> <li>• fluency practice</li> <li>• instant words practice</li> <li>• linkage verbiage at introductions</li> <li>• coding</li> <li>• spelling practice</li> </ul>	<p>Dyslexia Supervisor; Dyslexia/Certified Academic Language Therapists (CALTs)</p>	<p>SCE funds (see attached SCE budget report)</p>	<p>MTA program; Aware data; budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

<ul style="list-style-type: none"> <li>• vocabulary development</li> <li>• phonemic awareness</li> <li>• verbal/expressive language</li> <li>• reading and listening comprehension</li> </ul>				
<p>Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators and supplemental math coaches to elementary campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten</p>	<p>Descubriendo la Lectura (DLL) Teachers; Literacy Learning Facilitators (LLFs); district math coaches (DMCs); early childhood coach (ECC)</p>	<p>\$620,751 (DLLs) [Title I]; \$147,098 (LLFs) \$389,434 (DMCs) [Title I]; \$66,543 (ECC) [Title I]</p> <p>Title I Components: CNA, RS, IHQ, OPD, AA</p>	<p>Teacher schedules; Reading Recovery and DLL reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Offer staff development including in all content areas including, but not limited to Understand by Design (UbD) units of study and Look2Learning</p>	<p>Elementary and secondary curriculum department</p>	<p>Title I Components: CNA, RS, OPD</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

<p>Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>Dean; Secondary Career and Technology staff; Advanced Technology Complex staff</p>		<p>High School Course Catalog and Planning Guide</p>	<p>Carl Perkins</p>
<p>Provide accelerated instruction to any student who fails to demonstrate proficiency in mathematics or reading in grades 3–8; in the applicable subject area each time a student fails to perform satisfactorily on EOC assessment instrument; and in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation.</p>	<p>Principals, teachers</p>	<p>SCE and At-Risk (AK) funds (see attached SCE budget report) \$183,273</p> <p>Title I Components: CNA, RS, AA</p>	<p>Lesson plans; Accelerated Instruction Plans; budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Complete student fitness assessments according to TEA guidelines utilizing FitnessGram</p>	<p>Physical Education teachers and/or coaches; nurse</p>		<p>Fitness Gram assessment data will be gathered and reported within the guidelines for all students who are required to participate; training of all physical education teachers, coaches and additional district personnel; information on websites.</p>	<p>Student assessment data that would indicate that students demonstrate an increased level of individual physical fitness; increased student understanding that physical fitness is a lifelong goal; increased student understanding that physical fitness and academic success have a direct relationship</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2014-15

Provide EXPO teachers with 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students.	Coordinator of Advanced Academics; EXPO Specialists; teachers	GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI \$3,000 [Title II]	Agenda(s); sign-in sheet(s); workshops certificates	Evaluations by EXPO students, EXPO parents, and DISD staff.
Provide teachers with a yearly 6 hour gifted and talented update workshop.	Coordinator of Advanced Academics; EXPO Specialists; teachers	GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI	Agenda(s); sign-in sheet(s); workshop certificates	Evaluations by EXPO students, EXPO parents, and DISD staff.



# 2013-14 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2014 Accountability Rating: **Met Standard**

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2014	76%	79%	<b>80%</b>	72%	69%	88%	68%	93%	*	87%	70%	68%	61%
	2013	81%	83%	<b>87%</b>	76%	78%	91%	100%	100%	*	92%	71%	76%	45%
Mathematics	2014	71%	70%	<b>74%</b>	58%	66%	81%	59%	93%	*	77%	65%	62%	64%
	2013	70%	71%	<b>76%</b>	56%	68%	81%	100%	93%	*	81%	62%	61%	64%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2014	74%	76%	<b>81%</b>	72%	71%	87%	82%	88%	*	96%	72%	68%	64%
	2013	72%	75%	<b>80%</b>	60%	70%	88%	73%	90%	*	87%	64%	67%	59%
Mathematics	2014	71%	70%	<b>74%</b>	63%	65%	81%	71%	89%	*	78%	62%	60%	57%
	2013	69%	69%	<b>70%</b>	50%	60%	79%	73%	95%	*	74%	55%	56%	53%
Writing	2014	73%	74%	<b>77%</b>	70%	66%	84%	76%	92%	*	74%	61%	63%	57%
	2013	70%	72%	<b>77%</b>	65%	70%	83%	64%	90%	*	96%	61%	65%	62%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2014	86%	88%	<b>93%</b>	88%	89%	96%	93%	100%	*	100%	91%	87%	83%
	2013	87%	89%	<b>95%</b>	90%	92%	97%	90%	100%	*	96%	90%	91%	87%
Mathematics	2014	88%	89%	<b>93%</b>	85%	91%	96%	87%	98%	*	96%	86%	88%	86%
	2013	88%	88%	<b>93%</b>	81%	91%	96%	100%	100%	*	96%	84%	88%	87%
Science	2014	74%	74%	<b>78%</b>	57%	67%	88%	73%	96%	*	78%	61%	64%	55%
	2013	73%	74%	<b>79%</b>	65%	68%	88%	50%	94%	*	92%	54%	67%	53%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 6</b>														
Reading	2014	78%	81%	<b>85%</b>	81%	77%	90%	67%	97%	*	90%	58%	76%	59%
	2013	72%	77%	<b>82%</b>	77%	72%	88%	91%	96%	*	88%	62%	73%	56%
Mathematics	2014	79%	82%	<b>86%</b>	78%	79%	92%	78%	98%	*	81%	71%	78%	70%
	2013	74%	76%	<b>81%</b>	63%	73%	89%	100%	96%	*	88%	60%	71%	60%

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TEXAS EDUCATION AGENCY  
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 7</b>														
Reading	2014	76%	79%	<b>86%</b>	76%	77%	92%	83%	95%	*	91%	66%	76%	52%
	2013	78%	82%	<b>86%</b>	75%	79%	92%	90%	90%	-	100%	53%	77%	63%
Mathematics	2014	68%	67%	<b>80%</b>	59%	73%	88%	75%	96%	*	100%	58%	69%	50%
	2013	72%	72%	<b>81%</b>	68%	75%	87%	80%	89%	-	73%	52%	69%	61%
Writing	2014	72%	75%	<b>82%</b>	75%	73%	88%	69%	95%	*	91%	57%	71%	49%
	2013	71%	75%	<b>78%</b>	71%	67%	85%	80%	94%	-	73%	50%	63%	42%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Reading	2014	90%	92%	<b>92%</b>	89%	87%	97%	92%	96%	*	94%	71%	87%	73%
	2013	90%	92%	<b>94%</b>	90%	88%	97%	100%	92%	*	100%	76%	88%	72%
Mathematics	2014	86%	88%	<b>92%</b>	88%	88%	96%	89%	92%	-	88%	77%	86%	79%
	2013	86%	88%	<b>93%</b>	88%	90%	96%	94%	97%	*	100%	81%	87%	81%
Science	2014	72%	75%	<b>78%</b>	66%	65%	89%	92%	87%	-	81%	50%	64%	38%
	2013	75%	79%	<b>82%</b>	71%	68%	91%	94%	80%	*	90%	56%	68%	43%
Social Studies	2014	63%	68%	<b>68%</b>	56%	54%	79%	83%	82%	-	88%	47%	51%	30%
	2013	64%	69%	<b>71%</b>	63%	54%	81%	88%	80%	*	80%	44%	56%	26%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>End of Course</b>														
English I/Reading I	2014	67%	71%	<b>71%</b>	63%	58%	84%	77%	75%	*	*	46%	58%	39%
English II/Reading II	2014	69%	74%	<b>70%</b>	56%	58%	83%	76%	81%	*	*	51%	55%	32%
Algebra I	2014	80%	82%	<b>84%</b>	74%	76%	91%	85%	89%	*	*	51%	73%	57%
	2013	78%	81%	<b>80%</b>	71%	71%	88%	63%	98%	*	*	46%	69%	51%
Biology	2014	89%	91%	<b>90%</b>	86%	84%	96%	90%	95%	*	-	67%	82%	69%
	2013	84%	87%	<b>86%</b>	79%	76%	95%	83%	100%	*	*	55%	76%	61%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above End of Course</b>														
U.S. History	2014	92%	93%	<b>93%</b>	88%	87%	97%	100%	93%	*	*	71%	85%	64%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above All Grades</b>														
All Subjects	2014	77%	79%	<b>82%</b>	72%	73%	89%	79%	92%	69%	85%	65%	71%	59%
	2013	77%	80%	<b>81%</b>	70%	72%	88%	85%	94%	95%	86%	57%	70%	55%
Reading	2014	76%	80%	<b>82%</b>	73%	72%	90%	79%	91%	76%	91%	66%	71%	58%
	2013	80%	83%	<b>85%</b>	76%	77%	91%	89%	95%	92%	91%	65%	75%	60%
Mathematics	2014	78%	79%	<b>83%</b>	72%	77%	89%	77%	93%	69%	83%	68%	74%	67%
	2013	79%	81%	<b>83%</b>	70%	77%	88%	88%	95%	100%	84%	60%	73%	64%
Writing	2014	72%	74%	<b>80%</b>	73%	69%	86%	73%	93%	*	79%	59%	67%	54%
	2013	63%	66%	<b>68%</b>	56%	56%	78%	66%	88%	*	71%	45%	54%	40%
Science	2014	78%	81%	<b>82%</b>	71%	72%	91%	85%	92%	*	79%	60%	70%	55%
	2013	82%	84%	<b>84%</b>	75%	74%	91%	85%	93%	100%	88%	53%	73%	55%
Social Studies	2014	76%	80%	<b>79%</b>	71%	69%	87%	91%	87%	*	89%	56%	66%	43%
	2013	76%	80%	<b>79%</b>	67%	67%	88%	86%	92%	*	89%	49%	66%	39%
<b>STAAR Percent at Postsecondary Readiness Standard All Grades</b>														
Two or More Subjects	2014	41%	44%	<b>46%</b>	28%	32%	56%	41%	72%	44%	47%	24%	28%	15%
Reading	2014	45%	50%	<b>53%</b>	38%	38%	64%	48%	73%	47%	61%	33%	36%	21%
Mathematics	2014	39%	41%	<b>45%</b>	28%	34%	53%	41%	72%	*	47%	32%	30%	21%
Writing	2014	35%	37%	<b>44%</b>	34%	33%	50%	41%	75%	*	53%	31%	28%	13%
Science	2014	43%	46%	<b>47%</b>	29%	31%	59%	42%	69%	*	39%	20%	29%	12%
Social Studies	2014	39%	44%	<b>43%</b>	27%	28%	54%	45%	66%	*	61%	16%	25%	5%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2014	15%	16%	<b>17%</b>	8%	10%	23%	17%	37%	13%	22%	7%	9%	7%
Reading	2014	15%	17%	<b>19%</b>	9%	10%	26%	17%	37%	*	27%	8%	9%	7%
Mathematics	2014	17%	17%	<b>18%</b>	8%	12%	22%	19%	43%	*	18%	7%	10%	10%
Writing	2014	8%	8%	<b>10%</b>	5%	6%	13%	*	22%	*	13%	8%	5%	5%
Science	2014	14%	15%	<b>15%</b>	6%	7%	21%	13%	33%	*	21%	5%	7%	2%
Social Studies	2014	15%	17%	<b>17%</b>	8%	8%	23%	*	37%	*	28%	5%	7%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2014	61%	61%	<b>63%</b>	60%	59%	65%	61%	65%	*	61%	58%	59%	60%
	2013	62%	63%	<b>63%</b>	55%	59%	65%	66%	73%	86%	63%	51%	n/a	60%
Mathematics	2014	60%	61%	<b>63%</b>	58%	60%	65%	64%	75%	*	64%	56%	58%	60%
	2013	59%	59%	<b>60%</b>	57%	56%	61%	58%	71%	71%	66%	53%	n/a	53%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2014	17%	17%	<b>17%</b>	17%	15%	18%	18%	27%	*	14%	16%	16%	18%
	2013	15%	16%	<b>16%</b>	12%	13%	17%	15%	22%	29%	23%	14%	n/a	13%
Mathematics	2014	18%	18%	<b>18%</b>	13%	17%	19%	16%	31%	*	20%	10%	15%	21%
	2013	16%	16%	<b>16%</b>	12%	13%	18%	12%	28%	43%	24%	14%	n/a	18%
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)</b>														
<b>Sum of Grades 4-8</b>														
Reading	2014	45%	46%	<b>54%</b>	53%	47%	62%	60%	70%	*	73%	63%	48%	42%
	2013	43%	44%	<b>53%</b>	49%	51%	59%	60%	57%	-	*	55%	50%	48%
Mathematics	2014	46%	46%	<b>56%</b>	46%	53%	63%	*	59%	-	57%	57%	50%	48%
	2013	46%	46%	<b>54%</b>	47%	48%	62%	67%	61%	*	58%	55%	47%	45%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>TAKS Exit-Level Cumulative Pass Rate</b>													
Class of 2014	93%	94%	<b>94%</b>	92%	90%	97%	100%	98%	-	100%	66%	89%	73%
Class of 2013	94%	94%	<b>93%</b>	89%	89%	97%	90%	94%	*	-	57%	88%	78%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>														
	2014	77%	<b>79%</b>	<b>85%</b>	71%	76%	92%	77%	96%	*	95%	64%	72%	63%
<b>Students Requiring Accelerated Instruction</b>														
	2014	23%	<b>21%</b>	<b>15%</b>	29%	24%	8%	23%	*	*	*	36%	28%	37%
<b>STAAR Cumulative Met Standard</b>														
	2014	86%	<b>88%</b>	<b>93%</b>	88%	87%	96%	92%	98%	*	100%	81%	85%	80%
<b>STAAR Failers Promoted by Grade Placement Committee</b>														
	2013	89%	<b>89%</b>	<b>87%</b>	100%	*	*	*	-	-	-	*	100%	*
<b>STAAR Met Standard (Failed in Previous Year)</b>														
<b>Promoted to Grade 6</b>														
	2014	19%	<b>19%</b>	*	*	*	*	-	-	-	-	*	*	*
<b>Retained in Grade 5</b>														
	2014	58%	<b>56%</b>	*	-	-	*	-	-	-	-	-	-	-
<b>Grade 5 Mathematics</b>														
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>														
	2014	79%	<b>79%</b>	<b>84%</b>	71%	75%	90%	85%	98%	*	90%	52%	72%	65%
<b>Students Requiring Accelerated Instruction</b>														
	2014	21%	<b>21%</b>	<b>16%</b>	29%	25%	10%	15%	*	*	*	48%	28%	35%
<b>STAAR Cumulative Met Standard</b>														
	2014	88%	<b>89%</b>	<b>93%</b>	84%	90%	96%	92%	98%	*	95%	74%	87%	85%
<b>STAAR Failers Promoted by Grade Placement Committee</b>														
	2013	89%	<b>89%</b>	<b>96%</b>	100%	100%	90%	-	-	-	-	100%	100%	*
<b>STAAR Met Standard (Failed in Previous Year)</b>														
<b>Promoted to Grade 6</b>														
	2014	24%	<b>25%</b>	<b>38%</b>	*	*	*	-	-	-	-	*	50%	*

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TEXAS EDUCATION AGENCY  
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**2013-14 District Performance**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>													
2014	83%	<b>86%</b>	<b>89%</b>	81%	81%	95%	92%	98%	*	88%	47%	81%	61%
<b>Students Requiring Accelerated Instruction</b>													
2014	17%	<b>14%</b>	<b>11%</b>	19%	19%	5%	8%	*	*	*	53%	19%	39%
<b>STAAR Cumulative Met Standard</b>													
2014	89%	<b>92%</b>	<b>93%</b>	89%	87%	97%	92%	98%	*	94%	63%	87%	70%
<b>STAAR Failers Promoted by Grade Placement Committee</b>													
2013	95%	<b>95%</b>	*	-	*	*	-	*	-	-	*	-	-
<b>STAAR Met Standard (Failed in Previous Year)</b>													
<b>Promoted to Grade 9</b>													
2014	10%	<b>11%</b>	*	-	*	*	-	*	-	-	*	-	-
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>													
2014	80%	<b>83%</b>	<b>86%</b>	76%	81%	92%	63%	93%	-	88%	54%	78%	66%
<b>Students Requiring Accelerated Instruction</b>													
2014	20%	<b>17%</b>	<b>14%</b>	24%	19%	8%	*	*	-	*	46%	22%	34%
<b>STAAR Cumulative Met Standard</b>													
2014	87%	<b>89%</b>	<b>92%</b>	87%	89%	96%	88%	90%	-	88%	65%	86%	80%



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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

	State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL	
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2014	77%	79%	<b>82%</b>	65%	66%	-	84%	61%	56%	59%	55%	58%	59%	59%
	2013	77%	80%	<b>81%</b>	67%	65%	-	82%	-	51%	64%	50%	62%	55%	55%
Reading	2014	76%	80%	<b>82%</b>	68%	72%	-	80%	59%	53%	62%	50%	59%	58%	58%
	2013	80%	83%	<b>85%</b>	72%	70%	-	97%	-	56%	69%	54%	66%	60%	60%
Mathematics	2014	78%	79%	<b>83%</b>	68%	69%	-	90%	64%	66%	66%	66%	60%	67%	67%
	2013	79%	81%	<b>83%</b>	68%	68%	-	73%	-	62%	65%	62%	85%	64%	64%
Writing	2014	72%	74%	<b>80%</b>	57%	55%	-	91%	*	52%	49%	54%	*	54%	54%
	2013	63%	66%	<b>68%</b>	64%	64%	-	64%	-	30%	59%	27%	52%	40%	40%
Science	2014	78%	81%	<b>82%</b>	56%	55%	-	70%	-	55%	46%	56%	75%	55%	55%
	2013	82%	84%	<b>84%</b>	54%	50%	-	84%	-	55%	56%	55%	58%	55%	55%
Social Studies	2014	76%	80%	<b>79%</b>	-	-	-	-	-	43%	*	45%	*	43%	43%
	2013	76%	80%	<b>79%</b>	-	-	-	-	-	39%	-	39%	*	39%	39%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2014	41%	44%	<b>46%</b>	20%	18%	-	27%	22%	11%	10%	11%	22%	15%	15%
Reading	2014	45%	50%	<b>53%</b>	25%	23%	-	41%	26%	17%	19%	17%	39%	20%	21%
Mathematics	2014	39%	41%	<b>45%</b>	24%	26%	-	*	13%	20%	16%	20%	37%	21%	21%
Writing	2014	35%	37%	<b>44%</b>	20%	19%	-	*	-	8%	*	8%	*	14%	13%
Science	2014	43%	46%	<b>47%</b>	13%	13%	-	*	-	12%	12%	12%	*	12%	12%
Social Studies	2014	39%	44%	<b>43%</b>	-	-	-	-	-	5%	*	5%	*	5%	5%
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2014	15%	16%	<b>17%</b>	10%	8%	-	15%	15%	5%	13%	3%	8%	7%	7%
Reading	2014	15%	17%	<b>19%</b>	10%	9%	-	17%	12%	5%	13%	3%	*	7%	7%

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 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Advanced Standard All Grades</b>															
Mathematics	2014	17%	17%	<b>18%</b>	15%	13%	-	21%	18%	7%	15%	4%	*	10%	10%
Writing	2014	8%	8%	<b>10%</b>	5%	5%	-	*	*	6%	16%	*	*	5%	5%
Science	2014	14%	15%	<b>15%</b>	*	*	-	*	-	2%	*	2%	*	2%	2%
Social Studies	2014	15%	17%	<b>17%</b>	-	-	-	-	-	*	*	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress All Grades</b>															
Reading	2014	61%	61%	<b>63%</b>	65%	65%	-	*	78%	57%	63%	54%	*	60%	60%
Mathematics	2014	60%	61%	<b>63%</b>	69%	68%	-	87%	65%	54%	63%	49%	*	60%	60%
<b>STAAR Percent Exceeded Progress All Grades</b>															
Reading	2014	17%	17%	<b>17%</b>	18%	18%	-	*	26%	18%	25%	15%	*	18%	18%
Mathematics	2014	18%	18%	<b>18%</b>	32%	30%	-	50%	35%	13%	27%	7%	*	21%	21%
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR) Sum of Grades 4-8</b>															
Reading	2014	45%	46%	<b>54%</b>	39%	39%	-	-	*	44%	48%	42%	*	42%	42%
	2013	43%	44%	<b>53%</b>	46%	46%	-	*	-	49%	49%	49%	*	48%	48%
Mathematics	2014	46%	46%	<b>56%</b>	46%	45%	-	83%	*	51%	58%	47%	*	49%	48%
	2013	46%	46%	<b>54%</b>	38%	38%	-	33%	-	49%	45%	50%	*	45%	45%

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TEXAS EDUCATION AGENCY  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2014 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	100%	100%	99%	99%	100%	98%	100%	99%	99%	100%
Included in Accountability	93%	94%	<b>94%</b>	93%	94%	95%	95%	93%	86%	93%	91%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	7%	3%	4%	4%	3%	6%	7%	5%	5%	3%
Other Exclusions	2%	1%	<b>1%</b>	0%	3%	0%	0%	4%	6%	0%	3%	2%	7%
Not Tested	1%	1%	<b>1%</b>	0%	0%	1%	1%	0%	2%	0%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	1%	1%	0%	2%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2013 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	100%	99%	99%	99%	100%	100%	99%	99%	99%	100%
Included in Accountability	92%	92%	<b>94%</b>	93%	90%	96%	92%	89%	84%	81%	92%	90%	78%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	6%	3%	3%	4%	5%	0%	17%	5%	5%	4%
Other Exclusions	3%	3%	<b>2%</b>	0%	6%	0%	3%	5%	16%	0%	2%	4%	18%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	1%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2012-13	95.8%	95.8%	<b>96.1%</b>	96.4%	96.0%	95.9%	95.9%	97.6%	95.3%	95.2%	95.3%	95.7%	96.4%
2011-12	95.9%	95.9%	<b>96.3%</b>	96.4%	96.3%	96.1%	95.9%	97.7%	96.3%	95.6%	95.5%	95.9%	96.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2012-13	0.4%	0.3%	<b>0.3%</b>	0.4%	0.4%	0.3%	0.0%	0.0%	*	0.0%	0.3%	0.4%	0.3%
2011-12	0.3%	0.3%	<b>0.4%</b>	0.8%	0.5%	0.3%	0.0%	2.2%	*	0.0%	1.3%	0.9%	0.8%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2012-13	2.2%	2.1%	<b>0.9%</b>	1.2%	1.1%	0.8%	1.5%	0.6%	0.0%	1.4%	1.8%	1.1%	1.3%
2011-12	2.4%	2.5%	<b>0.7%</b>	0.9%	0.9%	0.4%	1.5%	0.0%	*	0.8%	1.2%	1.0%	1.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2013</b>													
Graduated	88.0%	88.3%	<b>95.4%</b>	94.0%	94.6%	96.3%	93.8%	100.0%	*	89.5%	86.6%	92.8%	95.2%
Received GED	0.8%	0.8%	<b>0.4%</b>	0.5%	0.0%	0.7%	0.0%	0.0%	*	0.0%	0.8%	0.0%	0.0%
Continued HS	4.6%	4.3%	<b>2.3%</b>	2.7%	3.5%	1.4%	6.3%	0.0%	*	5.3%	7.9%	4.0%	1.9%
Dropped Out	6.6%	6.6%	<b>1.9%</b>	2.7%	1.9%	1.7%	0.0%	0.0%	*	5.3%	4.7%	3.2%	2.9%
Graduates and GED	88.9%	89.1%	<b>95.9%</b>	94.5%	94.6%	97.0%	93.8%	100.0%	*	89.5%	87.4%	92.8%	95.2%
Grads, GED, & Cont	93.4%	93.4%	<b>98.1%</b>	97.3%	98.1%	98.3%	100.0%	100.0%	*	94.7%	95.3%	96.8%	97.1%
<b>Class of 2012</b>													
Graduated	87.7%	87.6%	<b>94.5%</b>	95.7%	91.8%	95.3%	100.0%	100.0%	*	100.0%	86.2%	92.0%	87.7%
Received GED	1.0%	1.0%	<b>0.6%</b>	0.6%	0.5%	0.6%	0.0%	0.0%	*	0.0%	1.7%	0.2%	0.0%
Continued HS	5.0%	5.1%	<b>2.6%</b>	1.9%	4.0%	2.3%	0.0%	0.0%	*	0.0%	9.5%	3.9%	3.1%
Dropped Out	6.3%	6.3%	<b>2.3%</b>	1.9%	3.7%	1.8%	0.0%	0.0%	*	0.0%	2.6%	3.9%	9.2%
Graduates and GED	88.7%	88.6%	<b>95.1%</b>	96.3%	92.3%	95.9%	100.0%	100.0%	*	100.0%	87.9%	92.2%	87.7%
Grads, GED, & Cont	93.7%	93.7%	<b>97.7%</b>	98.1%	96.3%	98.2%	100.0%	100.0%	*	100.0%	97.4%	96.1%	90.8%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2012</b>													
Graduated	90.4%	90.7%	<b>95.9%</b>	96.9%	93.6%	96.6%	100.0%	100.0%	*	100.0%	89.6%	93.9%	89.2%
Received GED	1.2%	1.2%	<b>0.7%</b>	1.2%	0.5%	0.8%	0.0%	0.0%	*	0.0%	2.6%	0.5%	0.0%
Continued HS	1.3%	1.3%	<b>0.9%</b>	0.0%	1.6%	0.8%	0.0%	0.0%	*	0.0%	6.1%	2.0%	0.0%
Dropped Out	7.1%	6.8%	<b>2.5%</b>	1.9%	4.3%	1.9%	0.0%	0.0%	*	0.0%	1.7%	3.7%	10.8%
Graduates and GED	91.6%	91.9%	<b>96.7%</b>	98.1%	94.1%	97.4%	100.0%	100.0%	*	100.0%	92.2%	94.4%	89.2%
Grads, GED, & Cont	92.9%	93.2%	<b>97.5%</b>	98.1%	95.7%	98.1%	100.0%	100.0%	*	100.0%	98.3%	96.3%	89.2%
<b>Class of 2011</b>													
Graduated	89.1%	89.9%	<b>97.7%</b>	95.5%	97.0%	98.7%	100.0%	100.0%	*	92.3%	94.4%	96.8%	97.6%
Received GED	1.4%	1.3%	<b>0.2%</b>	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.6%	1.5%	<b>0.5%</b>	0.6%	0.8%	0.4%	0.0%	0.0%	*	0.0%	4.8%	0.6%	1.2%
Dropped Out	7.9%	7.2%	<b>1.6%</b>	3.9%	2.2%	0.6%	0.0%	0.0%	*	7.7%	0.8%	2.6%	1.2%
Graduates and GED	90.5%	91.3%	<b>97.9%</b>	95.5%	97.0%	99.0%	100.0%	100.0%	*	92.3%	94.4%	96.8%	97.6%
Grads, GED, & Cont	92.1%	92.8%	<b>98.4%</b>	96.1%	97.8%	99.4%	100.0%	100.0%	*	92.3%	99.2%	97.4%	98.8%

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**Texas Academic Performance Report**  
**2013-14 District Performance**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2011</b>													
Graduated	89.8%	90.8%	<b>98.1%</b>	95.5%	97.8%	99.0%	100.0%	100.0%	*	92.3%	97.6%	97.2%	98.8%
Received GED	1.5%	1.4%	<b>0.2%</b>	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.6%	<b>0.2%</b>	0.6%	0.0%	0.1%	0.0%	0.0%	*	0.0%	1.6%	0.2%	0.0%
Dropped Out	8.1%	7.2%	<b>1.6%</b>	3.9%	2.2%	0.6%	0.0%	0.0%	*	7.7%	0.8%	2.6%	1.2%
Graduates and GED	91.3%	92.2%	<b>98.3%</b>	95.5%	97.8%	99.3%	100.0%	100.0%	*	92.3%	97.6%	97.2%	98.8%
Grads, GED, & Cont	91.9%	92.8%	<b>98.4%</b>	96.1%	97.8%	99.4%	100.0%	100.0%	*	92.3%	99.2%	97.4%	98.8%
<b>Class of 2010 (without exclusions)</b>													
Graduated	88.7%	90.0%	<b>98.1%</b>	97.5%	97.1%	98.6%	100.0%	n/a	n/a	n/a	96.1%	96.8%	95.4%
Received GED	1.9%	1.7%	<b>0.1%</b>	0.0%	0.0%	0.2%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	0.7%	0.7%	<b>0.4%</b>	1.3%	0.3%	0.3%	0.0%	n/a	n/a	n/a	2.0%	1.1%	0.0%
Dropped Out	8.7%	7.5%	<b>1.4%</b>	1.3%	2.6%	0.9%	0.0%	n/a	n/a	n/a	2.0%	2.0%	4.6%
Graduates and GED	90.6%	91.7%	<b>98.2%</b>	97.5%	97.1%	98.8%	100.0%	n/a	n/a	n/a	96.1%	96.8%	95.4%
Grads, GED, & Cont	91.3%	92.5%	<b>98.6%</b>	98.7%	97.4%	99.1%	100.0%	n/a	n/a	n/a	98.0%	98.0%	95.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2013	88.0%	88.3%	<b>94.2%</b>	92.5%	92.0%	95.9%	88.2%	100.0%	*	89.5%	86.2%	92.0%	90.0%
Class of 2012	87.7%	87.6%	<b>93.1%</b>	94.0%	89.2%	94.7%	100.0%	97.6%	*	100.0%	85.5%	90.5%	83.8%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2012	90.4%	90.7%	<b>95.1%</b>	95.8%	92.4%	96.0%	100.0%	97.6%	*	100.0%	89.7%	93.3%	87.9%
Class of 2011	89.1%	89.9%	<b>97.3%</b>	95.0%	95.6%	98.7%	100.0%	100.0%	*	92.3%	94.4%	96.6%	95.2%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2013	83.5%	83.2%	<b>91.2%</b>	83.1%	88.8%	94.3%	93.3%	96.4%	*	94.1%	33.6%	85.6%	85.9%
Class of 2012	82.9%	82.3%	<b>90.1%</b>	83.9%	88.4%	92.3%	86.7%	95.1%	*	100.0%	n/a	n/a	n/a
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2012-13	81.6%	80.9%	<b>90.4%</b>	80.6%	87.9%	93.9%	93.3%	96.6%	*	94.4%	29.1%	85.5%	85.6%
2011-12	80.5%	79.8%	<b>88.8%</b>	83.9%	85.8%	91.2%	86.7%	95.0%	-	100.0%	37.1%	83.3%	74.6%
<b>Advanced Course/Dual Enrollment Completion</b>													
2012-13	31.4%	32.1%	<b>32.3%</b>	22.4%	23.2%	39.0%	39.7%	55.7%	40.0%	32.8%	4.1%	20.5%	11.1%
2011-12	30.6%	31.3%	<b>32.9%</b>	28.4%	22.6%	38.9%	41.5%	54.4%	*	37.4%	4.3%	21.2%	10.9%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
Class of 2013	65%	69%	<b>63%</b>	49%	54%	71%	60%	67%	*	72%	9%	51%	22%
Class of 2012	69%	73%	<b>76%</b>	68%	65%	84%	54%	85%	-	92%	26%	66%	27%
<b>Mathematics</b>													
Class of 2013	74%	76%	<b>73%</b>	51%	67%	81%	80%	85%	*	89%	2%	63%	38%
Class of 2012	70%	71%	<b>68%</b>	51%	57%	78%	69%	85%	-	69%	12%	56%	35%
<b>Both Subjects</b>													
Class of 2013	56%	60%	<b>55%</b>	36%	44%	63%	60%	67%	*	67%	0%	41%	14%
Class of 2012	57%	59%	<b>59%</b>	43%	46%	69%	38%	74%	-	62%	6%	45%	18%

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>AP/IB Results</b>													
<b>Tested</b>													
2013	22.1%	23.4%	<b>21.7%</b>	11.5%	14.9%	27.2%	13.5%	44.3%	*	22.4%	n/a	11.0%	n/a
2012	21.9%	22.8%	<b>21.5%</b>	10.3%	12.5%	28.2%	14.3%	50.0%	*	31.3%	n/a	9.6%	n/a
<b>Examinees &gt;= Criterion</b>													
2013	50.9%	56.9%	<b>55.3%</b>	51.2%	55.1%	54.1%	40.0%	77.4%	*	61.5%	n/a	55.1%	n/a
2012	50.8%	57.4%	<b>57.0%</b>	33.3%	55.7%	59.0%	20.0%	66.7%	*	60.0%	n/a	51.5%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2013	63.8%	62.9%	<b>63.6%</b>	66.9%	46.0%	71.1%	80.0%	82.8%	*	94.4%	n/a	43.7%	n/a
Class of 2012	66.9%	65.9%	<b>67.9%</b>	78.0%	46.8%	74.9%	80.0%	95.0%	-	76.9%	n/a	54.9%	n/a
<b>At/Above Criterion</b>													
Class of 2013	25.4%	32.9%	<b>30.0%</b>	10.3%	19.5%	37.9%	33.3%	45.8%	*	23.5%	n/a	13.1%	n/a
Class of 2012	24.9%	32.4%	<b>29.3%</b>	6.1%	14.3%	39.2%	16.7%	52.6%	-	50.0%	n/a	13.2%	n/a
<b>Average SAT Score</b>													
Class of 2013	1422	1477	<b>1476</b>	1321	1383	1538	1530	1563	-	1503	n/a	1333	n/a
Class of 2012	1422	1481	<b>1470</b>	1293	1368	1542	1454	1546	-	1624	n/a	1339	n/a
<b>Average ACT Score</b>													
Class of 2013	20.6	21.8	<b>21.0</b>	18.3	19.8	22.0	20.2	22.6	*	22.0	n/a	18.6	n/a
Class of 2012	20.5	21.9	<b>20.7</b>	17.3	19.4	22.0	20.8	23.8	-	24.8	n/a	18.2	n/a
<b>Graduates Enrolled in TX Institution of Higher Education (IHE)</b>													
2011-12	57.3%	56.7%	<b>56.7%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	58.3%	57.9%	<b>57.5%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2011-12	69.0%	71.5%	<b>76.6%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	66.1%	70.2%	<b>67.4%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<u>Student Information</u>	<u>District</u>		<u>State</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Total Students:	26,047	100.0%	5,135,880	100.0%
Students by Grade:				
Early Childhood Education	69	0.3%	12,304	0.2%
Pre-Kindergarten	660	2.5%	225,664	4.4%
Kindergarten	2,074	8.0%	391,421	7.6%
Grade 1	2,162	8.3%	409,208	8.0%
Grade 2	2,162	8.3%	394,217	7.7%
Grade 3	2,067	7.9%	389,813	7.6%
Grade 4	2,102	8.1%	383,388	7.5%
Grade 5	2,085	8.0%	382,742	7.5%
Grade 6	2,039	7.8%	376,456	7.3%
Grade 7	1,917	7.4%	385,387	7.5%
Grade 8	1,904	7.3%	379,597	7.4%
Grade 9	1,924	7.4%	408,020	7.9%
Grade 10	1,707	6.6%	362,356	7.1%
Grade 11	1,639	6.3%	330,064	6.4%
Grade 12	1,536	5.9%	305,243	5.9%
Ethnic Distribution:				
African American	3,138	12.0%	650,919	12.7%
Hispanic	8,020	30.8%	2,660,463	51.8%
White	13,448	51.6%	1,511,700	29.4%
American Indian	211	0.8%	20,142	0.4%
Asian	725	2.8%	189,483	3.7%
Pacific Islander	33	0.1%	6,778	0.1%
Two or More Races	472	1.8%	96,395	1.9%
Economically Disadvantaged	11,022	42.3%	3,092,125	60.2%
Non-Educationally Disadvantaged	15,025	57.7%	2,043,755	39.8%
English Language Learners (ELL)	3,751	14.4%	899,780	17.5%
Students w/ Disciplinary Placements (2012-2013)	351	1.3%	82,653	1.6%
At-Risk	10,007	38.4%	2,562,457	49.9%
Graduates (Class of 2013):				
Total Graduates	1,361	100.0%	301,418	100.0%
By Ethnicity (incl. Special Ed.):				
African American	175	12.9%	38,798	12.9%
Hispanic	412	30.3%	139,785	46.4%
White	710	52.2%	104,466	34.7%
American Indian	15	1.1%	1,311	0.4%
Asian	29	2.1%	11,650	3.9%
Pacific Islander	2	0.1%	394	0.1%
Two or More Races	18	1.3%	5,014	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	130	9.6%	55,398	18.4%
Recommended H.S. Program/DAP	1,231	90.4%	246,020	81.6%
Special Education Graduates	103	7.6%	24,744	8.2%

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<b>Student Information</b>	<b>Non-Special Education Rates</b>		<b>Special Education Rates</b>	
	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:				
Kindergarten	2.4%	2.0%	8.0%	8.9%
Grade 1	1.1%	4.4%	3.6%	8.3%
Grade 2	0.8%	2.9%	3.7%	4.0%
Grade 3	0.7%	2.2%	0.4%	1.8%
Grade 4	0.1%	1.3%	0.4%	1.0%
Grade 5	0.4%	1.5%	0.4%	1.2%
Grade 6	0.1%	0.8%	0.9%	1.0%
Grade 7	0.2%	1.0%	1.1%	1.1%
Grade 8	0.3%	1.1%	0.6%	1.5%

	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Data Quality:				
PID Errors (students)	17	0.1%	5,111	0.1%
Underreported Students	3	0.0%	7,351	0.3%

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.3	19.4
Grade 1	18.4	19.5
Grade 2	18.6	19.3
Grade 3	19.0	19.3
Grade 4	19.5	19.3
Grade 5	20.7	21.2
Grade 6	21.4	20.6
Secondary:		
English/Language Arts	19.9	17.4
Foreign Languages	19.6	18.9
Mathematics	20.9	18.1
Science	21.9	19.1
Social Studies	22.8	19.6



District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<b>Staff Information</b>	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	3,226.2	100.0%	656,541.4	100.0%
Professional Staff:	2,426.0	75.2%	421,578.2	64.2%
Teachers	1,898.4	58.8%	334,510.5	51.0%
Professional Support	425.0	13.2%	61,075.2	9.3%
Campus Administration (School Leadership)	89.0	2.8%	19,207.1	2.9%
Central Administration	13.6	0.4%	6,785.4	1.0%
Educational Aides:	247.3	7.7%	62,009.5	9.4%
Auxiliary Staff:	552.9	17.1%	172,953.7	26.3%
Total Minority Staff:	796.1	24.7%	300,229.6	45.7%
Teachers by Ethnicity and Sex:				
African American	135.4	7.1%	32,073.5	9.6%
Hispanic	241.3	12.7%	84,412.9	25.2%
White	1,461.5	77.0%	208,434.7	62.3%
American Indian	9.0	0.5%	1,219.3	0.4%
Asian	6.0	0.3%	4,552.5	1.4%
Pacific Islander	0.0	0.0%	284.6	0.1%
Two or More Races	45.2	2.4%	3,533.1	1.1%
Males	467.0	24.6%	77,811.5	23.3%
Females	1,431.4	75.4%	256,699.0	76.7%
Teachers by Highest Degree Held:				
No Degree	15.8	0.8%	2,948.2	0.9%
Bachelors	1,314.7	69.3%	252,097.6	75.4%
Masters	559.1	29.5%	77,560.6	23.2%
Doctorate	8.8	0.5%	1,904.1	0.6%
Teachers by Years of Experience:				
Beginning Teachers	100.4	5.3%	27,783.8	8.3%
1-5 Years Experience	486.5	25.6%	84,723.1	25.3%
6-10 Years Experience	470.9	24.8%	76,407.4	22.8%
11-20 Years Experience	584.6	30.8%	90,394.5	27.0%
Over 20 Years Experience	255.9	13.5%	55,201.7	16.5%
Number of Students per Teacher	13.7	n/a	15.4	n/a

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<u>Staff Information</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	10.9	11.2
Average Years Experience of Teachers with District:	7.1	7.6
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$47,140	\$43,480
1-5 Years Experience	\$49,581	\$45,379
6-10 Years Experience	\$50,586	\$47,855
11-20 Years Experience	\$52,401	\$51,493
Over 20 Years Experience	\$62,784	\$59,032
Average Actual Salaries (regular duties only):		
Teachers	\$52,350	\$49,692
Professional Support	\$58,992	\$58,551
Campus Administration (School Leadership)	\$75,374	\$72,764
Central Administration	\$116,711	\$94,630
Instructional Staff Percent:	74.1	64.4
Turnover Rate for Teachers:	10.8	16.2
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,149.3
Educational Aides	0.0	231.0
Auxiliary Staff	0.1	565.1
Contracted Instructional Staff:	0.0	1,984.1

District Name: DENTON ISD  
 County Name: DENTON  
 District Number: 061901

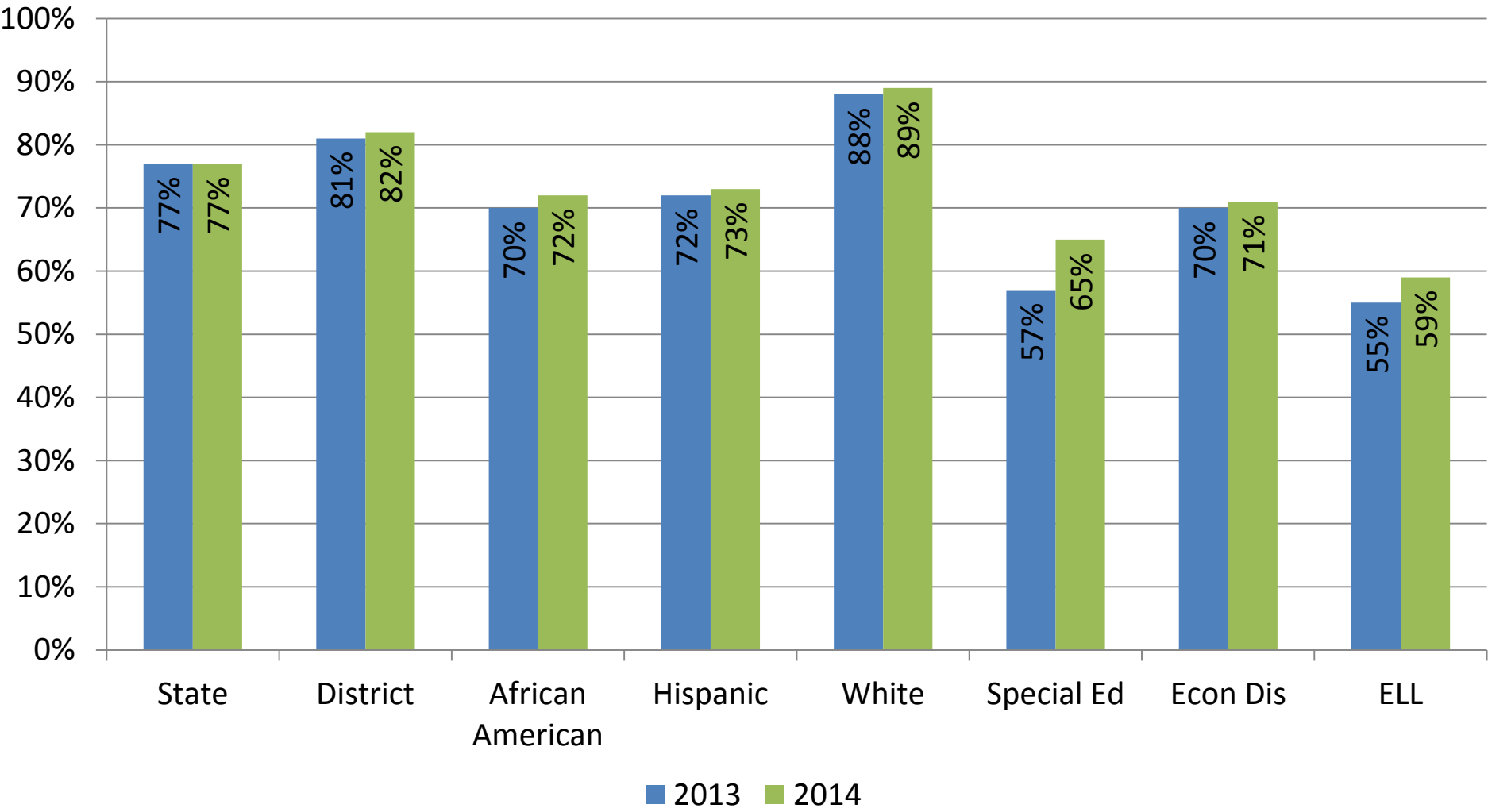
TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	3,736	14.3%	878,569	17.1%
Career & Technical Education	5,585	21.4%	1,140,598	22.2%
Gifted & Talented Education	2,415	9.3%	391,932	7.6%
Special Education	2,512	9.6%	434,825	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	35.6	1.9%	19,469.8	5.8%
Career & Technical Education	78.9	4.2%	13,981.7	4.2%
Compensatory Education	0.0	0.0%	10,075.7	3.0%
Gifted & Talented Education	26.9	1.4%	6,446.9	1.9%
Regular Education	1,513.7	79.7%	243,086.6	72.7%
Special Education	178.4	9.4%	30,419.6	9.1%
Other	64.9	3.4%	11,030.2	3.3%

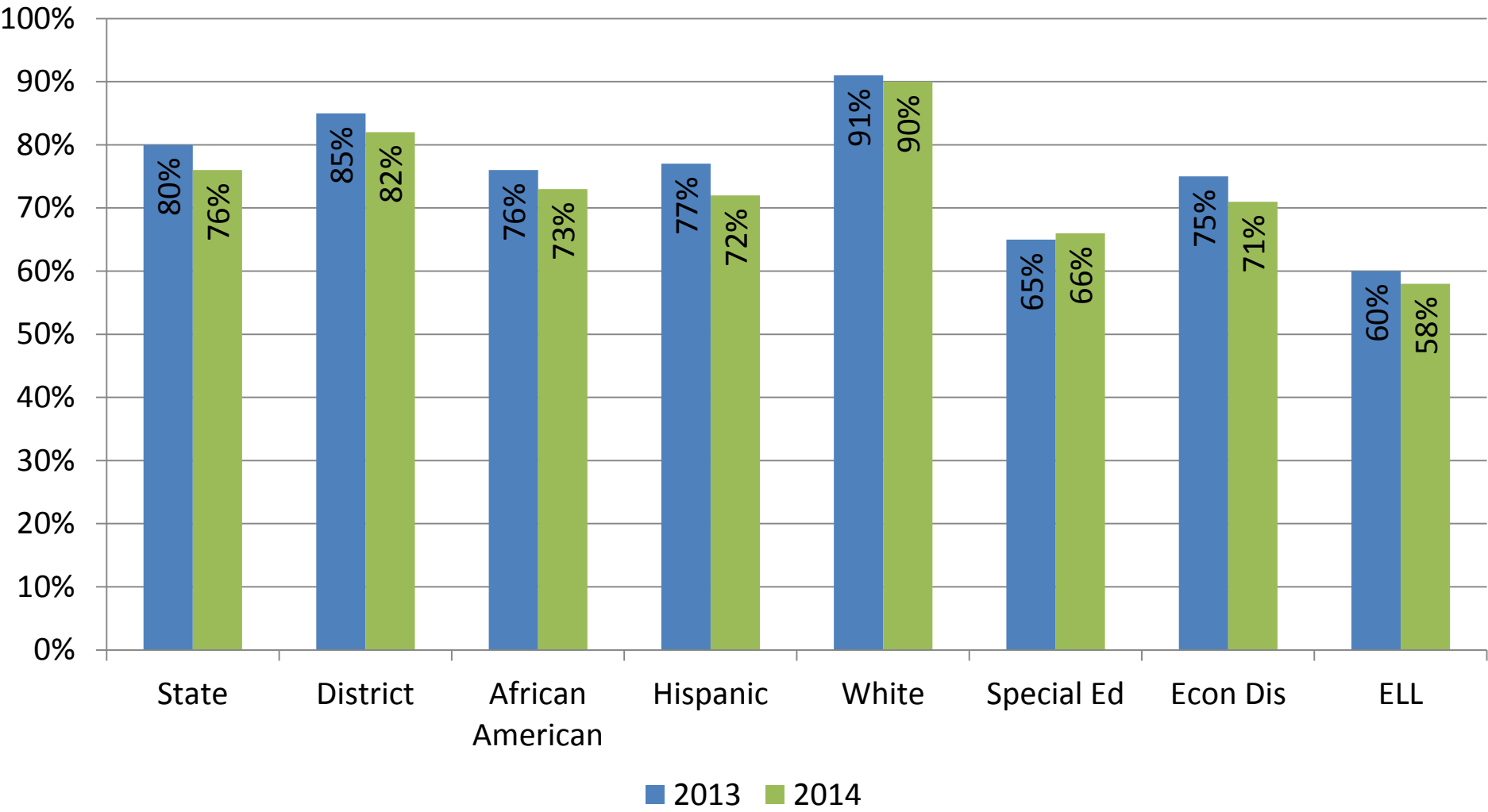
**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2012-2013 Financial Actual Report](#)

\*\*\* Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
 '\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.

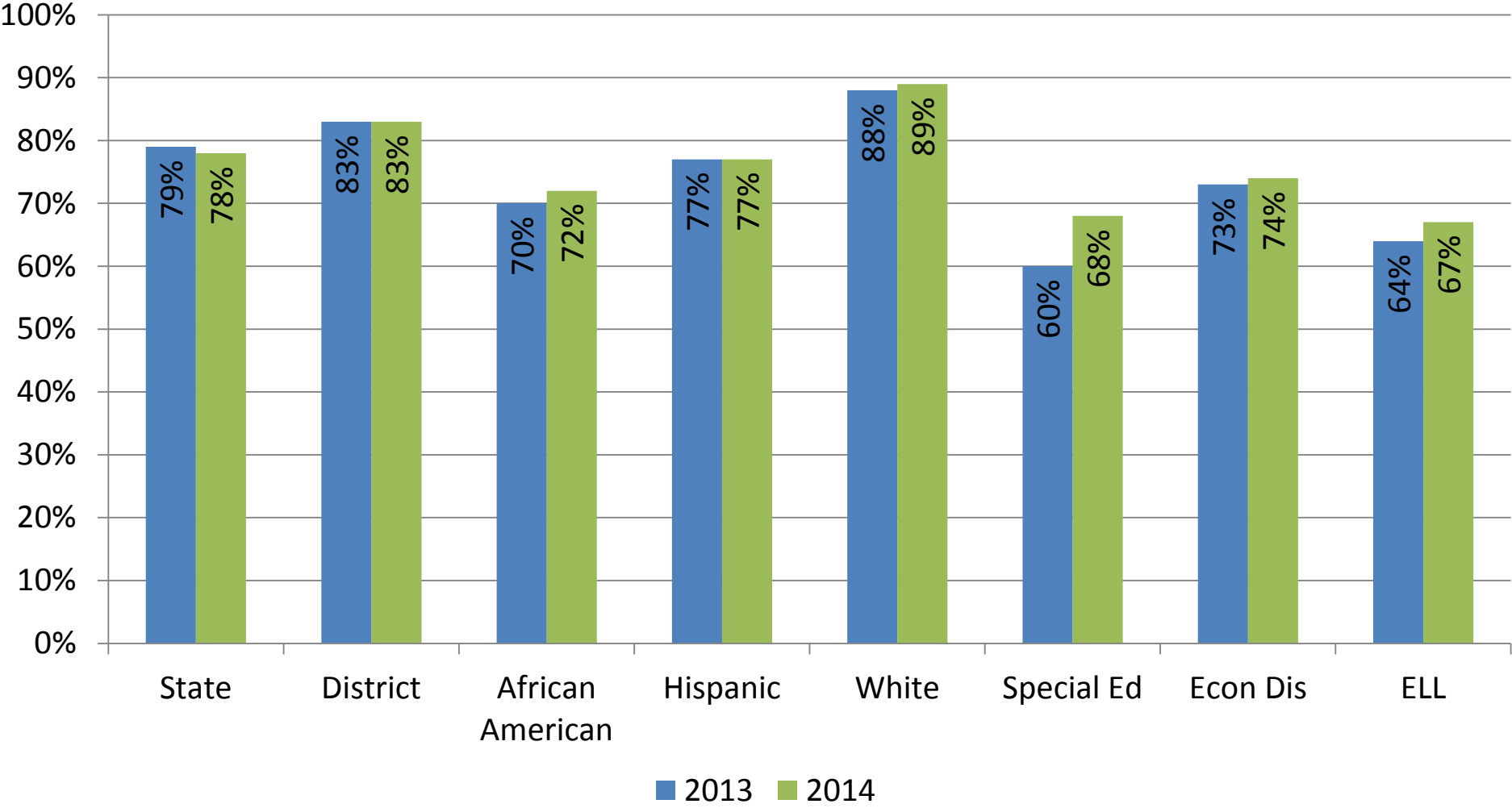
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, All Subjects



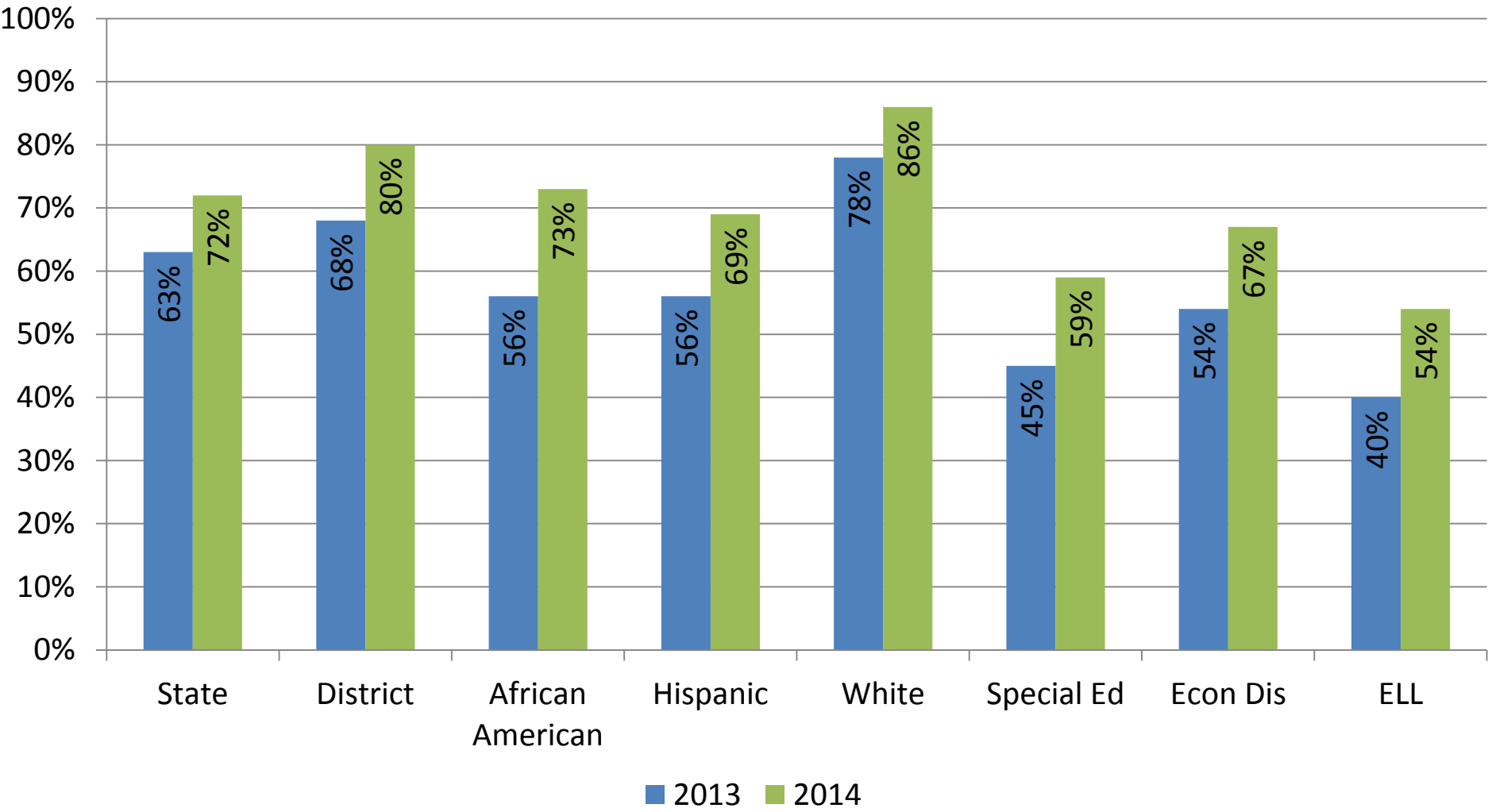
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Reading



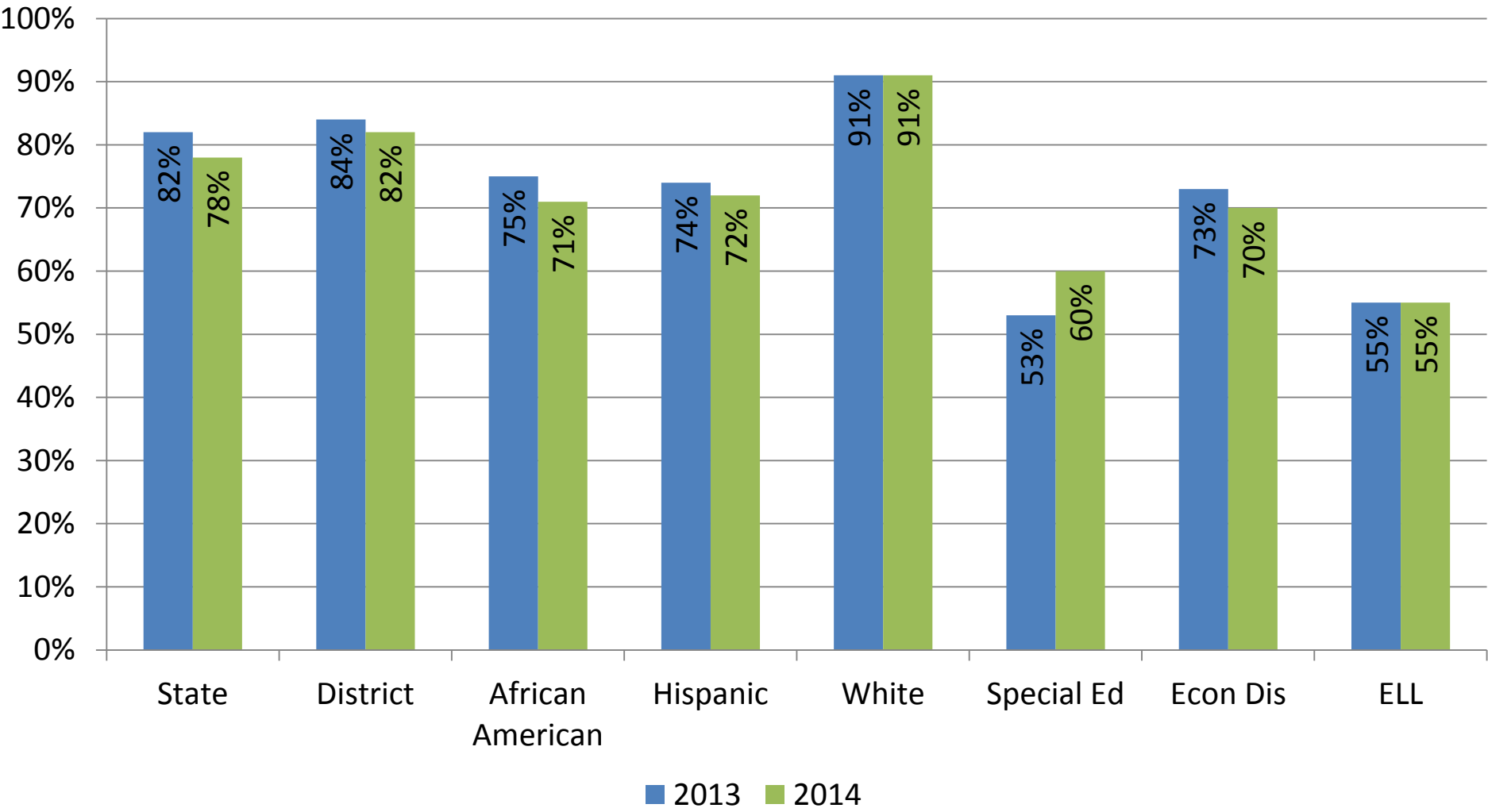
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Mathematics



# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Writing

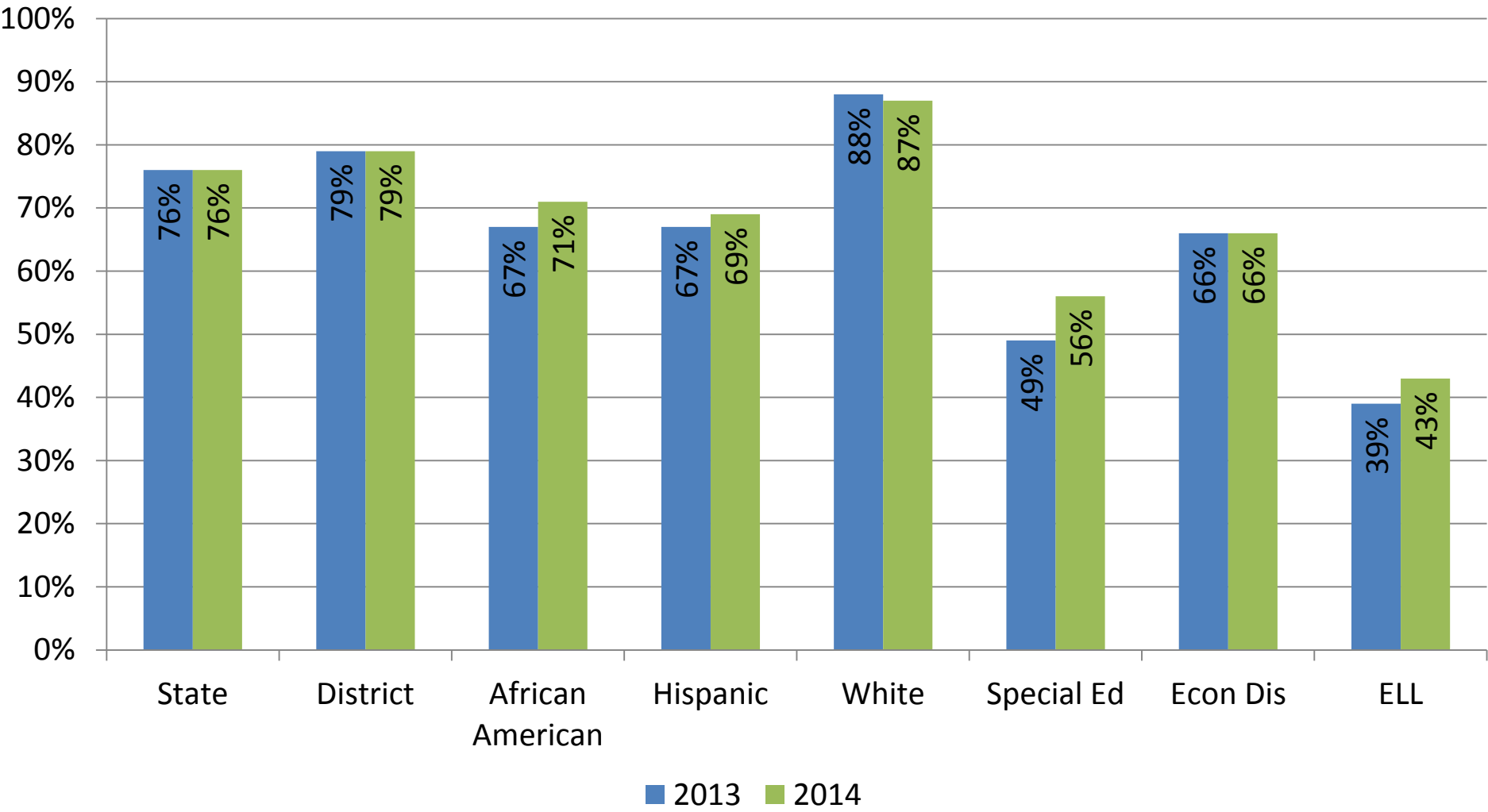


# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Science

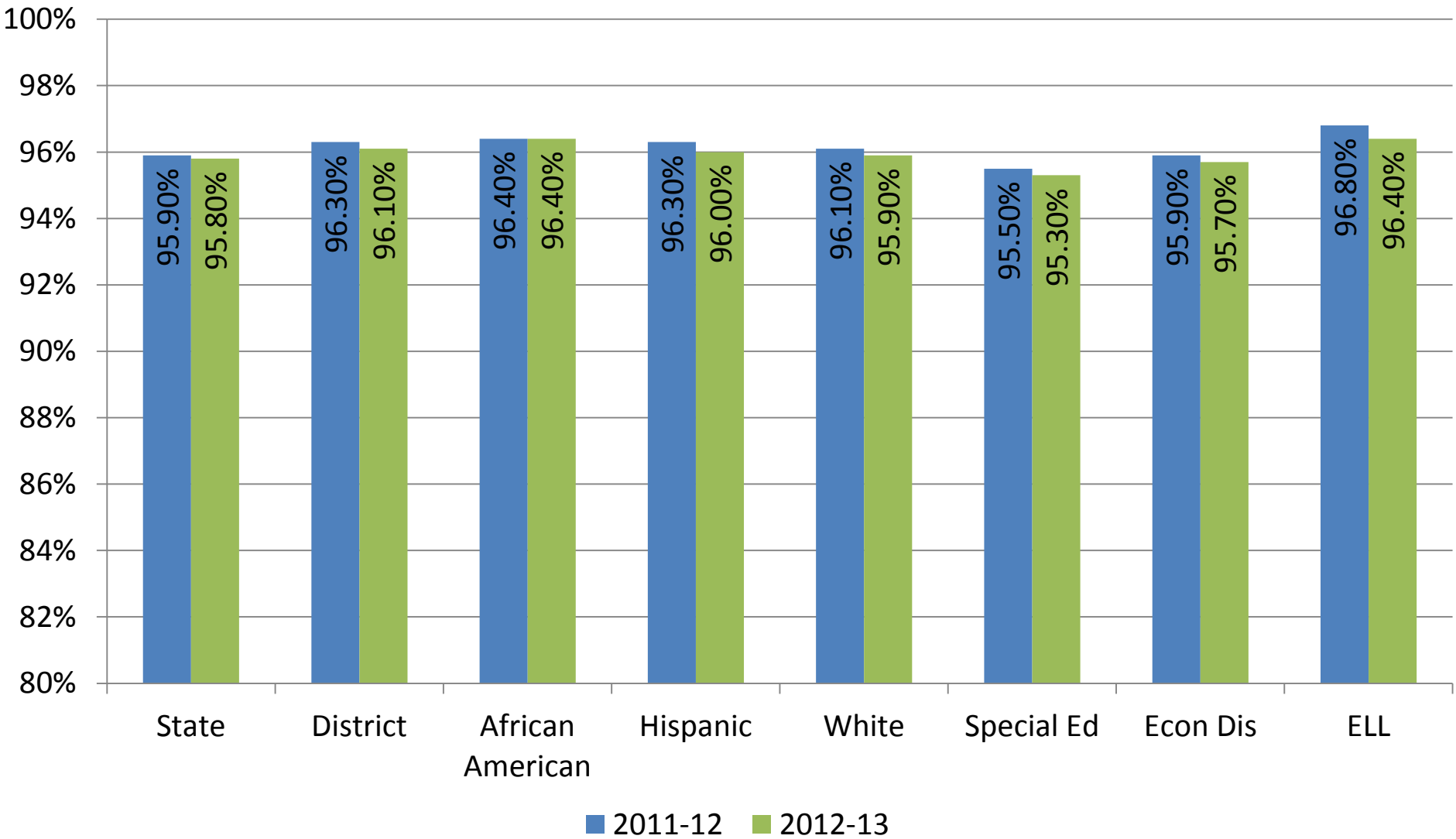




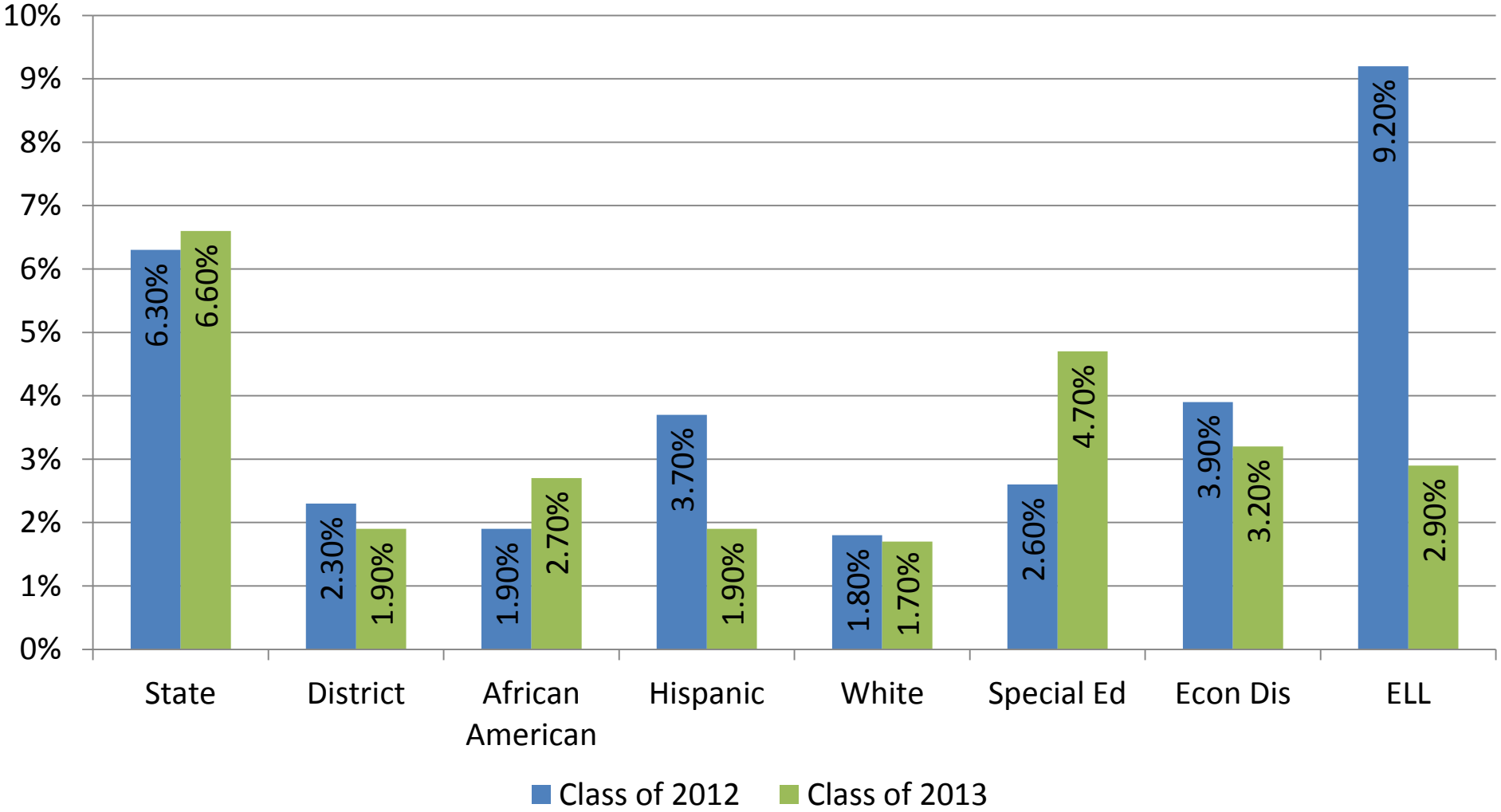
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Social Studies



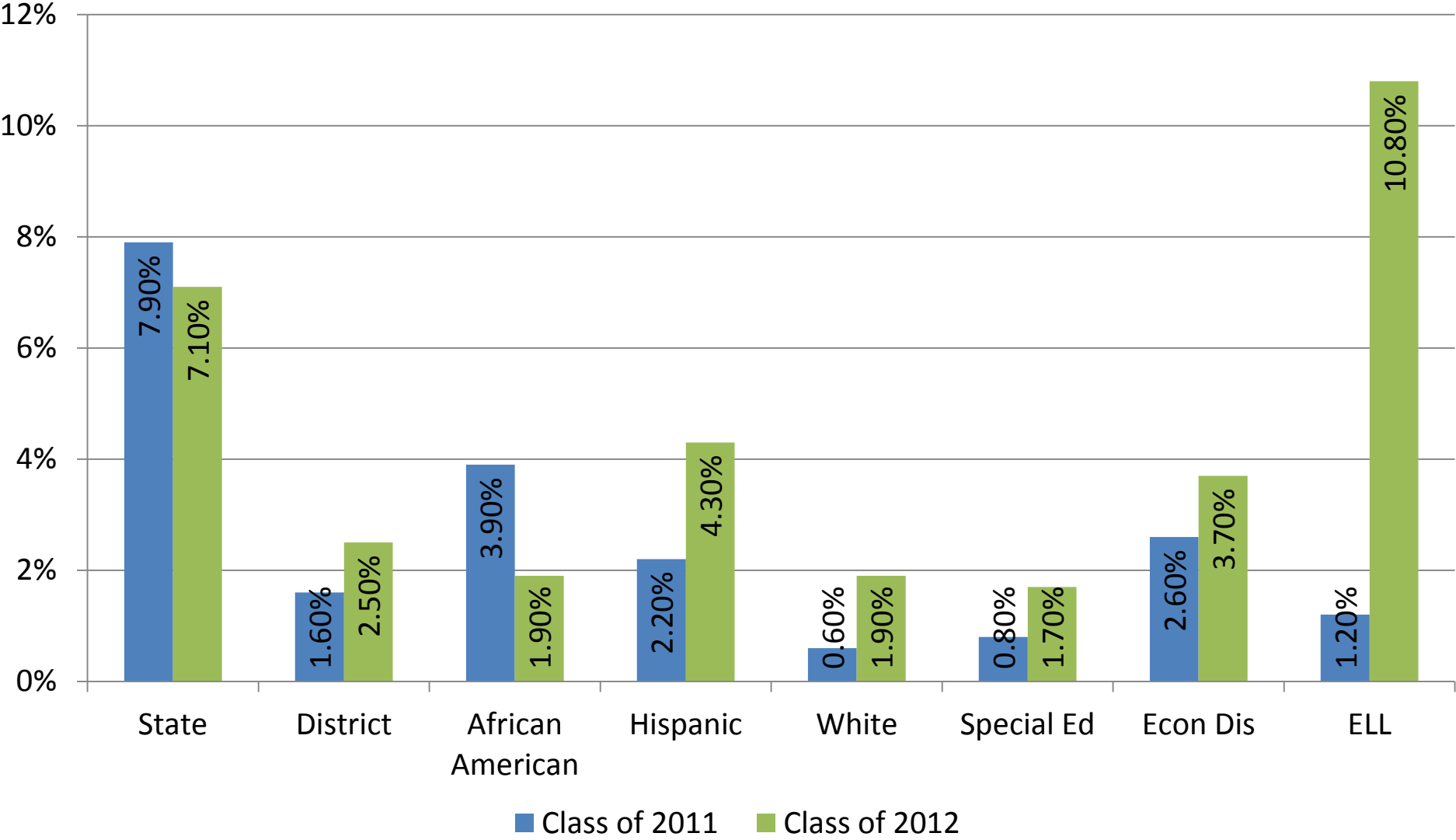
# Attendance Rate



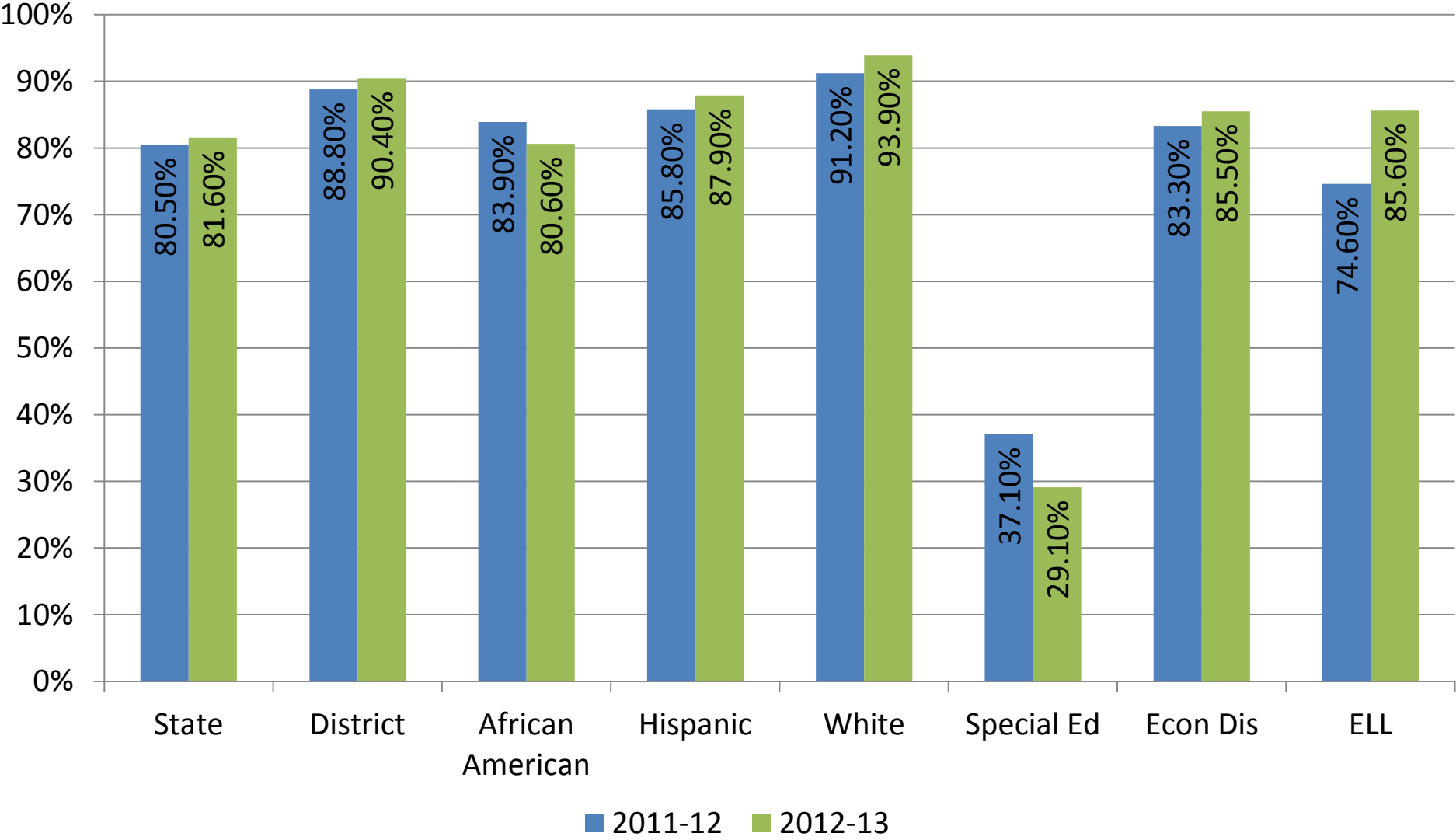
# 4-Year Longitudinal Rate (Gr 9-12) Dropped Out



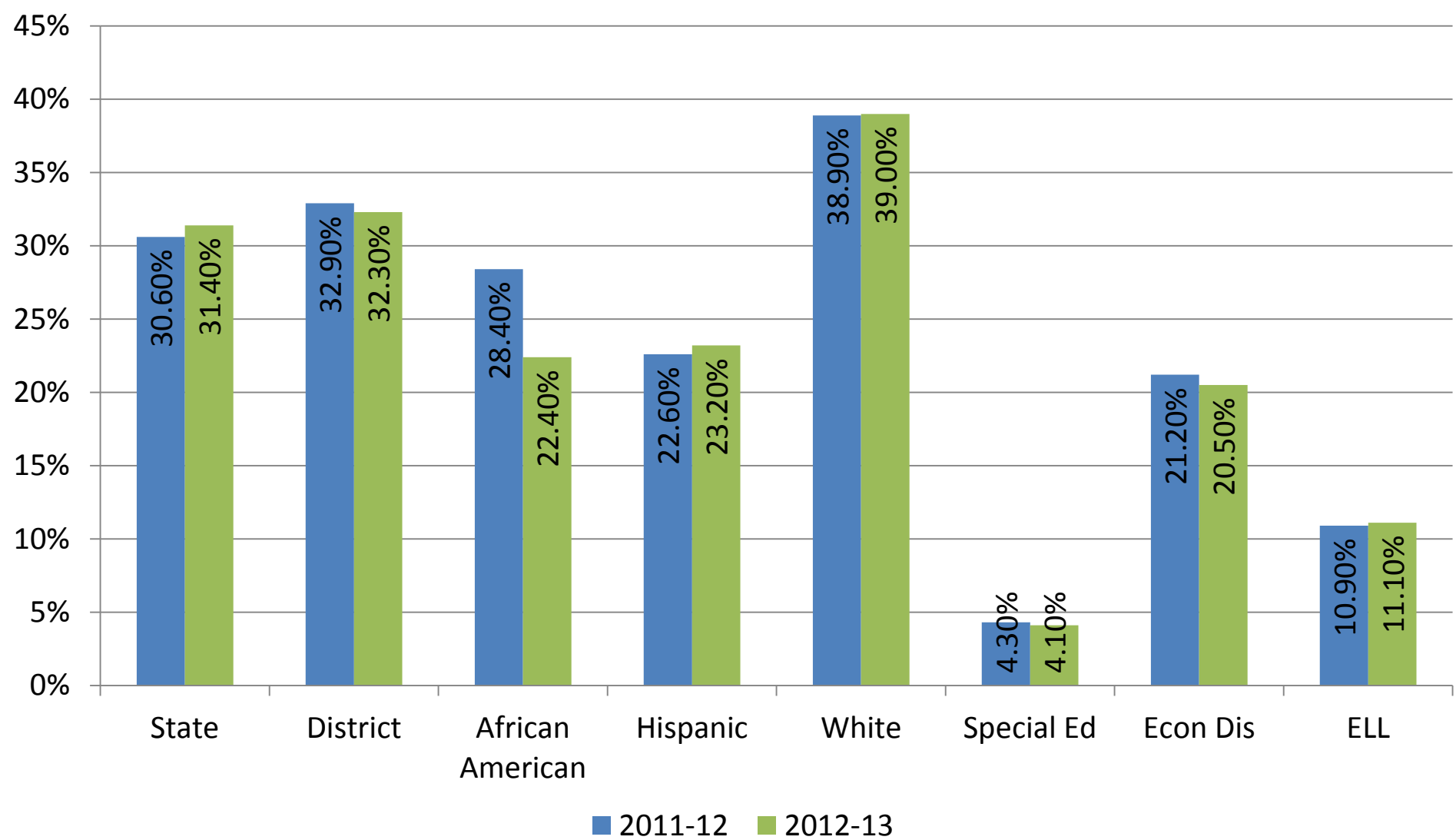
# 5-Year Extended Longitudinal Rate (Gr 9-12) Dropped Out



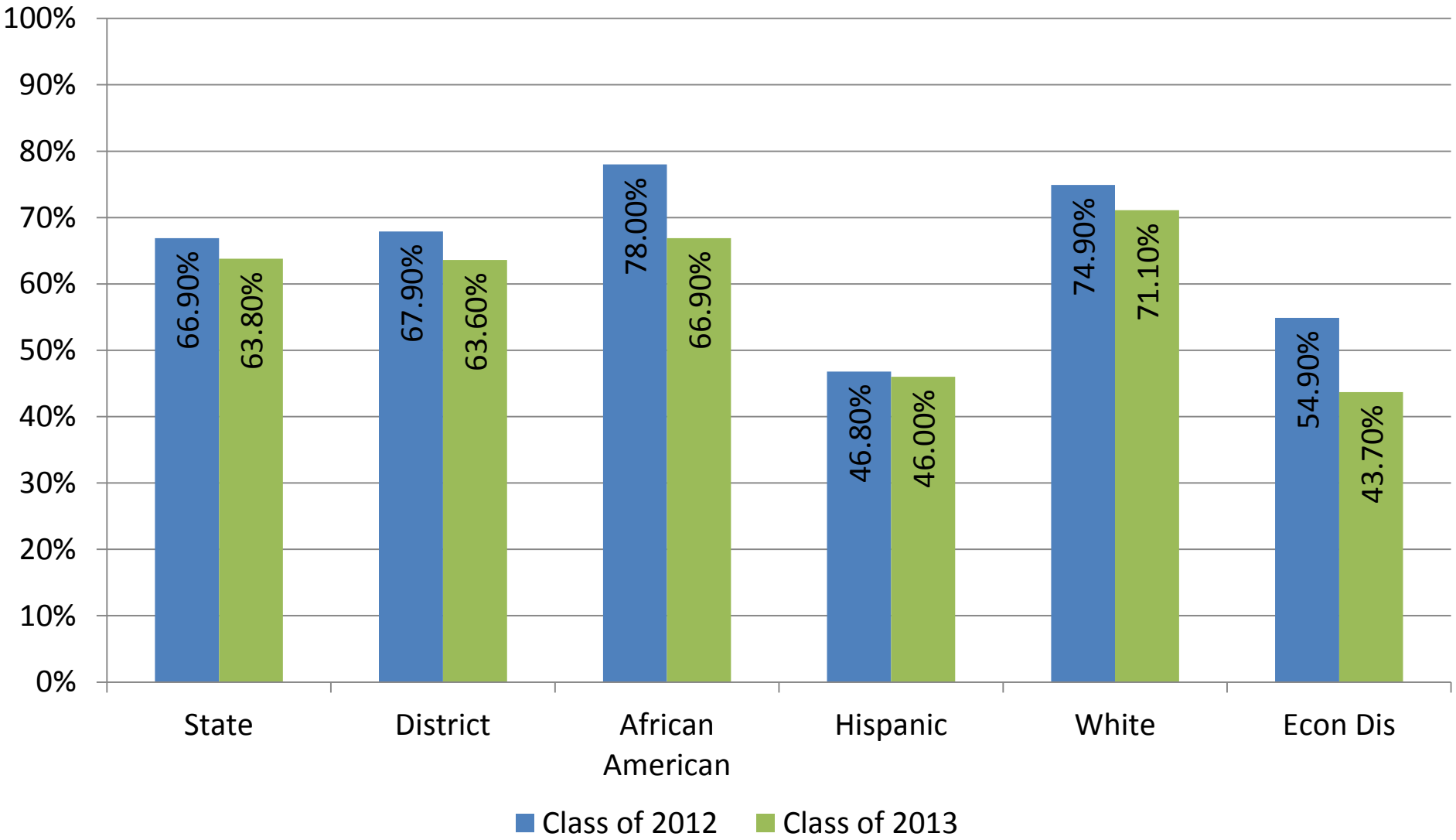
# RHSP/DAP Graduates (Annual Rate)



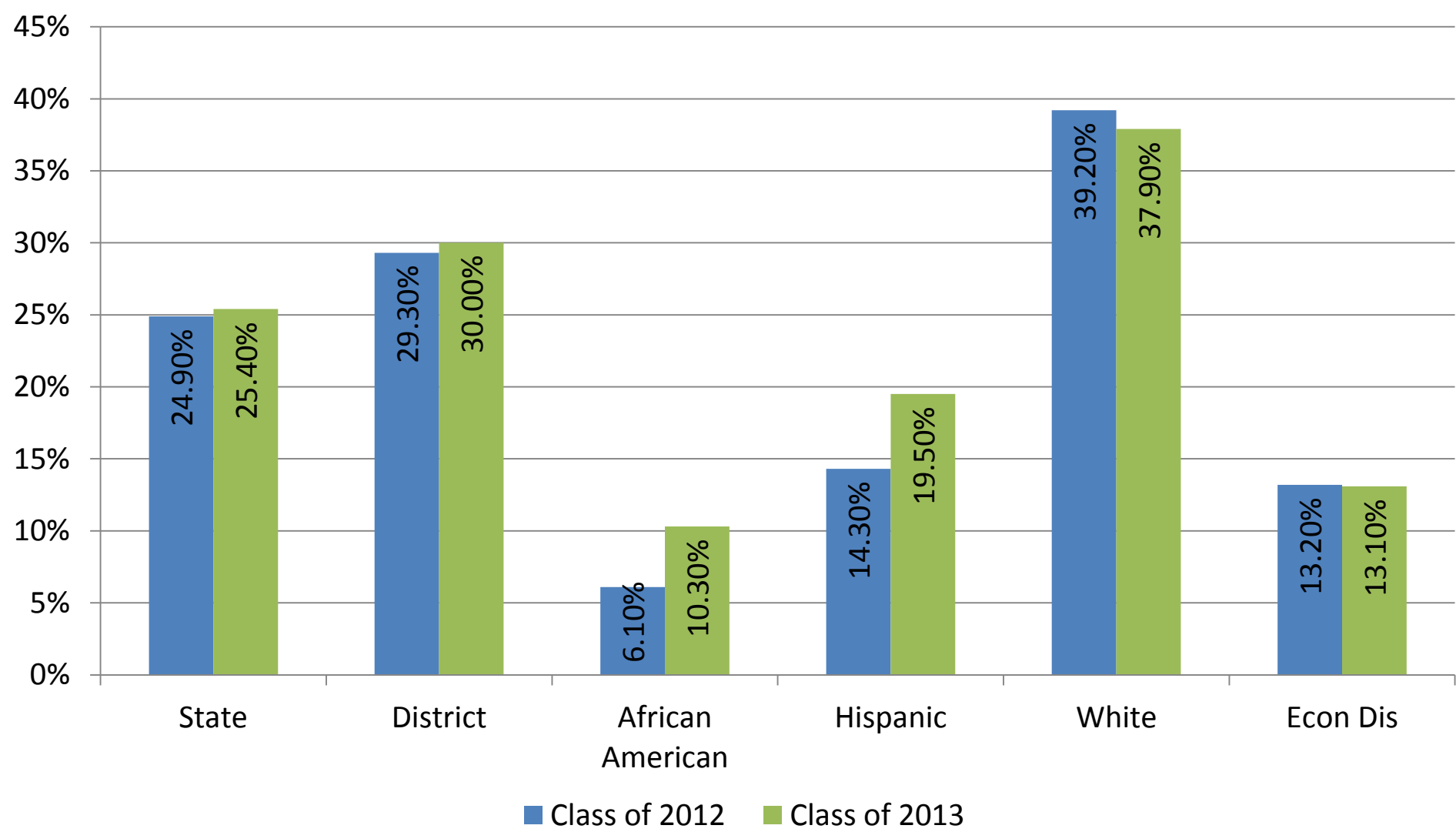
# Advanced Course/Dual Enrollment Completion



# SAT/ACT – Percent Tested

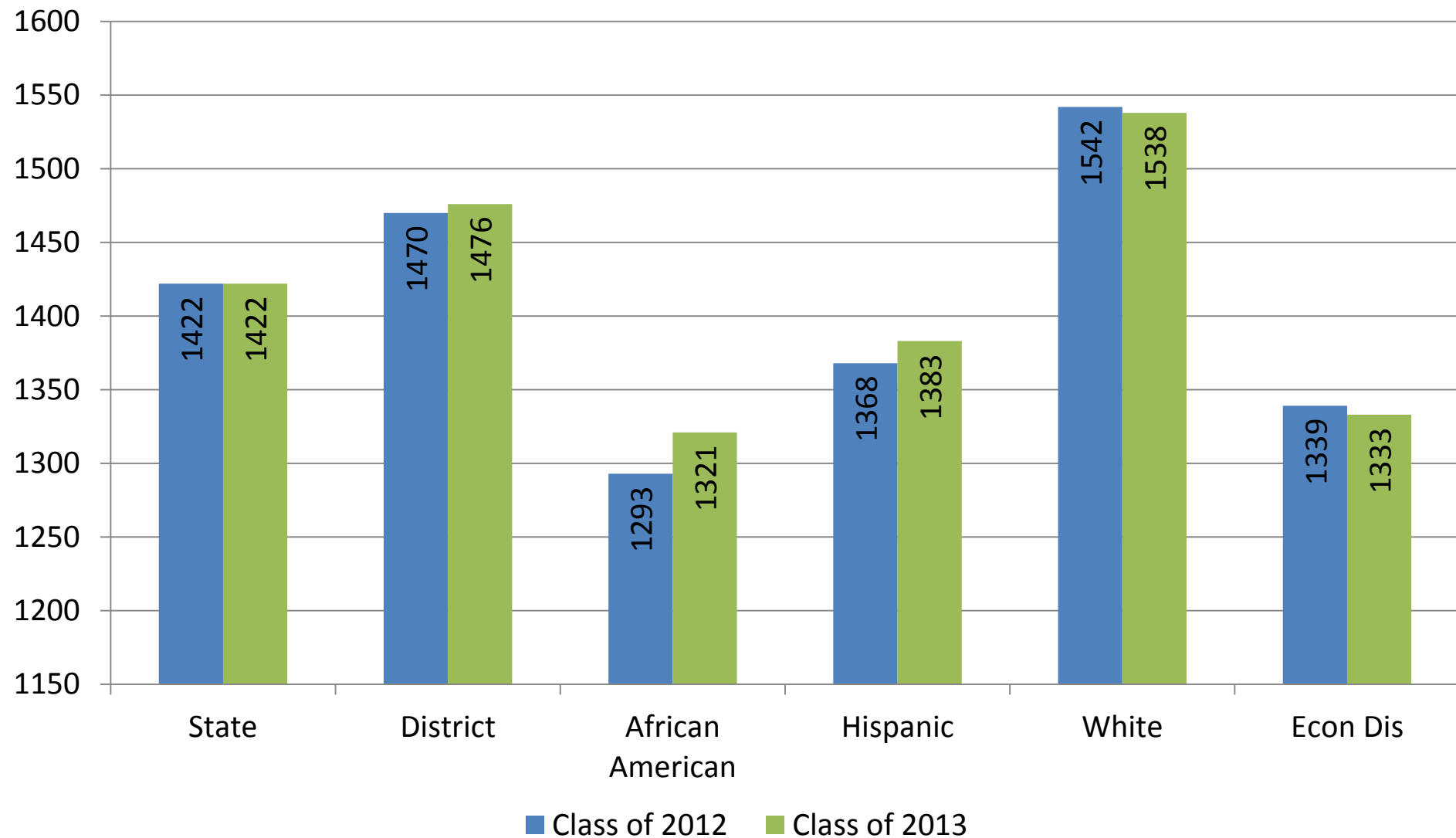


# SAT/ACT Results - At/Above Criterion

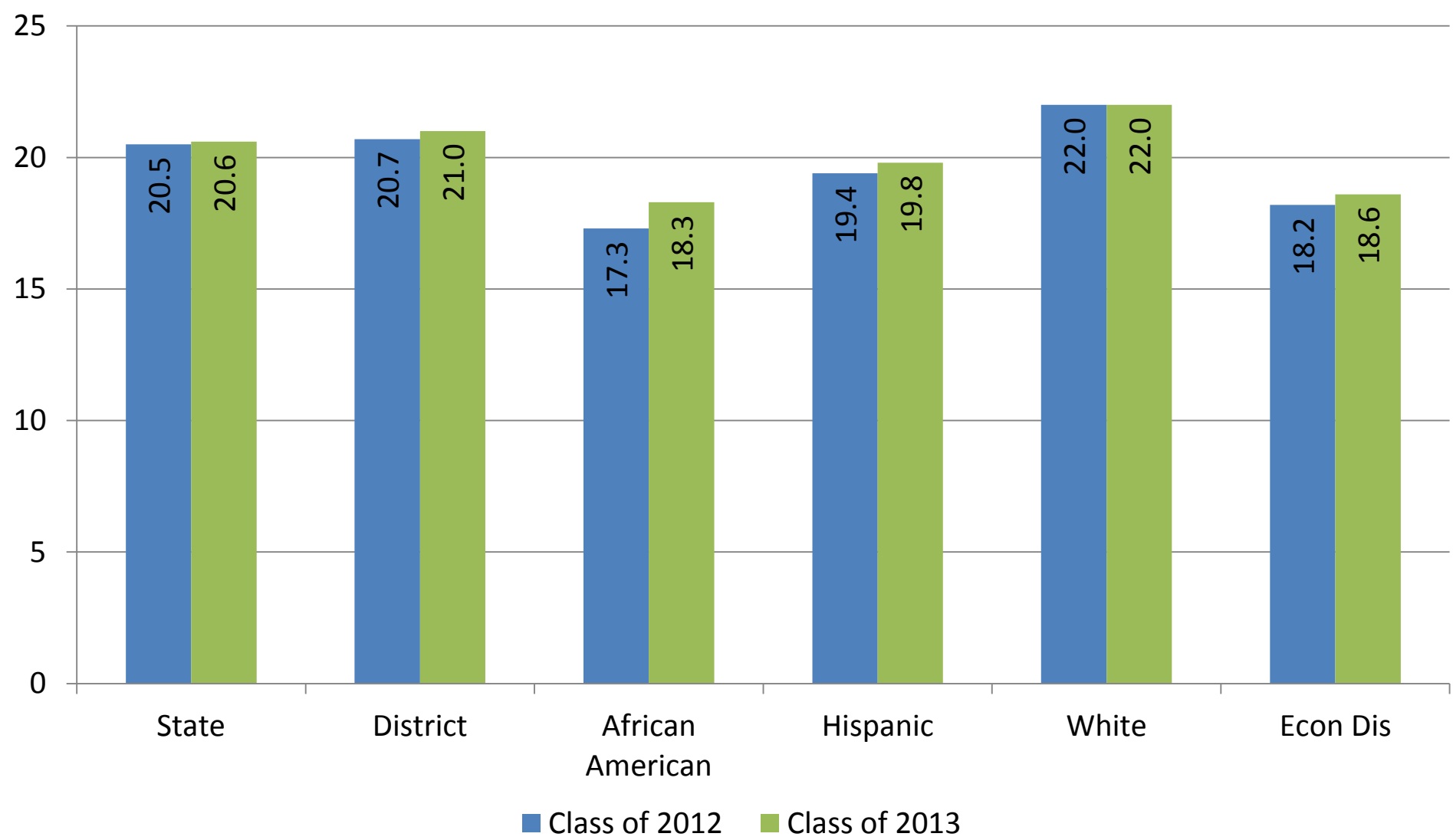




# Average SAT Score

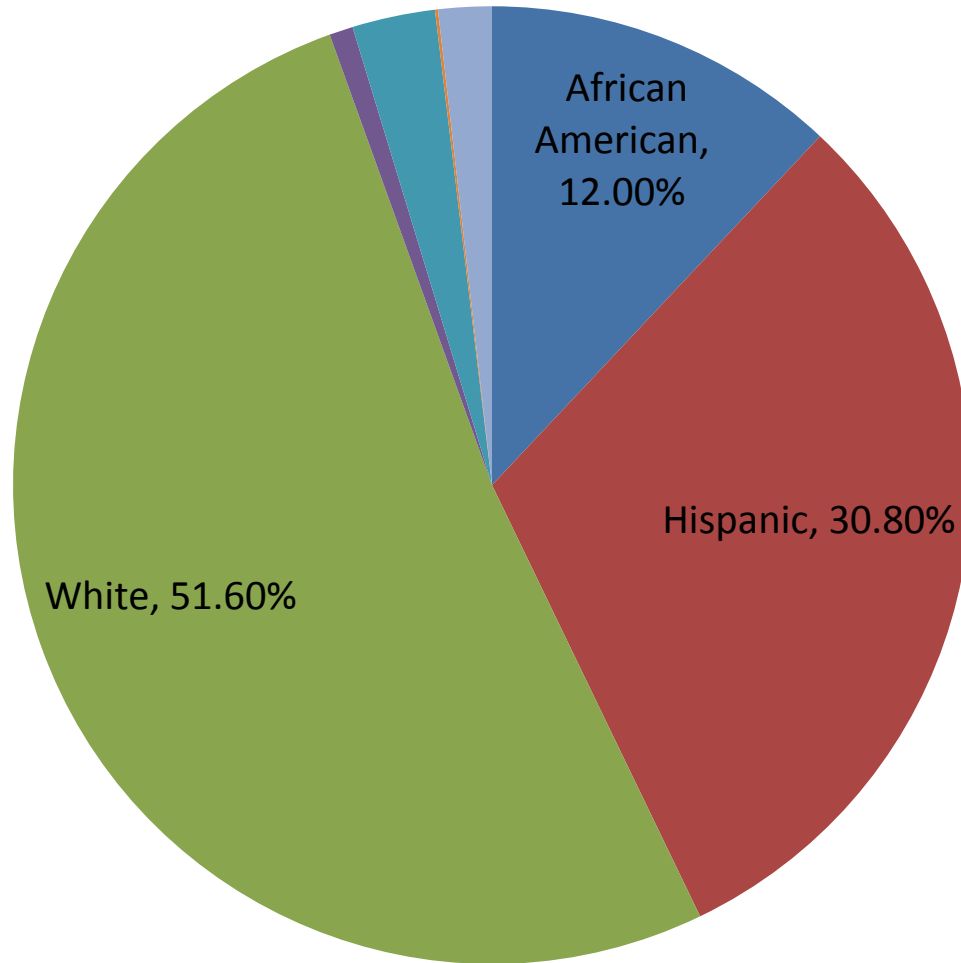


# Average ACT Score

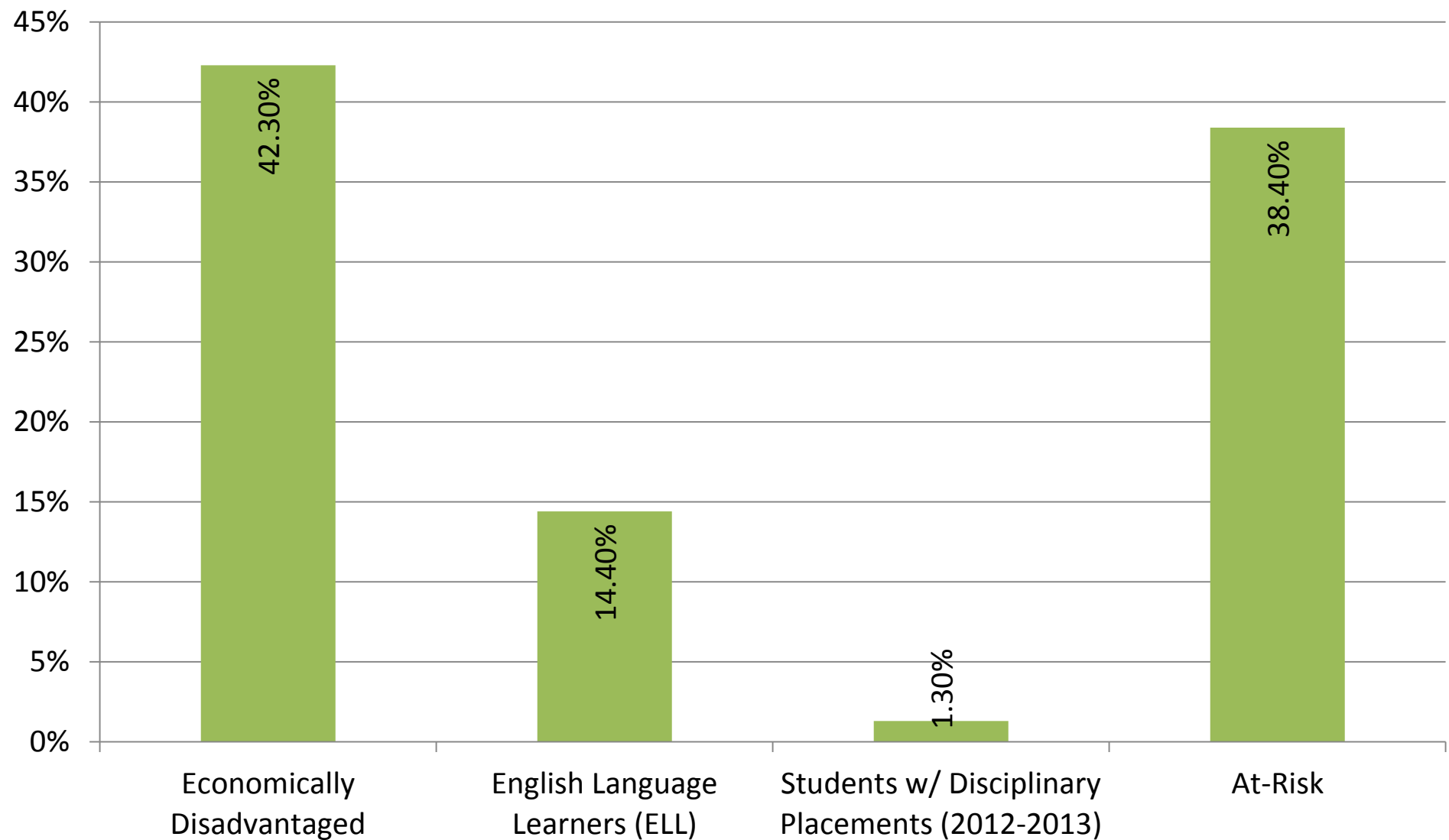


# 2013-14 District Profile - Student Ethnic Distribution

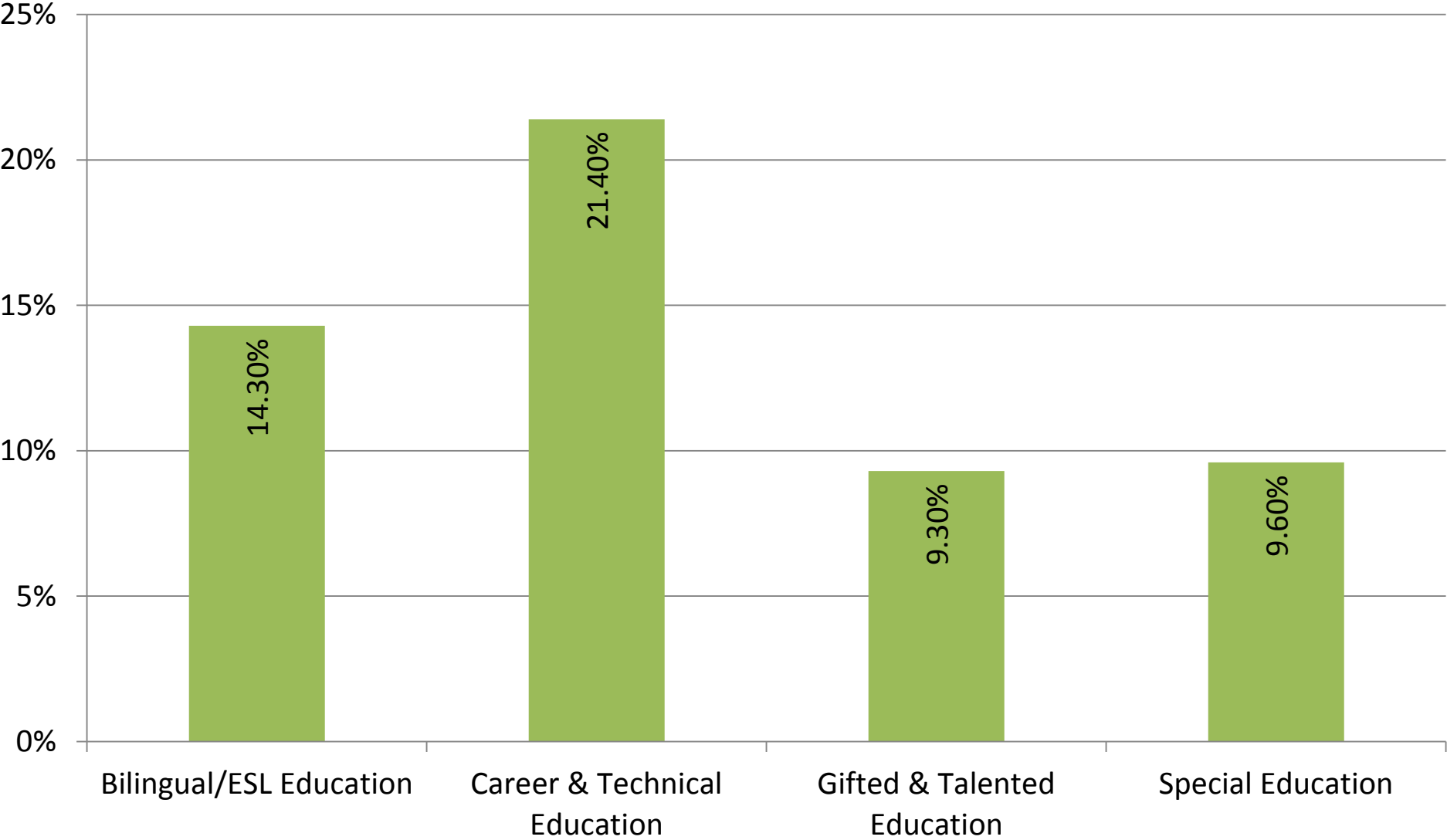
American Indian, 0.80%  
Asian, 2.80%  
Pacific Islander, 0.10%  
Two or More Races, 1.80%



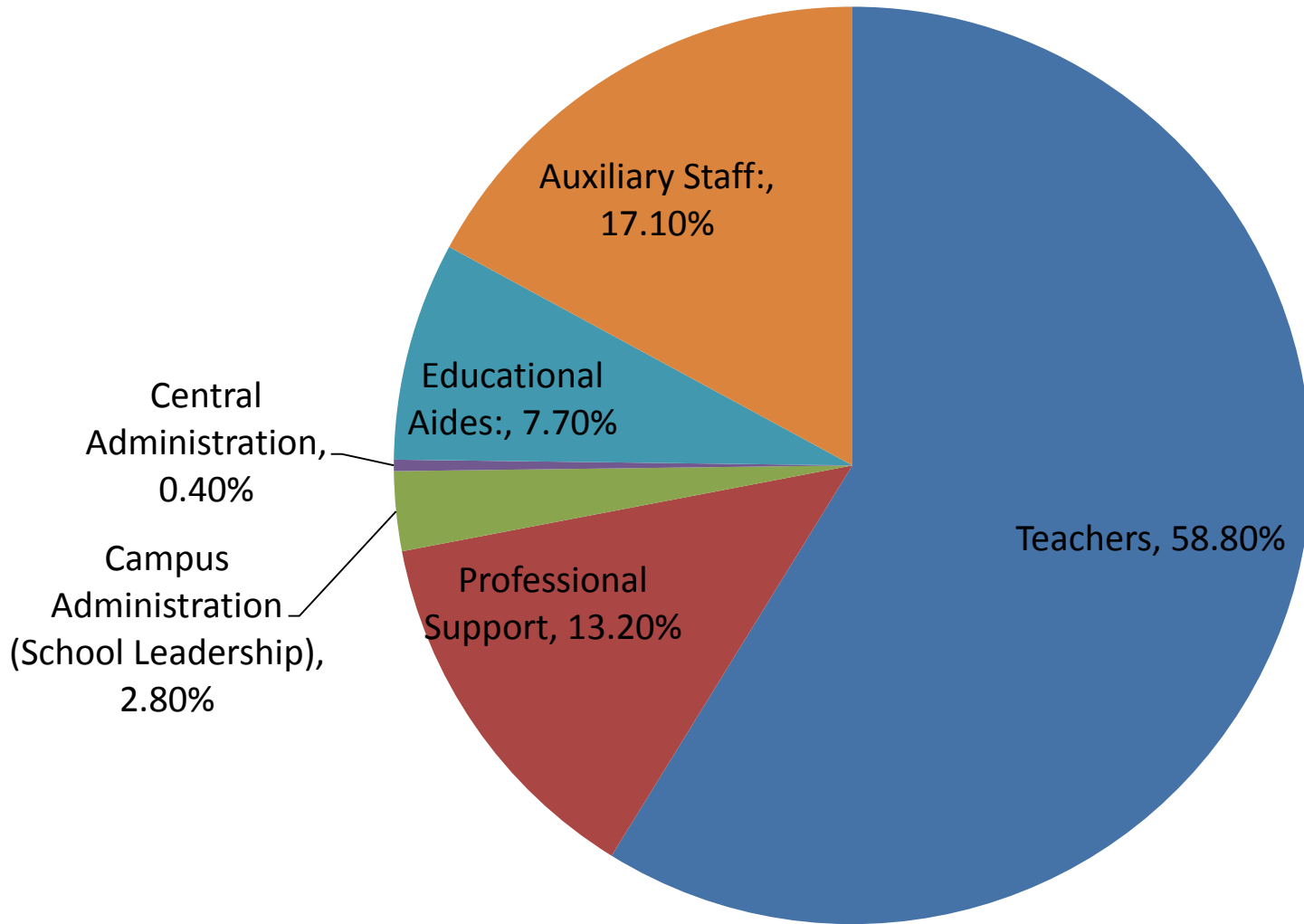
## 2013-14 District Profile - Student Demographics



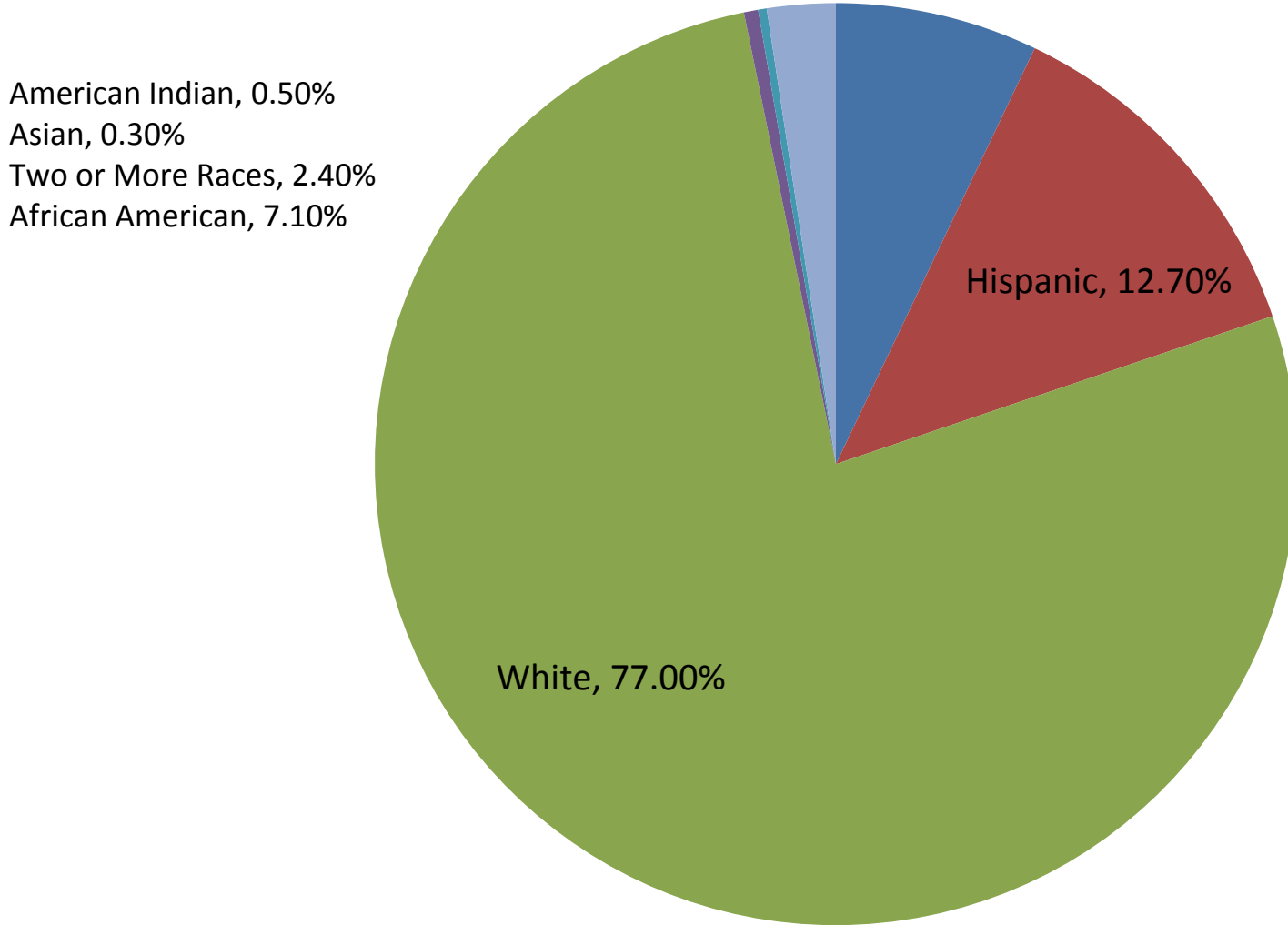
# Student Enrollment by Program



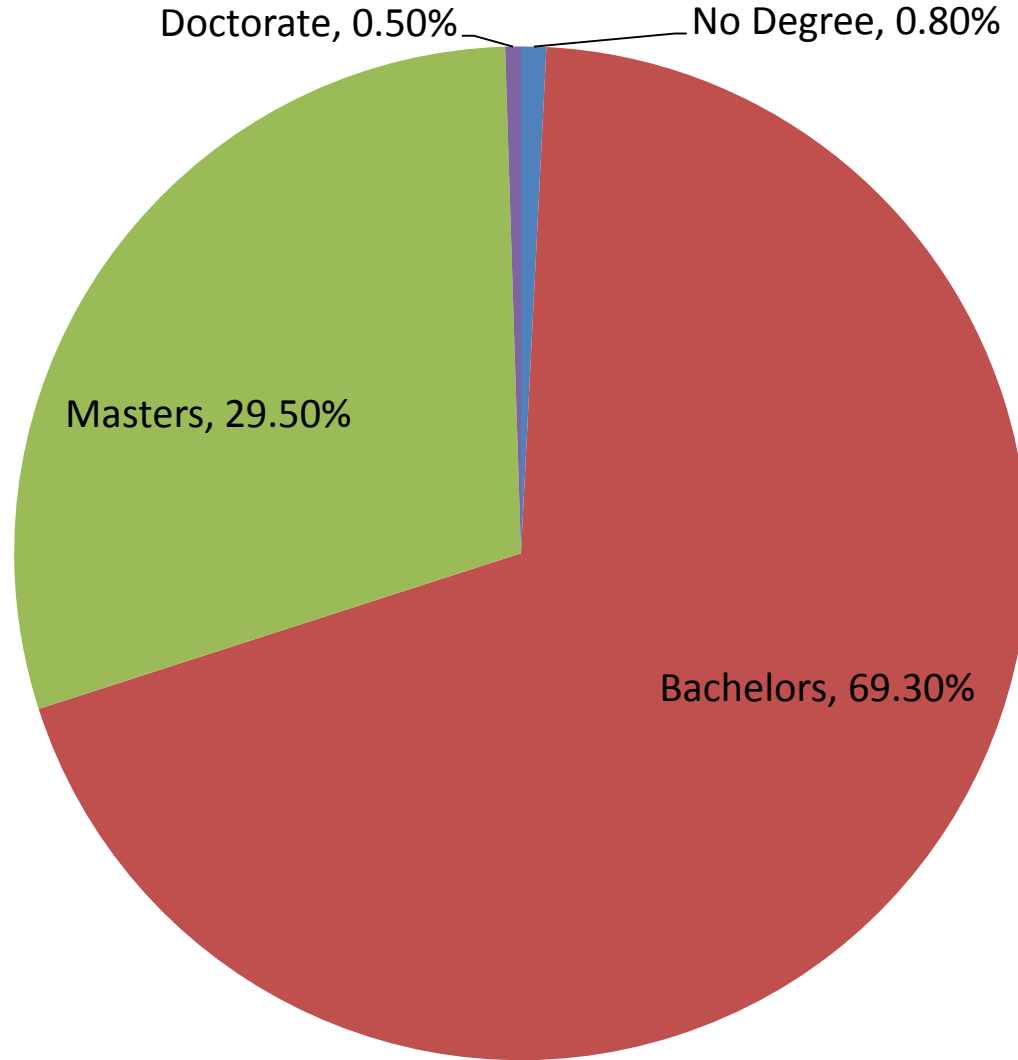
## District Profile - Staff



# Teachers by Ethnicity

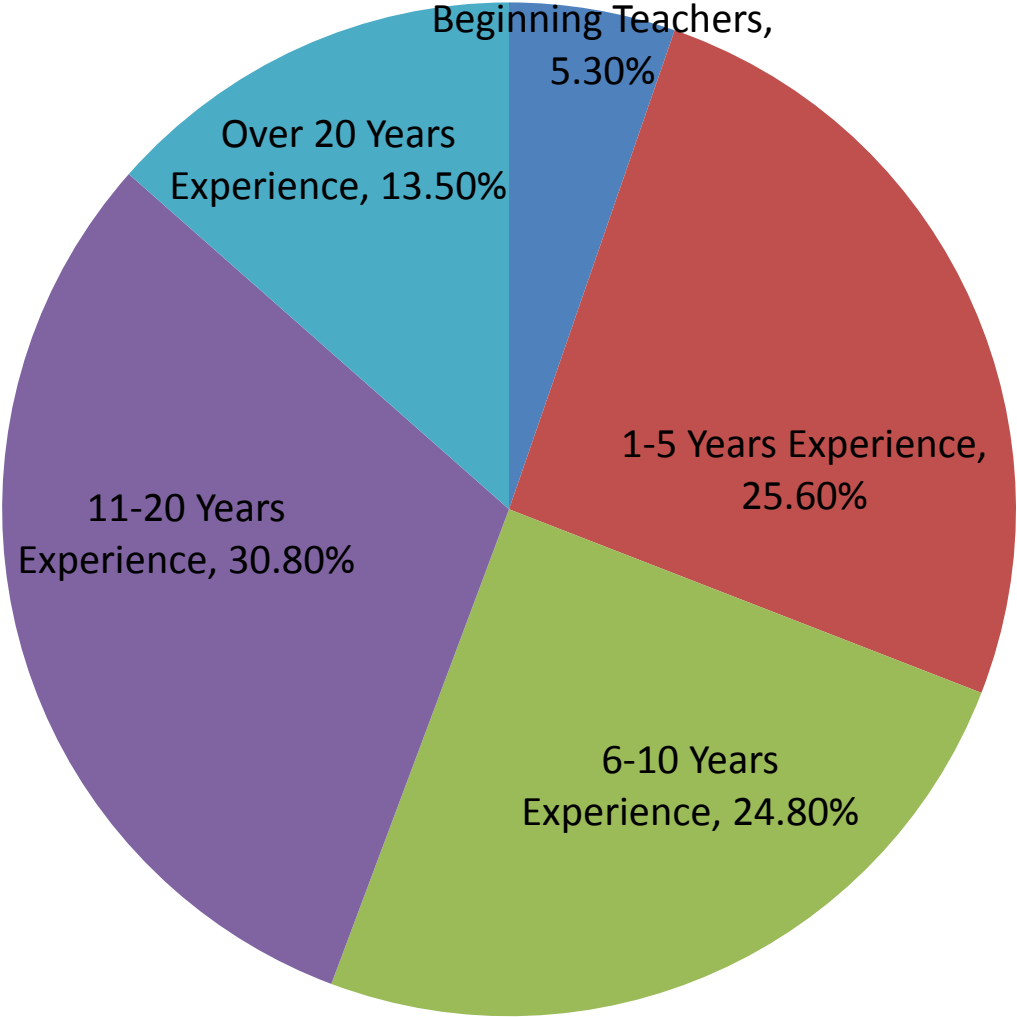


# Teachers by Highest Degree Held





# Teachers by Years of Experience



## TAIS Continuous Improvement Process and Plan

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### Data Analysis

- **Objective findings** based on patterns and trends in the data
- Develop **problem statements** and prioritize

### Needs Assessment

- **Root cause** analysis
- Additional data sources reviewed
- **Identify root causes**

### Improvement Plan

- Set **annual goals** (refer to problem statement)
- Identify a **strategy** (refer to root cause)
- Set **quarterly goals**
  - outcome based
  - focused on achieving the annual goal
  - measure the level of implementation and impact
- Determine **interventions**
  - specific actions to implement your strategy
  - a system to collect data to monitor the interventions by quarter

### Implement and Monitor

- Review **data by quarter**
- Determine level of **implementation**
- Determine level of **impact**
- End of quarter **reporting**
- **Adjustments** to the plan to ensure success

LEA Name:	Denton ISD
Campus Name:	

### DISTRICT - Data Analysis Summary

<b>Instructions:</b>	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis helps inform the district in the completion of the targeted improvement plan as required by the district staging identification.</p> <p>The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however, the remaining sections are based on the district responses to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCDSS support specialist.</p>
<b>Definition/Purpose:</b>	Data analysis and review of student level data conducted by the district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
<b>Summary of Findings:</b>	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

#### Section I - General Questions

Is your district identified in the state accountability system?	No	<i>Check all programs that apply</i>							
Is your district staged in the Performance-Based Monitoring (PBM) system which includes Bilingual Education/English as a second Language (BE/ESL), career and technical education (CTE), No Child Left Behind (NCLB), and special education (SPED)?	Yes	<b>X</b>	BE/ESL		CTE		NCLB		SPED
Is your district staged in Residential Facilities (RF)?	Yes								

#### Section II - Index Questions

*(If your district is not rated Improvement Required, move to Section III)*

<b>Index 1-Student Achievement</b>	Did your district meet standard for Index 1?	Select
	<p><i>If your district Index score was above 60, then you do not need to answer this question</i></p> <p>If your district did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need?</p> <p>(Reminder: System safeguards data can help with this analysis)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<Provide additional information here>	
<b>Index 2-Student Progress</b>	Did your district meet standard for Index 2?	Select
	<p><i>If your district Index 2 score was 23 or higher, then you do not need to answer this question.</i></p> <p>If your district Index 2 score was at target, or 6 points less above the index target, which student groups are in greatest need of improvement?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners
	<p><i>If your district Index 2 score was 23 or higher, then you do not need to answer this question.</i></p> <p>Which group of students contributed to the district missing or narrowly meeting the Index 2 standard?</p> <p>(Reminder: Consider the exceeded progress component as well as made progress when answering)</p>	<input type="checkbox"/> Students who failed in 2013 and failed in 2014 <input type="checkbox"/> Students who passed in 2013 and passed in 2014 <input type="checkbox"/> Students who were at Level III performance in 2013 and scored a Level II performance in 2014 <input type="checkbox"/> Other

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### DISTRICT - Data Analysis Summary

	<Provide additional information here>	
<b>Index 3-Closing Achievement Gaps</b>	Did your district meet standard for Index 3?	Select
	<p style="color: red; font-style: italic;">If your district Index 3 score was 31 or higher, then you do not need to answer this question.</p> <p>What student groups, <i>other than economically disadvantaged</i>, were measured for your district in Index 3?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	<Provide additional information here>	
<b>Index 4-Postsecondary Readiness</b>	Did your district meet standard for Index 4?	Select
	<p style="color: red; font-style: italic;">If your district met standard on Index 4, then you do not need to answer this question.</p> <p>Which component(s) of Index 4 contributed to your district missing or narrowly meeting Index 4?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	<Provide additional information here>	

### Section III - PBM Questions

*(If your district is not assigned a stage in PBM, move to Section IV)*

<p>In reviewing the summary page of the PBMAS report, what patterns and trends across program areas did the data reveal?</p> <p>1) The number of English Language Learners has increased yearly. 2) ESL science student performance declined 4% from 2013 to 2014 and the performance level (PL) dropped from a 2 to a 3. 3) BE science STAAR performance improved 2% from 2013 to 2014 yet remained at a PL of 2. 4) ESL writing increased 7% from 2013 to 2014 and improved one PL from a 3 to a 2. 5) BE writing dropped 6.9% from 2013 to 2014 and dropped one PL from a 1 to a 2. 6) ESL social studies increased 2% from 2013 to 2014 with a PL of 3. 7) SPED social studies student performance declined 3% from 2013 to 2014 with a PL of 2.</p>
<p>What campus/es is/are contributing to each indicator with a performance level (PL) of 2 or 3?</p> <p>1) ESL science: WS Ryan EL, Stephens EL, Houston EL, Pecan Creek EL, Nelson EL, Ginnings EL, Lee EL, Borman EL, Paloma Creek EL, McNair EL, Evers Park EL, Cross Oaks EL, Savannah EL, Harpool MS, Strickland MS, Calhoun MS, Crownover MS, Myers MS, McMath MS, Navo MS, Sparks Campus; 2) BE science: Lee EL, Newton Rayzor EL, Wilson EL, Ginnings EL, Evers Park EL, WS Ryan EL, Pecan Creek EL 3) ESL writing: Ginnings EL, Rivera EL, Evers Park EL, Savannah EL, Borman EL, Paloma Creek EL, Hodge EL, Newton Rayzor EL, Cross Oaks EL, Strickland MS, Crownover MS, Navo MS, McMath MS, Myers MS, Calhoun MS; 4) BE writing: Lee EL, Newton Rayzor EL, Rivera EL, Ginnings EL, Borman EL, Evers Park EL, WS Ryan EL, Pecan Creek EL; 5) ESL social studies: Myers MS, Calhoun MS, Harpool MS, McMath MS, Navo MS, Crownover MS, Strickland MS, Sparks Campus; 6) SPED social studies: Myers MS, Calhoun MS, Harpool MS, McMath MS, Navo MS, Crownover MS, Strickland MS</p>
<p>How does each performance indicator rated PL 2 or 3 impact student performance?</p> <p>1) Bilingual students are underperforming in writing and science. 2)ESL students are underperforming in science, writing, and social studies. 3) SE 8th grade students are underperforming on the STAAR Social Studies test.</p>
<p>What other insights did the LEA identify related to student performance for assigned PL 2s or 3s?</p> <p>1) There is an inconsistency of implementation of best instructional practices across the curriculum in the classes with bilingual and ESL students. 2) ELL students have language and academic gaps. 3) Not all 8th grade special education students failing the STAAR Social Studies test or currently taking social studies in 8th grade have instructional accommodations for Social Studies or for the state assessment.</p>
<p>How do the indicators rated PL 1, 0 Required Improvement (RI), or NA impact student performance?</p> <p>1) Bilingual and ESL STAAR reading and math received a performance level (PL) of a 1. ESL STAAR math improved 3% from 2013 to 2014 and was assigned RI with less than a 1% in meeting the state standard. Bilingual math increased 2% from 2013 to 2014 and was below 2% from the state standard. 2) LEP (not served in BE/ESL) STAAR math tested 39 students and dropped a PL from a 0 to a 1 from 2013 to 2014.</p>
<p>What does the longitudinal PBMAS data from the past two years reveal when compared to the current year's report?</p> <p>1) The number of English Language Learners has increased yearly. 2) ESL STAAR science in 2013 &amp; 2014 received a performance level (PL) of a 2 and dropped to a 3 in 2014. ESL science student performance declined 4% from 2013 to 2014 and the performance level (PL) dropped from a 2 to a 3. 3) BE science STAAR performance improved 2% from 2013 to 2014 yet remained at a PL of 2. 4) ESL writing increased 7% from 2013 to 2014 and improved one PL from a 3 to a 2. 5) BE writing dropped 6.9% from 2013 to 2014 and dropped one PL from a 1 to a 2. 6) ESL social studies increased 2% from 2013 to 2014 with a PL of 3. 7) SPED social studies student performance declined 3% from 2013 to 2014 with a PL of 2. 7) 2012 PBMAS data for STAAR Passing Rate used TAKS Equivalency.</p>

### Section IV - RF Questions

*(If your district is not staged in RF move to Section V)*

<p>What patterns and trends do the data reveal regarding the performance of RF Students?</p>
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### DISTRICT - Data Analysis Summary

The 6 RF students currently in DISD (not incarcerated) are meeting their IEP goals, are participating daily in instruction and are progressing in district curriculum and on IEP goals. The incarcerated students are also progressing on their IEP goals and district curriculum standards.

How do the trends identified impact the performance of RF students?

Students will continue to learn, make progress and meet IEP goals as well as district standards.

Based on the data, what are the strengths or weaknesses of the district's support for RF students?

Students are receiving educational services at their home campus or at the campus nearest their home with the specialized program. Students that do not require a specialized unit are educated at the campus in an inclusive setting with their non-disabled peers. They have the same opportunities of all non-RF students in DISD. Students residing in the residential facility in which they cannot leave are educated by highly qualified educators in an inclusive setting with non-disabled peers.

### Section V - Support Systems/Critical Success Factors (CSFs):

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data, **please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.**

#### Support Systems

Capacity and Resources ?	Communication ?	Processes/Procedures ?	Organizational Structure ?
Student-teacher ratio, number of support personnel, BE certified personnel, and intervention personnel	LPAC, ARD/IEP Team, ARD/IEP Team with LPAC representation, administrator meetings, PLC meetings, and targeted improvement plan team	LPAC meeting agendas, SPED operating guidelines, ARD/IEP Team agendas, instructional materials review process, district-level textbook committees, instructional software review protocol, and teacher screening process	BE/ESL Department staffed with director, compliance coordinator, instructional coordinators/coaches designated to work with campus elementary and secondary instructional staff; district SPED Department with supervisors for secondary issues, and self-contained classrooms, and middle school supervisors

#### CSFs

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance ?	1) STAAR/EOC results are reviewed by district and campus staff; 2) TAPR reports are reviewed by district and campus staff as well as by the board of trustees and district site-based decision making committee; 3) TELPAS results are reviewed by district and campus staff; 4) Formative assessments and/or common assessments are reviewed by campus staff in PLC meetings with support from district staff; 5) Student data binders are reviewed by campus staff; 6) PBMAS reports are reviewed by district and campus staff; 7) Classworks universal screener reports are reviewed by district and campus staff; 8) Annually review BE/ESL program with the board of trustees
Use of Quality Data to Drive Instruction ?	Using data identified in Academic Performance CSF, campus staff determines program offerings such as tutorials, interventions, remediation, etc. to drive instruction
Leadership Effectiveness ?	District and campus administrators participate in ongoing professional development through districtwide initiatives such as LEADing Edge, administrator meetings, principal PLC meetings, departmental meetings, secondary academic leadership team meetings, surveys, Look 2 Learning walks, etc.
Increased Learning Time ?	District and campus initiatives are designed to protect instructional time
Family and Community Engagement ?	Campuses involve family and community in campus activities; family and community engagement is surveyed; campuses review family and community involvement in the comprehensive needs assessment process; communication in home language is provided; Mentor Denton initiative implemented across the district
School Climate ?	Campuses address school climate in the comprehensive needs assessment process; school climate surveys are conducted annually; student well-being surveys are conducted.

LEA Name:	Denton ISD
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**DISTRICT - Data Analysis Summary**

Teacher Quality	<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span> Teacher insight and screening tools utilized in ensuring teacher quality; recruitment activities are conducted by HR; teacher observations are conducted by campuses in addition to walkthroughs and Look 2 Learning walks; based on data in the Academic Performance CSF, the district determines professional development provided to teachers
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**Section VI - Identification of Problem Statements:**

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span>          <b>Problem Statement 1:</b>	Which Index(es) does this problem statement address?	<input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	BE STAAR 3-8 passing rate in science and writing; ESL STAAR passing rate in science, social studies, and writing
BE/ESL students are not meeting state PBMAS standard on STAAR passing rate in Bilingual 4th grade writing, Bilingual & ESL 5th grade science, ESL 4th & 7th grade writing, and ESL 8th grade social studies .				
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span>          <b>Problem Statement 2:</b>	Which Index(es) does this problem statement address?	<input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	SPED STAAR 3-8 passing rate in social studies
Students with disabilities are not meeting state PBMAS standards on 8th grade social studies STAAR.				
<span style="border: 1px solid red; border-radius: 50%; padding: 2px;">?</span>          <b>Problem Statement 3:</b>	Which Index(es) does this problem statement address?	<input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> Index 1: Student Achievement  <input type="checkbox"/> Index 2: Student Progress  <input type="checkbox"/> Index 3: Closing Achievement Gaps  <input type="checkbox"/> Index 4: Postsecondary Readiness	Which PBMAS indicators and/or RF data does this problem statement address?	RF Tracker
Based on the recent TEA change in RF criteria, the TEA computer considers DISD "at-risk" because the RF students used in the formula are in the most restrictive environment.				

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**DISTRICT - Data Analysis Summary**

<p align="center">?</p> <p><b>Problem Statement 4:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	
	<p>&lt;type your problem statement here&gt;</p>			
<p align="center">?</p> <p><b>Problem Statement 5:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	<p>&lt;enter PBMAS indicators and/or RF data here&gt;</p>
	<p>&lt;type your problem statement here&gt;</p>			
<p align="center">?</p> <p><b>Problem Statement 6:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	<p>&lt;enter PBMAS indicators and/or RF data here&gt;</p>
	<p>&lt;type your problem statement here&gt;</p>			
<p align="center">?</p> <p><b>Problem Statement 7:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	<p>&lt;enter PBMAS indicators and/or RF data here&gt;</p>
	<p>&lt;type your problem statement here&gt;</p>			

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**DISTRICT - Data Analysis Summary**

<p align="center">?</p> <p><b>Problem Statement 8:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	<p>&lt;enter PBMAS indicators and/or RF data here&gt;</p>
	<p>&lt;type your problem statement here&gt;</p>			
<p align="center">?</p> <p><b>Problem Statement 9:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	<p>&lt;enter PBMAS indicators and/or RF data here&gt;</p>
	<p>&lt;type your problem statement here&gt;</p>			
<p align="center">?</p> <p><b>Problem Statement 10:</b></p>	<p>Which Index(es) does this problem statement address?</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	<p>Which PBMAS indicators and/or RF data does this problem statement address?</p>	<p>&lt;enter PBMAS indicators and/or RF data here&gt;</p>
	<p>&lt;type your problem statement here&gt;</p>			



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### Needs Assessment Summary and Improvement Plan

**Definition/Purpose:** After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:  
 Step 1: Clarify and prioritize problem statements  
 Step 2: Establish the purpose of assessing root causes and establish the team  
 Step 3: Gather data  
 Step 4: Data analysis  
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

<b>Problem Statements (PS):</b>  <i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	<b>PS 1:</b>	BE/ESL students are not meeting state PBMAS standard on STAAR passing rate in Bilingual 4th grade writing, Bilingual & ESL 5th grade science, ESL 4th & 7th grade writing, and ESL 8th grade social studies .	is occurring because of Root Cause #1	<b>Root Cause 1:</b>	There is inconsistent implementation of best instructional practices in BE/ESL classrooms.
	<b>PS 2:</b>	Students with disabilities are not meeting state PBMAS standards on 8th grade social studies STAAR.	is occurring because of Root Cause #2	<b>Root Cause 2:</b>	There is a lack of differentiation of instruction in social studies and a potential lack of implementation of accommodations.
	<b>PS 3:</b>	Based on the recent TEA change in RF criteria, the TEA computer considers	is occurring because of Root Cause #3	<b>Root Cause 3:</b>	Denton ISD is basing decisions on data and implementing the ARD process with fidelity.
	<b>PS 4:</b>		is occurring because of Root Cause #4	<b>Root Cause 4:</b>	
	<b>PS 5:</b>		is occurring because of Root Cause #5	<b>Root Cause 5:</b>	
	<b>PS 6:</b>		is occurring because of Root Cause #6	<b>Root Cause 6:</b>	
	<b>PS 7:</b>		is occurring because of Root Cause #7	<b>Root Cause 7:</b>	
	<b>PS 8:</b>		is occurring because of Root Cause #8	<b>Root Cause 8:</b>	
	<b>PS 9:</b>		is occurring because of Root Cause #9	<b>Root Cause 9:</b>	
	<b>PS 10:</b>		is occurring because of Root Cause #10	<b>Root Cause 10:</b>	

**Identified and Prioritized Root Causes:**  
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBM indicator and ensure those are your prioritized Root Causes.

*If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.*

**\*\*\* Important Notice! Improvement Required (IR) districts/campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.\*\*\***

**Attestation Statement:**  By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings h are available upon request.

LEA Name: <i>Denton ISD</i>			
Campus Name:			
Needs Assessment Summary and Improvement Plan			
<b>Root Cause 1:</b>	There is inconsistent implementation of best instructional practices in BE/ESL classrooms.		
<b>Index Number:</b>	<input checked="" type="checkbox"/> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
<b>Annual Goal:</b>	? Fifth grade BE students will improve science STAAR performance from 54.8% to a minimum of 45% (or from a PL2 to a PL1). Fourth grade BE students will improve writing STAAR performance from 57% to a minimum of 45% (or from a PL2 to a PL1). Eighth grade ESL students will improve social studies STAAR performance from 27.5% to a minimum of 45% (or from a PL3 to a PL2). Fourth and seventh grade ESL students will improve writing STAAR performance from 53.8% to a minimum of 60% (or from a PL2 to a PL1).		
<b>Strategy:</b>	? Refine implementation and monitor of best instructional practices (both horizontally and vertically) by administrators conducting classroom walkthrough observations to obtain evidence of improved student learning, such as strategies in language acquisition, sheltered instruction (SIOP) components, linguistic accommodations, ELPS/language objectives, and progress monitoring.		
<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	? By providing quality instruction to all ELL students across all content areas, student academic achievement will be addressed. Teachers will develop a stronger skill set of strategies to utilize in the classroom, content mastery and language acquisition attainment. Based on walkthrough observations, targeted professional development and support.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
? <b>Q1 Goal:</b>	? Campus administrators will conduct classrooms walkthroughs in classrooms with ELLs to improve instructional practices for the purpose of increasing the number of students meeting science, writing, and social studies standards to reach the district annual goal.	? Each campus will increase the number of ELLs meeting science, social studies, and writing standards as compared to previous quarterly report (Q2) for the purpose of reaching the district goal.	? Review district and campus number of ELLs meeting science, writing standards for the purpose of reaching the district annual goal was obtained.
<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	1) Communicate the contents of the targeted improvement plan to all campus administrators.	1) Campuses identify and analyze the progress of ELLs meeting standards and the data of teachers implementing best practices.	1) District and campus administrator walkthrough reports and ELL student performance to determine needed improvement.
	2) Administrators and teachers will be provided with individualized best instructional practices professional development for ELLs based on the targeted campus needs. (Language Acquisition, SIOP, Dual Language, ELPS, Linguistic Accommodations, & LPAC Progress Monitoring)	2) District reviews walkthroughs and ELL data to determine the support needed at the targeted campuses.	2) District Leadership Team will review the 2015 targeted improvement plan.
	3) Campus administrator conducts walkthroughs of classroom with ELLs to obtain evidence of best instructional practices and submit the walkthrough data to the district.	3) Department of Bilingual/ESL sends failing reports of ELLs to campuses for the purpose of LPAC modifying the students' instructional plan as needed.	3) Communicate the contents of the targeted improvement plan to all campuses.
	4) Campuses will monitor the number of ELLs not meeting the standards in the areas of writing, science, and social studies and submit quarterly reports to the district. Bilingual/ESL Department will create failure reports by campus identifying ELLs who are failing each grading period and request teachers to complete ELL progress monitoring form.	4)	4)
<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data was collected to monitor interventions?</b>
1)	1) Sign-in sheet, agenda, and presentation	1) Campus ELLs not meeting standards report, Ewalks, PBMA Walkthrough Forms	1) District walkthrough reports, TELPAS
2)	2) Sign-in sheet, agenda, presentation, and surveys	2) Ewalks, PBMA Walkthrough Forms	2) agenda, sign-in sheet, and
3)	3) Ewalks, PBMA Walkthrough Forms	3) Campus failing report	3) Sign-in sheet, emails, targeted

LEA Name: <i>Denton ISD</i>					
Campus Name:					
<b>Needs Assessment Summary and Improvement Plan</b>					
4)	<table border="1"> <tr> <td style="text-align: center;">4)</td> <td>Campus ELLs not meeting standards report, ELL progress monitoring forms, Campus failing report</td> <td style="text-align: center;">4)</td> <td style="text-align: center;">4)</td> </tr> </table>	4)	Campus ELLs not meeting standards report, ELL progress monitoring forms, Campus failing report	4)	4)
4)	Campus ELLs not meeting standards report, ELL progress monitoring forms, Campus failing report	4)	4)		

LEA Name: <i>Denton ISD</i>			
Campus Name:			
<b>Needs Assessment Summary and Improvement Plan</b>			
<b>Root Cause 2:</b>	There is a lack of differentiation of instruction in social studies and a potential lack of implementation of accommodations.		
<b>Index Number:</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
<b>Annual Goal:</b>	Eight grade students with disabilities taking the STAAR Social Studies test will increase to a to 55% by July 1, 2014.		
<b>Strategy:</b>	1. Social Studies teachers will differentiate instruction when teaching students with disabilities teachers will implement allowable accommodations in daily classroom instruction/routines as documented in the students' IEPs.		
<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	By implementing documented accommodation for students with disabilities in Social Studies instruction in Social Studies, eight grade students with disabilities will move closer to meet STAAR Social Studies test.		
<b>Interventions by Quarter</b>			
<b>Q1 (Aug, Sept, Oct)</b>	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar, Apr)</b>	<b>Q4 (May, June, July)</b>
<b>Q1 Goal:</b>	<b>Q2 Goal:</b>	<b>Q3 Goal:</b>	<b>Q4 Goal:</b>
?	?	?	?
Interventions:	Interventions:	Interventions:	Interventions:
<p style="color: red; font-size: small;">If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p>	1) Four weeks into each grading period, the Dept. of SE will request a list of students receiving progress reports in Social Studies. The Dept. will collaborate with campus administrators, SS teacher and SE teacher to review & analyze the list to determine potential reasons and interventions to prevent failures on report card.	1) Continue with interventions 1-4.	1) Continuation of Q2 #1-4 intervention.
	2) Campus will provide the Dept of SE with a list of students receiving progress reports in social studies each grading period as well as the interventions/strategies for each student identified on the progress report list.	2) Offer to pay for substitutes for 8th grade social studies teachers & the SE co-teach teacher to attend accommodations training to include but not limited to: what does this mean for my content, how do I implement this in my class, what does this accommodation mean, etc...?	2) Implement a common and accommodations distributive teachers to ensure an und implement the agreed upon accommodations.
	3) Dept. of SE will create a list of documented accommodations for each student then request verification from the campus that approved accommodations for Social Studies were implemented during Social Studies for each student with a disability.	3) Special Education campus supervisor/coordinator will monitor Social Studies progress reports and grades beginning second grading period.	3) Create and implement a cc system for gathering "acco from each teacher of stude
	4) In order that the SE Dept. to provide quality assistance to the campus teachers, the Dept. will request invitation from campus administrator to meet with the Social Studies PLC and SE PLC each quarter to address/discuss accommodations, interventions, strategies, etc...	4)	4)
<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data was collected to monitor</b>
1)	1) Social Studies Progress Reports and Social Studies Grade	1) See Q2 -1-4 data collection.	1) See Q2 #1-4 data, and Q3
2)	2) List of students receiving SS progress reports and list of interventions/strategies for each student on progress report list.	2) Workshop evaluations noting teacher understanding of common accommodations or those for students in their social studies classes.	2) Written document on how t accommodations and impl during Q 4.
3)	3) Accommodations for Social Studies Verification Form	3) SE documentation of discussion with campus staff and reports of grades.	3) Signed Accommodations F ARD/IEP meetings conduc
4)	4) Minutes from PLC meetings (documenting discussion of interventions/accommodations for identified students.	4)	4)

LEA Name:	Denton ISD
Campus Name:	

**Needs Assessment Summary and Improvement Plan**

**End of Quarter Reporting**

Q1 Report <small>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</small>		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

**End of Year Reporting**

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation n
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<b>Root Cause 3:</b>	Denton ISD is basing decisions on data and implementing the ARD process with fidelity.				
<b>Index Number:</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		<b>Annual Goal:</b> ?	The ARD/IEP committee for each students with disabilities living in residential facilities will be least restrictive environment at each ARD/IEP meeting.	
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		<b>Strategy:</b> ?	Using current formal and informal data sources the ARD/IEP team will determine least restrictive environment for students living in residential facilities.	
			<b>How will addressing this Root Cause impact the index/indicator/CSF?</b> ?	Students with disabilities living in residential facilities will be educated in the least restrictive environment determined by current data.	

LEA Name: <i>Denton ISD</i>							
Campus Name:							
Needs Assessment Summary and Improvement Plan							
Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span>		Q2 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> 100% of RF students will be educated in the Least Restrictive Environment as determined by the ARD/IEP committee.		Q3 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> 100% of RF students will be educated in the Least Restrictive Environment as determined by the ARD/IEP committee.		Q4 Goal: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> 100% of RF students will be educated in the Least Restrictive Environment as determined by the ARD/IEP committee.	
Interventions:		Interventions:		Interventions:		Interventions:	
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		1)	Campus Special Education Supervisor will attend each ARD/IEP meeting for students included in the RF Selection Rubric.	1)	Campus Special Education Supervisor will attend each ARD/IEP meeting for students included in the RF Selection Rubric.	1)	Campus Special Education Supervisor will attend each ARD/IEP meeting for students included in the RF Selection Rubric.
		2)	Provide campus RF stakeholders with training regarding LRE.	2)		2)	
		3)		3)		3)	
		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)		1)	ARD signature page	1)	ARD signature page	1)	ARD signature page
2)		2)	LRE powerpoint, attendance verification	2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.							
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting							
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation n		

LEA Name:	Denton ISD
Campus Name:	

**Corrective Action Plan**

**Instructions**

The LEA must include noncompliance that is **new (LEA has not yet received Agency notification), current (within one year of Agency notification), and/or continuing (noncompliance has exceeded one year) in this CAP.** The LEA must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

**The LEA is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance.** Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

**Sources of Noncompliance**

- |   |   |
|---|---|
| 1. Sustained complaint allegations  | 5. Continuing noncompliance issue   |
| 2. Adverse due process hearing decisions                                    | 6. Noncompliance identified as result of review of documentation by TEA             |
| 3. Current focused data analysis and/or Compliance Review                   | 7. Noncompliance identified as a result of non-public review                        |
| 4. Noncompliance identified as a result of on-site visit and/or desk review | 8. Noncompliance identified through submission of State Performance Plan (SPP) data |

Source of Noncompliance (# of source listed above)	Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
8	Current	10/15/2014	SPP 11 - Child find	Consent form will be locked in the SE software system on the date the signature is obtained. This will allow a second software solution to be monitored by Diagnostican and SLP superviosrs.	Supervisors for Diagnosticians and SLPs	By 12/31/2014
8	Select	10/15/2014	SPP 11 - Child find	Campus Administrators, including Assistant Principals, will be trained on checking the Child Find spreadsheet document to ensure that all students referred for testing from campus RTI teams are correctly being tracked on Child Find Spreadsheet.	Supervisor for Compliance	By 12/31/2014
8	Select	10/15/2014	SPP 11 - Child find	Diagnosticians and SLPs will send Child Find spreadsheet to assistant principals (currently sent to campus principals and sped supervisors only).	Supervisors for Diagnosticians and SLPs	By 12/31/2014

LEA Name: <i>Denton ISD</i>						
Campus Name:						
<b>Corrective Action Plan</b>						
8	Select	10/15/2014	SPP 11 - Child find	Diagnosticians and SLPs will be trained to communicate to campus administration regarding any pending referrals for which consent has not been obtained, campus administration will follow up with teacher and parent to obtain signed consent.	Supervisors for Diagnosticians and SLPs	By 12/31/2014
8	Select	10/15/2014	SPP 11 - Child find	Supervisors for Evaluation and for Speech Therapy will review the Child Find spreadsheet at least each grading period to identify upcoming FIE and/or ARD dates, then email those (including the assistant principals) with approaching timelines.	Supervisors for Diagnosticians and SLPs	Each grading period beginning November 7, 2014. Completion by June 5, 2014
8	Select	10/15/2014	SPP 11 - Child find	Campus administration will review the Child Find spreadsheet at least each grading period to identify approaching deadlines for FIE and/or ARD then talk with evaluator determine and ensure compliance with timeline then inform the district supervisor of concerns.	Supervisors for Diagnosticians and SLPs and Campus Administration (Assistant Principals)	Each grading period beginning November 7, 2014. Completion by June 5, 2014.
8	Select	10/15/2014	SPP 11 - Child find	Supervisors for Evaluation and for Speech Therapy will compare the Child Find spreadsheet to the software Child Find report each grading period to identify differences and approaching timelines then talk with evaluator to ensure compliance with timeline.	Supervisors for Diagnosticians and SLPs	Each grading period beginning November 7, 2014. Completion by June 5, 2014
8	Select	10/15/2014	SPP 11 - Child find	Supervisors for Evaluation and for Speech Therapy will provide the Executive Director of Special Education signed copies of the DISD Child Find spreadsheet and a list of staff that received notification of upcoming timelines each grading period.	Supervisors for Diagnosticians and SLPs	Each grading period beginning November 7, 2014. Completion by June 5, 2014
8	Select	10/15/2014	SPP 11 - Child find	On a regularly scheduled basis, each educational diagnostician and speech therapist will sign a verification form confirming they have meet evaluation and ARD timelines during the identified period of time.	Educaitional Diagnositiens, Speech Therapists, Supervisor for Diagnosticians and SLPs, Assistant Principals	December 18, 2014; February 13, 2015, April 10, 2015 and June 4, 2015
	Select					



# DENTON ISD PARENTAL INVOLVEMENT POLICY

## PART I. GENERAL EXPECTATIONS

The Denton Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and include a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this districtwide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements (to the extent practicable) the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. In addition, the program will provide information and school reports required under section 1111 of the ESEA in an understandable and uniform format (to the extent practicable) in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will address any parent comments with the plan.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent and will ensure that no less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- A. that parents play an integral role in assisting their child's learning;*
- B. that parents are encouraged to be actively involved in their child's education at school;*
- C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- D. the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED COMPONENTS

1. The Denton Independent School District will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under section 1112 of the ESEA:
  - *Representative members of the Denton Independent School District Educational Improvement Council (EIC) will develop the district written parental involvement policy jointly with the Director of School Improvement and Support and principals of campuses that receive Title I funds.*
2. The Denton Independent School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - *Representative members of the Denton Independent School District Educational Improvement Council jointly with the Director of School Improvement and Support and principals of campuses that receive Title I funds will review and improve the district written parental involvement policy in the spring prior to distribution of the policy to parents in the fall.*
3. The Denton Independent School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - *Provide training to administrators in the development of the written campus parental involvement policy;*
  - *Provide technical assistance in the development of the campus written parental involvement policy;*
  - *Provide funding (95% of the 1% reservation of Title I, Part A funds) to support the development and distribution of the campus written parental involvement policy in addition to parental involvement activities included in the written campus parental involvement policy and/or campus improvement plan.*
4. The Denton Independent School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- *Where appropriate, the district will coordinate and integrate parental involvement strategies and opportunities at campuses which are linked to the following: preschool programs, special education programs, ESL/Bilingual programs, etc.*
5. The Denton Independent School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
    - *Denton ISD will survey the parents of participating Title I, Part A schools to evaluate the effectiveness of the program including (but not limited to) parental involvement strategies and barriers to greater participation.*
    - *This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to assist in the development of the district and campus improvement plan.*
  6. The Denton Independent School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      - the State's academic content standards,
      - the State's student academic achievement standards,
      - the State and local academic assessments including alternate assessments,
      - the requirements of Part A,
      - how to monitor their child's progress, and
      - how to work with educators.
    - B. With the assistance of its schools, the school district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
    - C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
    - D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
    - E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **PART III. DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

The Denton Independent School District, in consultation with its parents, will build parents' capacity for involvement in the school and school system to support their children's academic achievement in the following discretionary activities listed under section 1118(e) of the ESEA, such as:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- training parents to enhance the involvement of other parents;
- adopting and implementing model approaches to improving parental involvement;

- establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **PART IV. ADOPTION**

This Denton Independent School District Parental Involvement Policy has been developed jointly with and agreed upon by parents of children participating in Title I, Part A program. This policy was reviewed, revised, and adopted by the Denton Independent School District Educational Improvement Council on April 13, 2015; and the policy will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children by way of the Student Handbook and Code of Conduct.

SUNGARD K-12 EDUCATION  
 DATE: 05/18/2015  
 TIME: 10:35:03

DENTON ISD  
 EXPENDITURE STATUS REPORT

PAGE NUMBER: 1  
 EXPSTA11

SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-002 RYAN HIGH SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	95,319.61	.00	.00	55,321.67	39,997.94	58.04
	TOTAL SALARY SUBTOTAL	95,319.61	.00	.00	55,321.67	39,997.94	58.04
	TOTAL RYAN HIGH SCHOOL	95,319.61	.00	.00	55,321.67	39,997.94	58.04

SUNGARD K-12 EDUCATION  
 DATE: 05/18/2015  
 TIME: 10:35:03

DENTON ISD  
 EXPENDITURE STATUS REPORT

PAGE NUMBER: 2  
 EXPST11

SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-003 DENTON HIGH SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	112,747.78	.00	.00	72,822.32	39,925.46	64.59
	TOTAL SALARY SUBTOTAL	112,747.78	.00	.00	72,822.32	39,925.46	64.59
	TOTAL DENTON HIGH SCHOOL	112,747.78	.00	.00	72,822.32	39,925.46	64.59

SUNGARD K-12 EDUCATION  
 DATE: 05/18/2015  
 TIME: 10:35:03

DENTON ISD  
 EXPENDITURE STATUS REPORT

PAGE NUMBER: 3  
 EXPSTAll

SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-005 DAVIS SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	822,762.75	.00	.00	651,659.66	171,103.09	79.20
	TOTAL SALARY SUBTOTAL	822,762.75	.00	.00	651,659.66	171,103.09	79.20
62	PROF/CONTRACT SERVICES	5,140.00	.00	126.56	3,395.83	1,617.61	68.53
	TOTAL PROF/CONTRACT SERVICES	5,140.00	.00	126.56	3,395.83	1,617.61	68.53
63	SUPPLIES & MATERIALS	15,485.34	9.48	.00	12,018.32	3,467.02	77.61
	TOTAL SUPPLIES & MATERIALS	15,485.34	9.48	.00	12,018.32	3,467.02	77.61
64	OTHER OPERATING COSTS	14,135.00	.00	.00	9,077.23	5,057.77	64.22
	TOTAL OTHER OPERATING COSTS	14,135.00	.00	.00	9,077.23	5,057.77	64.22
	TOTAL DAVIS SCHOOL	857,523.09	9.48	126.56	676,151.04	181,245.49	78.86

SUNGARD K-12 EDUCATION  
 DATE: 05/18/2015  
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SELECTION CRITERIA: orgn.fund='1955'  
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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-006 JJAEP

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
62	PROF/CONTRACT SERVICES	534.00	.00	.00	534.00	.00	100.00
	TOTAL PROF/CONTRACT SERVICES	534.00	.00	.00	534.00	.00	100.00
	TOTAL JJAEP	534.00	.00	.00	534.00	.00	100.00

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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-007 JOHN GUYER HIGH SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	17,395.15	.00	.00	12,561.85	4,833.30	72.21
	TOTAL SALARY SUBTOTAL	17,395.15	.00	.00	12,561.85	4,833.30	72.21
	TOTAL JOHN GUYER HIGH SCHOOL	17,395.15	.00	.00	12,561.85	4,833.30	72.21



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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-039 FRED MOORE HIGH SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	597,880.13	.00	.00	467,763.28	130,116.85	78.24
	TOTAL SALARY SUBTOTAL	597,880.13	.00	.00	467,763.28	130,116.85	78.24
62	PROF/CONTRACT SERVICES	12,900.00	192.09	3,811.93	7,545.05	1,543.02	88.04
	TOTAL PROF/CONTRACT SERVICES	12,900.00	192.09	3,811.93	7,545.05	1,543.02	88.04
63	SUPPLIES & MATERIALS	20,808.52	36.00	11,854.39	8,248.08	706.05	96.61
	TOTAL SUPPLIES & MATERIALS	20,808.52	36.00	11,854.39	8,248.08	706.05	96.61
64	OTHER OPERATING COSTS	5,708.00	.00	.00	5,414.15	293.85	94.85
	TOTAL OTHER OPERATING COSTS	5,708.00	.00	.00	5,414.15	293.85	94.85
	TOTAL FRED MOORE HIGH SCHOOL	637,296.65	228.09	15,666.32	488,970.56	132,659.77	79.18

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SELECTION CRITERIA: orgn.fund='1955'  
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SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-040 DISD/JUVENILE DETENTION

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	742,946.79	.00	.00	557,750.10	185,196.69	75.07
	TOTAL SALARY SUBTOTAL	742,946.79	.00	.00	557,750.10	185,196.69	75.07
62	PROF/CONTRACT SERVICES	100.00	.00	.00	25.96	74.04	25.96
	TOTAL PROF/CONTRACT SERVICES	100.00	.00	.00	25.96	74.04	25.96
63	SUPPLIES & MATERIALS	2,357.06	1,243.54	1,080.66	1,243.54	32.86	98.61
	TOTAL SUPPLIES & MATERIALS	2,357.06	1,243.54	1,080.66	1,243.54	32.86	98.61
64	OTHER OPERATING COSTS	300.00	.00	.00	35.00	265.00	11.67
	TOTAL OTHER OPERATING COSTS	300.00	.00	.00	35.00	265.00	11.67
	TOTAL DISD/JUVENILE DETENTION	745,703.85	1,243.54	1,080.66	559,054.60	185,568.59	75.11

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SELECTION CRITERIA: orgn.fund='1955'  
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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-041 CROWNOVER MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	83,729.74	.00	.00	61,776.90	21,952.84	73.78
	TOTAL SALARY SUBTOTAL	83,729.74	.00	.00	61,776.90	21,952.84	73.78
	TOTAL CROWNOVER MIDDLE SCHOOL	83,729.74	.00	.00	61,776.90	21,952.84	73.78

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SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-044 STRICKLAND MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	127,368.42	.00	.00	66,963.11	60,405.31	52.57
	TOTAL SALARY SUBTOTAL	127,368.42	.00	.00	66,963.11	60,405.31	52.57
62	PROF/CONTRACT SERVICES	4,350.00	.00	.00	4,350.00	.00	100.00
	TOTAL PROF/CONTRACT SERVICES	4,350.00	.00	.00	4,350.00	.00	100.00
63	SUPPLIES & MATERIALS	83,604.35	.00	6,441.91	76,508.68	653.76	99.22
	TOTAL SUPPLIES & MATERIALS	83,604.35	.00	6,441.91	76,508.68	653.76	99.22
64	OTHER OPERATING COSTS	4,086.99	.00	.00	4,086.99	.00	100.00
	TOTAL OTHER OPERATING COSTS	4,086.99	.00	.00	4,086.99	.00	100.00
	TOTAL STRICKLAND MIDDLE SCHOO	219,409.76	.00	6,441.91	151,908.78	61,059.07	72.17

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FUND-1955 STATE COMP ED  
 ORGANIZATION-045 CALHOUN MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	136,556.37	.00	.00	140,173.22	-3,616.85	102.65
	TOTAL SALARY SUBTOTAL	136,556.37	.00	.00	140,173.22	-3,616.85	102.65
62	PROF/CONTRACT SERVICES	33,640.00	.00	.00	15,381.92	18,258.08	45.73
	TOTAL PROF/CONTRACT SERVICES	33,640.00	.00	.00	15,381.92	18,258.08	45.73
63	SUPPLIES & MATERIALS	48,494.00	1,237.61	772.54	25,805.65	21,915.81	54.81
	TOTAL SUPPLIES & MATERIALS	48,494.00	1,237.61	772.54	25,805.65	21,915.81	54.81
64	OTHER OPERATING COSTS	7,000.00	.00	.00	975.00	6,025.00	13.93
	TOTAL OTHER OPERATING COSTS	7,000.00	.00	.00	975.00	6,025.00	13.93
	TOTAL CALHOUN MIDDLE SCHOOL	225,690.37	1,237.61	772.54	182,335.79	42,582.04	81.13

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FUND-1955 STATE COMP ED  
 ORGANIZATION-046 MCMATH MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	141,176.40	.00	.00	100,531.88	40,644.52	71.21
	TOTAL SALARY SUBTOTAL	141,176.40	.00	.00	100,531.88	40,644.52	71.21
62	PROF/CONTRACT SERVICES	3,000.00	.00	.00	.00	3,000.00	.00
	TOTAL PROF/CONTRACT SERVICES	3,000.00	.00	.00	.00	3,000.00	.00
63	SUPPLIES & MATERIALS	32,502.21	10,054.99	2,000.00	16,304.99	14,197.22	56.32
	TOTAL SUPPLIES & MATERIALS	32,502.21	10,054.99	2,000.00	16,304.99	14,197.22	56.32
64	OTHER OPERATING COSTS	1,800.00	1,800.00	.00	1,800.00	.00	100.00
	TOTAL OTHER OPERATING COSTS	1,800.00	1,800.00	.00	1,800.00	.00	100.00
	TOTAL MCMATH MIDDLE SCHOOL	178,478.61	11,854.99	2,000.00	118,636.87	57,841.74	67.59

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 ACCOUNTING PERIOD: 11/15

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-047 NAVO MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	67,626.53	.00	.00	50,646.41	16,980.12	74.89
	TOTAL SALARY SUBTOTAL	67,626.53	.00	.00	50,646.41	16,980.12	74.89
	TOTAL NAVO MIDDLE SCHOOL	67,626.53	.00	.00	50,646.41	16,980.12	74.89

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SELECTION CRITERIA: orgn.fund='1955'  
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SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-048 HARPOOL MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	83,898.70	.00	.00	58,568.67	25,330.03	69.81
	TOTAL SALARY SUBTOTAL	83,898.70	.00	.00	58,568.67	25,330.03	69.81
	TOTAL HARPOOL MIDDLE SCHOOL	83,898.70	.00	.00	58,568.67	25,330.03	69.81



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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-049 MYERS MIDDLE SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	118,398.36	.00	.00	68,648.95	49,749.41	57.98
	TOTAL SALARY SUBTOTAL	118,398.36	.00	.00	68,648.95	49,749.41	57.98
62	PROF/CONTRACT SERVICES	11,300.00	.00	.00	10,358.59	941.41	91.67
	TOTAL PROF/CONTRACT SERVICES	11,300.00	.00	.00	10,358.59	941.41	91.67
63	SUPPLIES & MATERIALS	49,576.13	4,335.20	5,733.62	42,187.04	1,655.47	96.66
	TOTAL SUPPLIES & MATERIALS	49,576.13	4,335.20	5,733.62	42,187.04	1,655.47	96.66
64	OTHER OPERATING COSTS	21,060.00	2,543.98	.00	9,993.33	11,066.67	47.45
	TOTAL OTHER OPERATING COSTS	21,060.00	2,543.98	.00	9,993.33	11,066.67	47.45
	TOTAL MYERS MIDDLE SCHOOL	200,334.49	6,879.18	5,733.62	131,187.91	63,412.96	68.35

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 ACCOUNTING PERIOD: 11/15

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-102 HOUSTON ELEMENTARY SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	148,011.53	.00	.00	107,679.35	40,332.18	72.75
	TOTAL SALARY SUBTOTAL	148,011.53	.00	.00	107,679.35	40,332.18	72.75
	TOTAL HOUSTON ELEMENTARY SCHO	148,011.53	.00	.00	107,679.35	40,332.18	72.75

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-104 LEE ELEMENTARY SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	230,156.92	.00	.00	168,864.01	61,292.91	73.37
	TOTAL SALARY SUBTOTAL	230,156.92	.00	.00	168,864.01	61,292.91	73.37
	TOTAL LEE ELEMENTARY SCHOOL	230,156.92	.00	.00	168,864.01	61,292.91	73.37

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 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-105 HODGE ELEMENTARY SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	260,123.51	.00	.00	188,649.90	71,473.61	72.52
	TOTAL SALARY SUBTOTAL	260,123.51	.00	.00	188,649.90	71,473.61	72.52
	TOTAL HODGE ELEMENTARY SCHOOL	260,123.51	.00	.00	188,649.90	71,473.61	72.52

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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-106 MCNAIR ELEMENTARY SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	114,319.16	.00	.00	82,530.86	31,788.30	72.19
	TOTAL SALARY SUBTOTAL	114,319.16	.00	.00	82,530.86	31,788.30	72.19
	TOTAL MCNAIR ELEMENTARY SCHOO	114,319.16	.00	.00	82,530.86	31,788.30	72.19

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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-107 RAYZOR ELEMENTARY SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	110,236.25	.00	.00	80,618.64	29,617.61	73.13
	TOTAL SALARY SUBTOTAL	110,236.25	.00	.00	80,618.64	29,617.61	73.13
	TOTAL RAYZOR ELEMENTARY SCHOO	110,236.25	.00	.00	80,618.64	29,617.61	73.13

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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-108 TOMAS RIVERA ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	249,233.59	.00	.00	178,341.17	70,892.42	71.56
	TOTAL SALARY SUBTOTAL	249,233.59	.00	.00	178,341.17	70,892.42	71.56
	TOTAL TOMAS RIVERA ELEMENTARY	249,233.59	.00	.00	178,341.17	70,892.42	71.56

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FUND-1955 STATE COMP ED  
 ORGANIZATION-109 WOODROW WILSON ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	161,611.58	.00	.00	117,769.71	43,841.87	72.87
	TOTAL SALARY SUBTOTAL	161,611.58	.00	.00	117,769.71	43,841.87	72.87
	TOTAL WOODROW WILSON ELEMENTA	161,611.58	.00	.00	117,769.71	43,841.87	72.87



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FUND-1955 STATE COMP ED  
 ORGANIZATION-110 GINNINGS ELEMENTARY SCHOO

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	197,829.17	.00	.00	140,363.41	57,465.76	70.95
	TOTAL SALARY SUBTOTAL	197,829.17	.00	.00	140,363.41	57,465.76	70.95
	TOTAL GINNINGS ELEMENTARY SCH	197,829.17	.00	.00	140,363.41	57,465.76	70.95

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-111 BORMAN ELEMENTARY SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	159,888.90	.00	.00	116,788.54	43,100.36	73.04
	TOTAL SALARY SUBTOTAL	159,888.90	.00	.00	116,788.54	43,100.36	73.04
	TOTAL BORMAN ELEMENTARY SCHOO	159,888.90	.00	.00	116,788.54	43,100.36	73.04

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-112 EVERS PARK

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	219,183.04	.00	.00	158,796.25	60,386.79	72.45
	TOTAL SALARY SUBTOTAL	219,183.04	.00	.00	158,796.25	60,386.79	72.45
	TOTAL EVERS PARK	219,183.04	.00	.00	158,796.25	60,386.79	72.45

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-113 WAYNE STUART RYAN ELEM

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	121,106.49	.00	.00	87,647.90	33,458.59	72.37
	TOTAL SALARY SUBTOTAL	121,106.49	.00	.00	87,647.90	33,458.59	72.37
	TOTAL WAYNE STUART RYAN ELEM	121,106.49	.00	.00	87,647.90	33,458.59	72.37

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-115 EUGENIA RAYZOR ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	173,065.83	.00	.00	122,016.72	51,049.11	70.50
	TOTAL SALARY SUBTOTAL	173,065.83	.00	.00	122,016.72	51,049.11	70.50
	TOTAL EUGENIA RAYZOR ELEMENTA	173,065.83	.00	.00	122,016.72	51,049.11	70.50

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FUND-1955 STATE COMP ED  
 ORGANIZATION-116 PECAN CREEK ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	171,195.02	.00	.00	121,021.30	50,173.72	70.69
	TOTAL SALARY SUBTOTAL	171,195.02	.00	.00	121,021.30	50,173.72	70.69
	TOTAL PECAN CREEK ELEMENTARY	171,195.02	.00	.00	121,021.30	50,173.72	70.69

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FUND-1955 STATE COMP ED  
 ORGANIZATION-117 PROVIDENCE ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	150,062.27	.00	.00	107,758.19	42,304.08	71.81
	TOTAL SALARY SUBTOTAL	150,062.27	.00	.00	107,758.19	42,304.08	71.81
	TOTAL PROVIDENCE ELEMENTARY	150,062.27	.00	.00	107,758.19	42,304.08	71.81

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FUND-1955 STATE COMP ED  
 ORGANIZATION-118 HAWK ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	145,630.86	.00	.00	104,465.13	41,165.73	71.73
	TOTAL SALARY SUBTOTAL	145,630.86	.00	.00	104,465.13	41,165.73	71.73
	TOTAL HAWK ELEMENTARY	145,630.86	.00	.00	104,465.13	41,165.73	71.73



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FUND-1955 STATE COMP ED  
 ORGANIZATION-119 SAVANNAH ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	116,843.96	.00	.00	81,231.05	35,612.91	69.52
	TOTAL SALARY SUBTOTAL	116,843.96	.00	.00	81,231.05	35,612.91	69.52
	TOTAL SAVANNAH ELEMENTARY	116,843.96	.00	.00	81,231.05	35,612.91	69.52

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 ACCOUNTING PERIOD: 11/15

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FUND-1955 STATE COMP ED  
 ORGANIZATION-120 PALOMA CREEK ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	159,786.38	.00	.00	114,575.65	45,210.73	71.71
	TOTAL SALARY SUBTOTAL	159,786.38	.00	.00	114,575.65	45,210.73	71.71
	TOTAL PALOMA CREEK ELEMENTARY	159,786.38	.00	.00	114,575.65	45,210.73	71.71

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FUND-1955 STATE COMP ED  
 ORGANIZATION-121 L A NELSON ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	138,771.49	.00	.00	96,766.66	42,004.83	69.73
	TOTAL SALARY SUBTOTAL	138,771.49	.00	.00	96,766.66	42,004.83	69.73
	TOTAL L A NELSON ELEMENTARY	138,771.49	.00	.00	96,766.66	42,004.83	69.73

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FUND-1955 STATE COMP ED  
 ORGANIZATION-122 BLANTON ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	115,613.02	.00	.00	83,498.92	32,114.10	72.22
	TOTAL SALARY SUBTOTAL	115,613.02	.00	.00	83,498.92	32,114.10	72.22
	TOTAL BLANTON ELEMENTARY	115,613.02	.00	.00	83,498.92	32,114.10	72.22

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 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-123 STEPHENS ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	148,486.27	.00	.00	108,316.09	40,170.18	72.95
	TOTAL SALARY SUBTOTAL	148,486.27	.00	.00	108,316.09	40,170.18	72.95
	TOTAL STEPHENS ELEMENTARY	148,486.27	.00	.00	108,316.09	40,170.18	72.95

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SELECTION CRITERIA: orgn.fund='1955'  
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SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-125 CROSS OAKS ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	118,021.98	.00	.00	82,396.07	35,625.91	69.81
	TOTAL SALARY SUBTOTAL	118,021.98	.00	.00	82,396.07	35,625.91	69.81
	TOTAL CROSS OAKS ELEMENTARY	118,021.98	.00	.00	82,396.07	35,625.91	69.81

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SELECTION CRITERIA: orgn.fund='1955'  
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SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-126 DOROTHY ADKINS ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	109,515.00	.00	.00	77,156.93	32,358.07	70.45
	TOTAL SALARY SUBTOTAL	109,515.00	.00	.00	77,156.93	32,358.07	70.45
	TOTAL DOROTHY ADKINS ELEMENTA	109,515.00	.00	.00	77,156.93	32,358.07	70.45

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FUND-1955 STATE COMP ED  
 ORGANIZATION-699 SUMMER SCHOOL

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	178,937.85	.00	.00	13,776.49	165,161.36	7.70
	TOTAL SALARY SUBTOTAL	178,937.85	.00	.00	13,776.49	165,161.36	7.70
62	PROF/CONTRACT SERVICES	5,270.00	.00	.00	.00	5,270.00	.00
	TOTAL PROF/CONTRACT SERVICES	5,270.00	.00	.00	.00	5,270.00	.00
63	SUPPLIES & MATERIALS	22,990.25	224.25	16,721.53	224.25	6,044.47	73.71
	TOTAL SUPPLIES & MATERIALS	22,990.25	224.25	16,721.53	224.25	6,044.47	73.71
64	OTHER OPERATING COSTS	1,300.00	.00	480.92	.00	819.08	36.99
	TOTAL OTHER OPERATING COSTS	1,300.00	.00	480.92	.00	819.08	36.99
	TOTAL SUMMER SCHOOL	208,498.10	224.25	17,202.45	14,000.74	177,294.91	14.97



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FUND-1955 STATE COMP ED  
 ORGANIZATION-917 DLL-BILINGUAL READING REC

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	53,162.08	.00	.00	45,658.63	7,503.45	85.89
	TOTAL SALARY SUBTOTAL	53,162.08	.00	.00	45,658.63	7,503.45	85.89
62	PROF/CONTRACT SERVICES	1,091.34	.00	.00	1,091.34	.00	100.00
	TOTAL PROF/CONTRACT SERVICES	1,091.34	.00	.00	1,091.34	.00	100.00
63	SUPPLIES & MATERIALS	279.34	.00	196.90	79.34	3.10	98.89
	TOTAL SUPPLIES & MATERIALS	279.34	.00	196.90	79.34	3.10	98.89
64	OTHER OPERATING COSTS	2,429.32	.00	1,724.30	475.59	229.43	90.56
	TOTAL OTHER OPERATING COSTS	2,429.32	.00	1,724.30	475.59	229.43	90.56
	TOTAL DLL-BILINGUAL READING R	56,962.08	.00	1,921.20	47,304.90	7,735.98	86.42

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FUND-1955 STATE COMP ED  
 ORGANIZATION-923 DYSLEXIA

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	81,341.28	.00	.00	62,875.15	18,466.13	77.30
	TOTAL SALARY SUBTOTAL	81,341.28	.00	.00	62,875.15	18,466.13	77.30
62	PROF/CONTRACT SERVICES	1,850.00	.00	.00	1,649.98	200.02	89.19
	TOTAL PROF/CONTRACT SERVICES	1,850.00	.00	.00	1,649.98	200.02	89.19
63	SUPPLIES & MATERIALS	18,356.94	.00	245.08	17,137.72	974.14	94.69
	TOTAL SUPPLIES & MATERIALS	18,356.94	.00	245.08	17,137.72	974.14	94.69
64	OTHER OPERATING COSTS	13,579.72	360.71	88.00	10,238.99	3,252.73	76.05
	TOTAL OTHER OPERATING COSTS	13,579.72	360.71	88.00	10,238.99	3,252.73	76.05
	TOTAL DYSLEXIA	115,127.94	360.71	333.08	91,901.84	22,893.02	80.12

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FUND-1955 STATE COMP ED  
 ORGANIZATION-932 COUNSELING

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
64	OTHER OPERATING COSTS	4,600.00	266.63	.00	2,733.15	1,866.85	59.42
	TOTAL OTHER OPERATING COSTS	4,600.00	266.63	.00	2,733.15	1,866.85	59.42
	TOTAL COUNSELING	4,600.00	266.63	.00	2,733.15	1,866.85	59.42

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 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
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FUND-1955 STATE COMP ED  
 ORGANIZATION-936 SINGLE PARENTS PROGRAM

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	183,996.41	.00	.00	143,163.09	40,833.32	77.81
	TOTAL SALARY SUBTOTAL	183,996.41	.00	.00	143,163.09	40,833.32	77.81
62	PROF/CONTRACT SERVICES	7,750.00	492.00	.00	5,901.05	1,848.95	76.14
	TOTAL PROF/CONTRACT SERVICES	7,750.00	492.00	.00	5,901.05	1,848.95	76.14
63	SUPPLIES & MATERIALS	10,036.19	.00	33.40	9,997.21	5.58	99.94
	TOTAL SUPPLIES & MATERIALS	10,036.19	.00	33.40	9,997.21	5.58	99.94
64	OTHER OPERATING COSTS	5,472.30	150.00	.00	525.00	4,947.30	9.59
	TOTAL OTHER OPERATING COSTS	5,472.30	150.00	.00	525.00	4,947.30	9.59
	TOTAL SINGLE PARENTS PROGRAM	207,254.90	642.00	33.40	159,586.35	47,635.15	77.02

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FUND-1955 STATE COMP ED  
 ORGANIZATION-941 CURR - ELEMENTARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	733,558.00	.00	.00	538,903.06	194,654.94	73.46
	TOTAL SALARY SUBTOTAL	733,558.00	.00	.00	538,903.06	194,654.94	73.46
64	OTHER OPERATING COSTS	4,480.84	150.67	.00	1,836.91	2,643.93	40.99
	TOTAL OTHER OPERATING COSTS	4,480.84	150.67	.00	1,836.91	2,643.93	40.99
	TOTAL CURR - ELEMENTARY	738,038.84	150.67	.00	540,739.97	197,298.87	73.27

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FUND-1955 STATE COMP ED  
 ORGANIZATION-942 CURR - SECONDARY

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	152,491.21	.00	.00	100,694.25	51,796.96	66.03
	TOTAL SALARY SUBTOTAL	152,491.21	.00	.00	100,694.25	51,796.96	66.03
62	PROF/CONTRACT SERVICES	19,300.00	.00	.00	8,200.00	11,100.00	42.49
	TOTAL PROF/CONTRACT SERVICES	19,300.00	.00	.00	8,200.00	11,100.00	42.49
63	SUPPLIES & MATERIALS	6,266.00	1,155.00	2,042.13	1,155.00	3,068.87	51.02
	TOTAL SUPPLIES & MATERIALS	6,266.00	1,155.00	2,042.13	1,155.00	3,068.87	51.02
64	OTHER OPERATING COSTS	5,296.72	.00	.00	1,762.11	3,534.61	33.27
	TOTAL OTHER OPERATING COSTS	5,296.72	.00	.00	1,762.11	3,534.61	33.27
	TOTAL CURR - SECONDARY	183,353.93	1,155.00	2,042.13	111,811.36	69,500.44	62.09

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DENTON ISD  
 EXPENDITURE STATUS REPORT

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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-954 SUBSTITUTES

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	187,400.00	.00	.00	.00	187,400.00	.00
	TOTAL SALARY SUBTOTAL	187,400.00	.00	.00	.00	187,400.00	.00
	TOTAL SUBSTITUTES	187,400.00	.00	.00	.00	187,400.00	.00

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SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-995 HOST - INSURANCE AND TRS

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	417,623.34	.00	.00	.00	417,623.34	.00
	TOTAL SALARY SUBTOTAL	417,623.34	.00	.00	.00	417,623.34	.00
	TOTAL HOST - INSURANCE AND TR	417,623.34	.00	.00	.00	417,623.34	.00



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DENTON ISD  
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 EXPSTAll

SELECTION CRITERIA: orgn.fund='1955'  
 ACCOUNTING PERIOD: 11/15

SORTED BY: FUND,ORGANIZATION,1ST SUBTOTAL  
 TOTALED ON: FUND,ORGANIZATION,1ST SUBTOTAL  
 PAGE BREAKS ON: FUND,ORGANIZATION

FUND-1955 STATE COMP ED  
 ORGANIZATION-999 GENERAL ADMINISTRATION

1ST SUBTOTAL	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
61	SALARY SUBTOTAL	162,585.34	.00	.00	112,475.81	50,109.53	69.18
	TOTAL SALARY SUBTOTAL	162,585.34	.00	.00	112,475.81	50,109.53	69.18
	TOTAL GENERAL ADMINISTRATION	162,585.34	.00	.00	112,475.81	50,109.53	69.18
	TOTAL STATE COMP ED	9,325,825.02	24,252.15	53,353.87	6,228,283.94	3,044,187.21	67.36
	TOTAL REPORT	9,325,825.02	24,252.15	53,353.87	6,228,283.94	3,044,187.21	67.36