

DEVINE INDEPENDENT SCHOOL DISTRICT



IMPROVEMENT PLAN 2020-2021

The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the student achievement indicators adopted under section 39.053 of the Texas Education Code.

Reviewed by the Devine ISD DEIC on October 14, 2020
Goals and Objectives approved by the DISD School Board on October 19, 2020

Contents

District Improvement Plan Cover Page	1
Mission Statement	2
School Board and Administration	3
District Education Improvement Committee (DEIC) Members	4
TEA's Strategic Priorities and Enablers	5
Comprehensive Needs Assessment and District Improvement Plan	6
• Goal 1 – Parent and Community Involvement	6
• Goal 2 - Student Achievement	12
• Goal 3 – Curriculum and Instruction	20
• Goal 4 – Qualified and Effective Personnel	26
• Goal 5 – School Climate and Disciplined Environment	32
2018-2019 Texas Academic Performance Report (TAPR)	38
Addendum	
DISD Technology Plan	63
Use of Other Resources	65
Overview of State Compensatory Education	66
District SCE Policies and Procedures	68
Campus Level SCE Services	70

Devine ISD's Mission Statement:

**Empowering students
to maximize their potential
and achieve lifetime success**

BOARD OF TRUSTEES

Nancy Pepper, President

Henry Moreno, Vice President

Dr. Keri James, Secretary

Carl Brown, Trustee

Phillip Fitch, Trustee

Chris Davis, Trustee

Renee Frieda, Trustee

DISTRICT ADMINISTRATION

Dr. Todd Grandjean, Superintendent

Daryl Wendel, Assistant Superintendent of Personnel, Curriculum, and Instruction

Abigail Beadle, Director of Federal and Special Programs

Dawn Schneider, Director of Student Services

Valerie Dykstra, Director of Special Education

Shannon Ramirez, Director of Finance

CAMPUS ADMINISTRATION

Derrick Byrd, Devine High School

Kandi Darnell, Devine Middle School

Blain Martin, Devine Intermediate School

Brenda Gardner, J. J. Ciavarra Elementary School

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

Dr. Todd Grandjean

Superintendent

Daryl W. Wendel

Assistant Superintendent of C&I/Personnel

Abigail Beadle

Director of Federal & Special Programs

Dawn Schneider

Director of Student Services

Valerie Dykstra

Director of Special Education

Mandy Cross

Chairperson (CES for 2020-2021)

Rebecca Fitch

Co-Chairperson (DHS for 2020-2021)

Elementary Campus

Mandy Cross-Admin

Gail Duffer

Jenni Hagdorn

Ronda Shelton

Lindsey McCelvey- Parent Rep.

Middle School Campus

LeeAnn Runnels -Admin

Kendyll Velasquez

Tiffany Balencia

Nancy Haass

Breanne Marek-Parent Rep.

Intermediate Campus

Lysandra Reyes-Admin

Kimberley Bales

Kathy Hennessey

Kristen Coleman

Kendria Ray- Parent Rep.

High School Campus

Rebecca Fitch - Admin

Mark Berg

Delilah Castillo

Evan Eads & Chad Quisenberry

Kirk Wagoner- Parent Rep.

Yvette Gerlach- Parent Rep.

Community Representatives

Kim Aaron

Brenda Burford

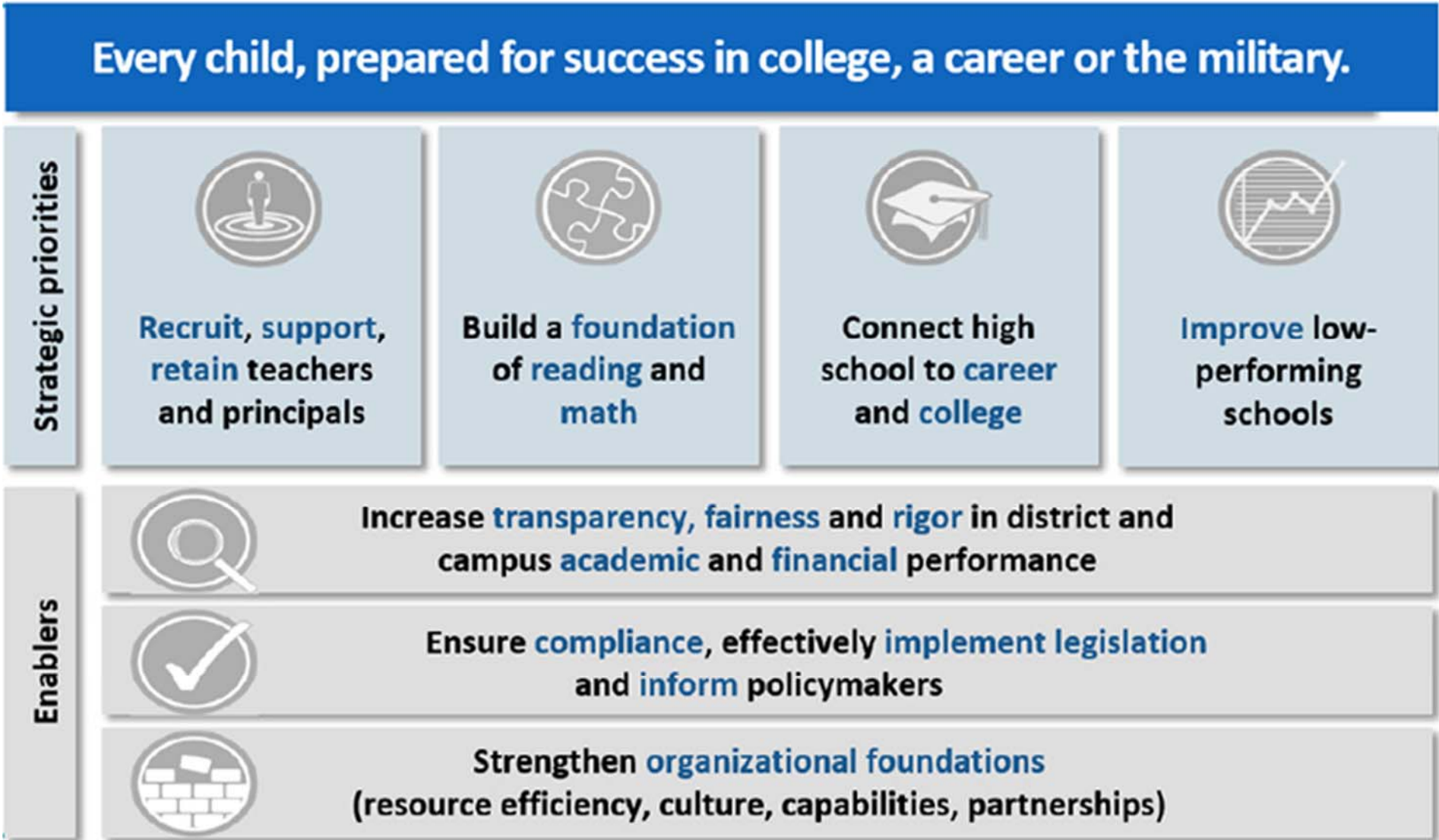
Dan Newburg

Business Representatives

Misty Houston-Thompson/Houston Real Estate

KK Calame- Devine News

TEA Strategic Priorities and Enablers



2020-2021 Comprehensive Needs Assessment and Improvement Plan

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT

Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

District Objective A: The district will increase parent and community involvement by including parents and the community in decision-making at the campus and district level.

District Objective B: The district will increase parent and community involvement by providing resources to aid families in assisting their students with/ reinforcing instruction.

2019-2020 DEIC Committee Members: Kelsie Lorraine, Ronda Shelton, Mandy Cross, Evan Eads, Gail Duffer

Data Sources Reviewed: 2018-2019 TAPR Demographics/ Data, 2019-2020 PFE Events and Attendance by Campus, Spring 2020 Parent Climate Survey, Instructional Technology Staff Survey, COVID-19 Needs Assessment; Administrative Cabinet Meeting Minutes

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
Parents/Community feel welcome	Transitioning from involvement to engagement	Lack of understanding	DEIC
Provide many events throughout the school year	Teach parents how to be engaged, train and give them the tools and information on how to help their child.	parents are busy, schedules, transportation	DEIC
Strong community participation at the involvement level		transitioning to the newness of education, changing parent attitudes to a partnership	DEIC
Academically-focused training for parents is provided both in-person and via Connect 20	Instruction for parents over online learning, specifically	COVID-19 and the unprecedented leap to online learning that it caused.	COVID-19 Needs Assessment
Wifi hotspot access provided for parents, families, and the community in lieu of COVID -19	ESL Parent/Family/Community Liaison	COVID-19 has broadened the gap between the parents and families of ESL students and schools.	COVID-19 Needs Assessment

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT DEIC Summary of Needs (Need Statement with Root Cause Analysis):

Data shows strong parent/community involvement in extracurricular activities. DISD provides opportunities for parent and community engagement including, but not limited to Math and Science Night, Meet the Teacher Night, Open House, Social Media, Book Fair & Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs and booster clubs and more. However, there is still a lack of parent engagement in academic areas (especially in regards to our lower performing students). This is evidenced by a lack of communication between parents and teachers, parent acknowledgment of grades, assignments, homework, etc. Also, the lack of parent/teacher/student partnerships to support lower performing students weakens this goal. It's possible that we struggle in parental engagement due to: busy schedules of working parents, lack of understanding regarding parents' potential roles in their children's' academic success, and a parent's attitude or lack of confidence in their ability to partner with teachers/child due to their own family history, school experiences, or culture.

DEIC

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT Need Statements From Other Committees/ Needs Assessments/ Data

DISD offers parents a variety of opportunities to learn how to support their students academically; however, in lieu of the COVID-19 Pandemic, the district must make more resources and training available for parents who are assisting their students with distance learning. We must move toward empowering our parents not only to assist their students with academics, but also with technology.

COVID-19 Needs Assessment

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT DIP Strategies:

Source/ Progress: P=progress,
NP= No Progress, C=
Complete

1 Provide parent training on how to be engaged with the school and parent/family/school partnerships.			DEIC
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August 2020- June 2021; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms	December Evaluation: May Evaluation:
2 Teach parents current strategies and methods used in the classroom, and provide parents with tools and resources to help support their child.			DEIC
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators, teachers	Timeline: August 2020- June 2021; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms	December Evaluation: May Evaluation:
3 Train teachers in the value and effectiveness of parent and family partnerships and best practices for effective parent/teacher communication and academic collaboration.			DEIC
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August 2020- June 2021; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms; Parent surveys	December Evaluation: May Evaluation:
4 Actively recruit parents to serve on SBDM committees at all campuses.			DEIC
Resources: administrators, teacher, parents, school messenger, Facebook, etc.	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August 2020- June 2021; Evaluation:	December Evaluation: May Evaluation:
5 Provide parent training on how to partner with schools over distance-learning initiatives including, but not limited to, how to navigate the Google Classroom distance-learning platform.			COVID-19 Needs Assessment
Resources: Title IV, Part A Funds, staff, youtube, google sites	Person(s) Responsible: Campus Administrators with support from District Administrators, instructional staff	Timeline: August 2020- June 2021; Evaluation: Google Meet Attendance Sheets, website, teachers' documentation	December Evaluation: May Evaluation:

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT DIP Strategies:

Source/ Progress: P=progress,
NP= No Progress, C=
Complete

6		ESL Parent/Family/Community Liaison- COVID-19 has broadened the gap between the parents and families of ESL students and schools. This position will initiate outreach to, advocate for, and coordinate services for the parents and families of ESL students. (Replace Adult ESL.)		ADMIN
Resources: Title III, Part A Federal Funds	Person(s) Responsible: Director of Federal and Special Programs, HR Director, Campus Administrators, support from Campus Counselors	Timeline: August 2020- June 2021; Evaluation: extra-duty timesheets, parent contact logs, parent training attendance documentation	December Evaluation: May Evaluation:	
7		Continue to provide salaries, access, supplies, and materials for The Parent Place (parent activities/ opportunities to volunteer).		DEIC
Resources: Title I, Part A Federal Funds	Person(s) Responsible: Director of Federal Programs, Title I Campus Principals, PFE Coordinator	Timeline: August 2020- June 2021; Evaluation: Sign in sheets for parent visits and parent trainings, hourly timesheets	December Evaluation: May Evaluation:	
8		Continue to conduct parent trainings with academic focuses (based on identified areas of need for students), and do so during varying hours of the day to accommodate a variety of parent schedules.		DEIC
Resources: Devine ISD faculty and staff, local funds, Title I, Part A Federal Funds, Title IV, Part A Federal Funds, Title III, Part A SSA	Person(s) Responsible: Campus Principals, PFE Coordinator	Timeline: August 2020- June 2021; Evaluation: Sign in sheets, contracts with service providers as applicable	December Evaluation: May Evaluation:	

9 Continue to provide opportunities for parents and community members to be involved and engaged (SBDM, DEIC, Math and Science Night, Meet the Teacher, Open House, Book Fair and Family Night, Veteran’s Day Recognition, Family Appreciation Meals, PTOs/booster clubs, Etc.).

DEIC

Resources: Devine ISD faculty and staff, event-specific supplies and materials, local funds, federal funds	Person(s) Responsible: Campus principals	Timeline: August 2020- June 2021; Evaluation:	December Evaluation: May Evaluation:
--	--	---	---

10 Continue to provide wifi hotspot access for parents, families, and the community in lieu of COVID -19 and/or otherwise

Resources: Local and federal funds	Person(s) Responsible: Director of Technology, Director of Federal Programs	Timeline: August 2020- June 2021; Evaluation: Flyers, parent and community feedback, usage tracking if available	December Evaluation: May Evaluation:
------------------------------------	---	--	---

2020-2021 Comprehensive Needs Assessment and Improvement Plan

DISTRICT GOAL 2: STUDENT ACHIEVEMENT

All students will be encouraged to meet their full educational potential.

District Objective A: TPRI, benchmark tests STAAR-Ready, TELPAS, SAT, ACT, and STAAR/EOC passing percentages for all student groups will meet or exceed the local, state's and/or region's passing percentages.

District Objective B: The district will meet or exceed the state and/or region's percentage of students taking the SAT/ACT.

District Objective C: The district will strive to increase the percentage of students who attain scores on the STAAR that are equivalent to passing scores on the TSI to meet or exceed the state average.

District Objective D: The District will exceed the state drop-out and completion rate based upon TAPR indicators for all student groups.

District Objective E: The District will consistently obtain 96% of students in average daily attendance.

Data Sources Reviewed: 2018-2019 TAPR Demographics/ Data, Instructional Technology Teacher Survey, Administrative Cabinet's Minutes, Administrative Cabinet's COVID-19 Needs Assessment

2019-2020 DEIC Committee Members: Kendria Ray, Kathy Hennessey, Valerie Dykstra, Blain Martin

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
EOC English I state/local 68/68; special populations SE 31% & Eco Dis 68% and EL 70%	ELAR All Grades state/local 75/72; special populations SE 40%& Eco Dis 65%significantly below rates	Lack of writing experience; Next group-vertically aligned reading checklist, music and movement; Next group-not enough writing being done, add into daily routine, lack of writing experience	DEIC
EOC Alg I state/local 85/84; special populations SE 48% & Eco Dis 79% and EL 75%	Math All Grades state/local 82/80; special populations SE 57%& Eco Dis 74%significantly below rates	Need for focus, vision, and guidelines.	DEIC
EOC Biology state/local 88/87; special populations SE 61% & Eco Dis 85% and EL 89%	Writing All Grades state/local 68/64; special populations SE 31%& Eco Dis 53%significantly below rates	Lack of academic and content vocabulary	DEIC
Students that scored equal to or exceeded the passing standard on the TSI for SY 17/18 and 18/19 was 3.7%/8.11%	Science All Grades state/local 81/75; special populations SE 55%& Eco Dis 68%significantly below rates	Lack of access to smaller reading passages and lower reading leveled materials	DEIC

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
STAAR Eng 2 EOC - 4000 score	Social Studies All Grades state/local 81/74; special populations SE 43% & Eco Dis 68% significantly below rates	student behaviors interfere with learning	DEIC
SY 16/17 State/District dropout rate was 1.9/1.5	EOC English II state/local 68/61; special populations SE 26% & Eco Dis 51% & EL 56% significantly below rates	Lack of outside experiences and background knowledge	DEIC
SY 17/18 State/District dropout rate was 1.9/1.3	EOC US History state/local 93/87; special populations SE 41% & Eco Dis 85% and EL 67%	lack of hands on experiences	DEIC
SY 16/17 95.5% ADA	TSI - State/District for graduates in SY 17/18 Math 58.2/41.8	difficulty of students with sustained attention and focus	DEIC
SY17/18 95.3% ADA	TSI - State/District for graduates in SY 17/18 English LA was 46.0%/21.9%.	Negative Attitude towards math	DEIC
We encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarship at the collegiate level.	ACT - 5 year trend for graduating students taking the ACT is 12.8%-22.9% with 18/19 SY being 22.9%	Curriculum geared towards STAAR test;	DEIC
We provide information on financial assistance (vouchers) for eligible students to take SAT/ACT tests, AP exams, and dual credit.	ACT SY 17/18 and SY18/19 English was 56%/39% and 55%/44%	missing real life experiences to connect need	DEIC
We provide STAAR remediation, RTI, and small group instruction for students in all groups district-wide who are in need of accelerated instruction.	ACT SY 17/18 and SY 18/19 Math was 39%/16% and 38%/16%	writing skills vertically in district adversely impacts the student performance	DEIC
	ACT SY17/18 and SY 18/10 Reading was 44%/29% and 44%/34%	expectations for writing differ significantly between the STAAR and the TSI, as a more formulaic format.	DEIC
	ACT SY 17/18 and SY 18/19 Science was 44%/29% and 44%/34%	questioning format on the TSI is different than their instruction for STAAR and English classes	DEIC
	Although we met our goal (for 19-20) of 95%, we were lower than the state averages for both SY's 16/17 and 17/18 which were 95.7%/95.4%	Students do not appear to be proficient in writing styles	DEIC
		extend instruction in Eng 3 & 4 to address other types of writing, and questioning strategies -	DEIC
		English 2 STAAR students are not meeting the Masters level	DEIC

DISTRICT GOAL 2: STUDENT ACHIEVEMENT DEIC Summary of Needs (Need Statement with Root Cause Analysis):

Devine ISD students are not achieving at or above the state levels on standardized measures when compared to last year's data. By the time students take the Eng 2 EOC, no students are meeting the Masters level. Students do not have enough exposure to a variety of life experiences to help them to have context for advanced writing experiences. Students and staff have adverse feelings towards Math as a subject in general. Student attendance impacts their exposure to curriculum which then impacts their levels of achievement. Teachers have identified a problem with content-specific vocabulary and hands on learning activities and experiences. Lack of background knowledge impacts students' ability to use higher order thinking and exploration skills. Teachers have identified the need for more extensive vertical alignment of the curriculum. The district dropout rate has been decreasing but ideally we would seek a 100% graduation/completion rate, with 0 dropouts. Students with attendance problems are less likely to be successful in their academic and social endeavors.

DEIC

DISTRICT GOAL 2: STUDENT ACHIEVEMENT DIP Strategies:

Source/ Progress:
P=progress, NP= No
Progress, C= Complete

1	Provide access to recommended academic and content vocabulary that is vertically aligned by subject area and grade level, and leverage technology to share content vocabulary and implementation of content with parents and educators.			DEIC
	Resources: Local and Federal Funds, technology/ teacher laptops, time, district curriculum framework	Person(s) Responsible: Director of Curriculum and Instruction, Campus Administration, teachers	Timeline: August 2020- June 2021; Evaluation: products, sign-in sheets, feedback from staff and the community, student achievement	December Evaluation: May Evaluation:
2	Instructional Leadership: Analyze teachers' instruction for areas of reinforcement and for areas in need of refinement; provide training aligned with goals; document progress or lack of progress toward goals. Implement T-TESS PGP's as necessary.			DEIC
	Resources: Local and/or federal funds	Person(s) Responsible: Campus Administrators with support from District Administrators, Director of Curriculum and Instruction	Timeline: August 2020- June 2021; Evaluation: T-TESS documentation, walkthrough documentation, documentation of professional development plans for individual staff, student achievement	December Evaluation: May Evaluation:
3	Provide a variety of activities to increase engagement and student focus for all student groups such as: more hands-on experiences across the curriculum and opportunities to expand student experiences through experiential activities, virtual experiences, etc. as possible.			DEIC

	Resources: Free resources, local and/or federal funds	Person(s) Responsible: Campus Administrators with support from District Administrators, Director of Curriculum and Instruction	Timeline: August 2020- June 2021; Evaluation: contracts with vendors as appropriate, evidence of the use of virtual programs, documentation of field trips, student and teacher feedback, student achievement	December Evaluation: May Evaluation:
4	At the secondary level, increase the resources available to parents for content-specific instruction.			DEIC
	Resources: Supplies, materials, support from staff and campus administration	Person(s) Responsible: Campus Administration	Timeline: August 2020- June 2021; Evaluation: Sign in sheets/ Google Meet attendance spreadsheets, student achievement	December Evaluation: May Evaluation:
5	Provide PD for Growth Mindset.			DEIC
	Resources: "Mindset Kit" website, Region 20, local and federal funds, IDEA-B funds	Person(s) Responsible: District and Campus Administrators	Timeline: August 2020- June 2021; Evaluation: Sign in sheets/ Google Meet attendance spreadsheets, student achievement, shift in campus cultures measureable via staff, student, and parent surveys.	December Evaluation: May Evaluation:
6	Provide PD for working with students who have had traumatic events in their experiences.			DEIC
	Resources: Trauma-Informed Classroom Training, local and federal funds, IDEA-B funds	Person(s) Responsible: District and Campus Administrators	Timeline: August 2020- June 2021; Evaluation: Sign in sheets/ Google Meet attendance spreadsheets, student achievement.	December Evaluation: May Evaluation:
7	Provide an alternate educational plan including accelerated instruction for students <i>at risk of dropping out of school</i> .* (PLATO lab, DLC) (SCE)			DEIC
	Resources: Devine Learning Center, PLATO Lab, SCE funds	Person(s) Responsible: Secondary campus administrators	Timeline: August 2020- June 2021; Evaluation: DLC report of students engaging in alternate education plan, increased graduation rates	December Evaluation: May Evaluation:
8	Decrease instances of <i>truancy</i> * and Increase opportunities for interactions with students and their families to address attendance and dropout challenges. (SCE)			ADMIN DEIC
	Resources: DAEP/ DLC Administrator, SCE funds	Person(s) Responsible: DAEP/ DLC Administrator, campus administrators, SRO officer, teachers	Timeline: August 2020- June 2021; Evaluation: PEIMS and TAPR attendance reports	December Evaluation: May Evaluation:
8	Provide creative solutions to increase attendance at each campus.			DEIC

	Resources: Local funds as needed	Person(s) Responsible: Campus administrators	Timeline: August 2020- June 2021; Evaluation: TAPR attendance indicator	December Evaluation: May Evaluation:
9	Provide an alternate educational plan including accelerated instruction for students <i>at risk of dropping out of school</i> .* (PLATO lab, DLC) (SCE)			DEIC
	Resources: Devine Learning Center, PLATO Lab, SCE funds	Person(s) Responsible: Secondary campus administrators	Timeline: August 2020- June 2021; Evaluation: DLC report of students engaging in alternate education plan, increased graduation rates	December Evaluation: May Evaluation:
10	Identify and implement targeted strategies both district-wide and by campuses, content area teams, departments, grade levels, etc. to move students in all student groups from the Approaches standard on STAAR to the Meets and/or Mastered level.			DEIC
	Resources: Planning time, Instructional Strategy Trainings, instructional coaching	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August 2020- June 2021; Evaluation: Sign in sheets, agendas, Google Meet attendance sheets	December Evaluation: May Evaluation:
11	Become a one-to-one student to technological device district, starting with Devine High School; leverage instructional technology selectively to increase and enhance learning experiences and increase staff and students' efficiency and engagement.			ADMIN
	Resources: Local and Federal Funds, eRate, leverage opportunities to purchase discounted technology	Person(s) Responsible: Director of Technology, Superintendent	Timeline: August 2020- June 2021; Evaluation: Indication of whether technology is being leveraged selectively and effectively on staff, student, and parent surveys	December Evaluation: May Evaluation:
12	Based on student identification through data analysis and other means, continue to provide STAAR remediation, RTI, ancillary programs, small group instruction, accommodations, modifications, curriculum compacting, project-based learning opportunities, and/or accelerated instruction for students in all groups* district-wide who are in need of these services as needed on an individual basis (dyslexia, 504, at-risk, EL, special education, GT, migrant, minority, eco-dis, etc.), and provide staff development* related to these services as necessary.			DEIC
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August 2020- June 2021; Evaluation: program usage logs, student achievement	December Evaluation: May Evaluation:
13	Continue to provide interventions and strategies across the curriculum district-wide to increase basic writing skills, such as capitalization, punctuation, and grammar/spelling, and continue to provide more writing experiences and varied styles across grade levels.			DEIC
	Resources: Writing Instructional Strategies Across Content Areas	Person(s) Responsible: Campus administration	Timeline: August 2020- June 2021; Evaluation: Training sign-in sheets, lesson plans, student achievement in writing	December Evaluation: May Evaluation:

14	At both district and campus levels, continue to provide more opportunities for teachers to share lessons and strategies to expand teacher resources, and increase expectations of meeting basic skills standards in all areas of instruction vertically across grade levels.			DEIC
	Resources: Time, local and Federal Funds, District-wide curriculum resource	Person(s) Responsible: District and Campus Administrators	Timeline: August 2020- June 2021; Evaluation: Sign in sheets, Google Meet Attendance, student achievement	December Evaluation: May Evaluation:
15	Continue to provide access to varied and leveled reading materials in each grade level via textbooks, supplemental materials, and supplemental programs and sites.			DEIC
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: Campus administrators, textbook committee	Timeline: August 2020- June 2021; Evaluation: textbooks, programs, student achievement	December Evaluation: May Evaluation:
16	Continue to provide highly-qualified educational aides to increase student achievement by providing academic support to students in both large and small group settings.			ADMIN
	Resources: SCE and Title I Federal Funds	Person(s) Responsible: District and Campus Administrators	Timeline: August 2020- June 2021; Evaluation: Payroll	December Evaluation: May Evaluation:
17	Continue to provide parents with resources to help their students to be more successful at each grade level.			DEIC
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: Campus Administrators	Timeline: August 2020- June 2021; Evaluation: Sign in sheets, Google Meet Attendance, mailouts, student achievement	December Evaluation: May Evaluation:
18	Continue to provide career awareness of other post-secondary options* besides college (technical schools, etc.) (Career days, etc.)			ADMIN
	Resources: local funds as needed	Person(s) Responsible: Campus Counselors and Administrators, CTE teachers, instructional staff	Timeline: August 2020- June 2021; Evaluation: Event documentation, Remind records, School Messenger Emails, bulletin boards, etc.	December Evaluation: May Evaluation:
19	Continue to provide information on financial assistance* (vouchers)for eligible students to take SAT/ACT tests, AP exams, and dual credit.			ADMIN
	Resources: voucher sources	Person(s) Responsible: Campus Counselors and Administrators	Timeline: August 2020- June 2021; Evaluation: increased number of students testing under vouchers	December Evaluation: May Evaluation:
20	Continue to encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarships* at the collegiate level.			ADMIN

	Resources: handouts, etc.	Person(s) Responsible: Campus Counselors and Administrators	Timeline: August 2020- June 2021; Evaluation: 4 -year planning meetings, Remind records, School Messenger Emails, bulletin boards, etc.	December Evaluation: May Evaluation:
21	Increase career readiness* by continuing to create and maintain CTE programs that provide vocational certifications. (Dual Credit, local accredited college), and by continuing to incorporate technology application and presentation skills into applicable curricular areas K-12			ADMIN
	Resources: local funds, Perkins Federal Funds	Person(s) Responsible: District and Campus Administrators	Timeline: August 2020- June 2021; Evaluation: TAPR	December Evaluation: May Evaluation:
22	Continue to provide accelerated education options* to high school students who wish to graduate early.			ADMIN
	Resources: PLATO Lab	Person(s) Responsible: Campus Counselors and Administrators	Timeline: August 2020- June 2021; Evaluation: student surveys, increased early graduation rate	December Evaluation: May Evaluation:

2020-2021 Comprehensive Needs Assessment and Improvement Plan

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION

A well-balanced and appropriate curriculum will be provided to all students.

District Objective A: The district will provide a well-balanced curriculum as defined in TEC. (The foundation curriculum includes English Language Arts, Mathematics, Science, and Social Studies; and the enrichment curriculum includes, to the extent possible: Languages Other Than English, Health, Physical Education, Fine Arts, Economics, Career and Technology Education, and Technology Applications.)

District Objective B: Technology will be implemented and leveraged to increase the effectiveness of student learning, instructional management, staff development, and administration.

2019-2020 DEIC Committee Members: Rebecca Fitch, Jana Dudley, Kirk Wagner, Kimberley Bales, Kelli Maxwell, Kristin Coleman

Data Sources Reviewed: 2018-2019 TAPR Demographics/ Data, Instructional Technology Teacher Survey, Administrative Cabinet Meeting Minutes, COVID-19 Needs Assessment

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
Grade 3 reading above state	Grade 3 Math	High number of entry-level ELL students at secondary	DEIC
Grade 4 math above state	Grade 4 Reading	Reading and writing should be taught together across curriculum	DEIC
Grade 5 math above state	Grade 4 Writing	Writing should be emphasized in all courses, to allow students more practice	DEIC
Grade 7 writing above state	Grade 5 Reading	Inconsistent verbiage alignment year-to-year	DEIC
EOC English I even with state	Grade 5 Science	Lack of accountability/expectation/follow-through	DEIC
	Grade 6 Reading	Data is "after the fact"	DEIC
	Grade 6 Math	Lack of communication/alignment within departments	DEIC
	Grade 7 Reading	District goals may not be emphasized at the campus level	DEIC
	Grade 7 Math	A lack of instructional leadership	DEIC
	Grade 8 Reading	Failure to empower and leverage department coordinators at the secondary level	DEIC

Identified Strengths:

Identified Needs:

Identified Root Causes:

Source/Committee:

	Grade 8 Science		DEIC
	Grade 8 Social Studies		DEIC
	EOC English II		DEIC
	EOC Alg. I		DEIC
	EOC Bio		DEIC
	EOC US History		DEIC
	online learning/ curriculum/ student access to materials and instructors	COVID-19 Pandemic/ forced immediate move to distance learning and teaching	COVID-19 Needs Assessment
	accessibility/ infostructure/ teacher connectivity (particularly in regards to the possible need to work from home)	COVID-19 Pandemic/ forced immediate move to distance learning and teaching; may have to switch "on a dime"	COVID-19 Needs Assessment

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION DEIC Summary of Needs (Need Statement with Root Cause Analysis):

Source/ Progress: P=progress,
NP= No Progress, C=
Complete

STAAR scores are down in reading, math, science and history almost universally within the district. Of the 21 tested areas across 3 campuses, we have only met state expectations in 5 areas; Grade 3 Reading, Grade 4 & 5 Math, Grade 7 Writing, and English I EOC. Currently, we have in place remediation classes, pull-outs, or targeted reading and math instruction time for students who did not meet expectations during the previous year. The results of these steps are inconclusive this year due to the COVID-19 health issue and lack of testing. There are differing levels of success reported, depending upon the structure and method of the instruction, and utilization of that time for remediation. As the goal is to ensure mastery of the content, these extra remediation opportunities are imperative for student success. The problem persists for several reasons, including , and not utilizing available data early in order to see what students are missing during instruction prior to testing and following up with that information to fill gaps students have within that instruction. Additionally, lack of teacher accountability, lack of expectations for teachers and students, and a lack of top-down follow-through are major contributing factors, as are a lack of instructional leadership, failure to empower and leverage department coordinators and grade-level leaders to their full potential to mentor, coach, and identify training for their department or grade-level team members, and vertical alignment and communication among subject areas.

DEIC

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION Need Statements From Other Committees/ Needs Assessments/ Data

The forced transition to fully online and/or blended learning that resulted from the COVID-19 Pandemic has and will result in curriculum-related complications including but not limited to students' access to curriculum and to their teacher, a need for distance-learning and online curriculum to be redefined as students and teachers will be held accountable for academic progress in 2020-2021, etc. It is anticipated that many concerns related to distance learning will take priority during the 2020-2021 school year.

COVID-19 Needs Assessment

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION DIP Strategies

Source/ Progress: P=progress,
NP= No Progress, C=
Complete
DEIC

1	Increase the capacity of campus principals to serve as instructional leaders and prioritize instructional leadership.			
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration	Timeline: August 2020- June 2021; Evaluation: increase in documented walkthroughs, documented conversations, and documented meetings and agenda items regarding instruction	December Evaluation: May Evaluation:
2	Increase the capacity of grade-level leaders and department heads to monitor, mentor, coach, and support the members of their team for the purpose of advancing instructional leadership and accountability efforts. Increase instances of reinforcing and refining feedback to each teacher regarding delivery of instruction and lessons to increase accountability in classroom curriculum and instruction throughout the year.			DEIC
	Resources: time, local and federal funds	Person(s) Responsible: Campus Administration with Support from District Administration	Timeline: August 2020- June 2021; Evaluation: lesson plans, walkthroughs, T-TESS ratings, student achievement	December Evaluation: May Evaluation:
3	Follow-through by administration, particularly at the campus level, to ensure that strategies suggested for vertical alignment are being followed.			DEIC
	Resources: time	Person(s) Responsible: Campus Administration with Support from District Administration	Timeline: August 2020- June 2021; Evaluation: increase in documented walkthroughs, documented conversations, and documented meetings and agenda items regarding vertical alignment of instruction	December Evaluation: May Evaluation:
4	Ensure that campus administrators and site-based decision-making committees (SBDM) are following through with district goals by writing and executing plans at the campus levels to meet district-level goals (SBDMs / CNAs / CIPs)			DEIC
	Resources:	Person(s) Responsible: Campus Administration	Timeline: August 2020- June 2021; Evaluation: CIP strategies and their evaluations	December Evaluation: May Evaluation:
5	Increase top-down buy in. There must be "buy-in" from the administration all the way down the line in order for campuses to make significant gains.			DEIC
	Resources:	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: staff survey	December Evaluation: May Evaluation:

6	Include scheduled time for teachers to collaborate/communicate weekly/bi-weekly			DEIC
	Resources: time, accommodating master schedule optimal	Person(s) Responsible: Campus Administration	Timeline: August 2020- June 2021; Evaluation: Meeting documentation	December Evaluation: May Evaluation:
7	Include structured vertical alignment (vertical teaming) from the top down			DEIC
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: Resources, meeting documentation/ sign in sheets/ agendas	December Evaluation: May Evaluation:
8	Ensure that vertically-aligned TEKS-based learning is occurring in the classroom by conducting a third-party curriculum audit.			DEIC
	Resources: Local Funds	Person(s) Responsible: District Administration	Timeline: August 2020- June 2021; Evaluation: Report	December Evaluation: May Evaluation:
9	Increased disaggregation of student data to ensure mastery of content throughout the year			DEIC
	Resources:	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: Department meeting minutes, teacher records, targeted lessons and materials	December Evaluation: May Evaluation:
10	Ensure students' access to curriculum and to their teachers in lieu of the COVID-19 crisis.			COVID-19 Needs Assessment
	Resources: Local funds, Title IV and ESSER Federal funds, TEA Project Connectivity	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: waiting lists for chromebooks/hotspots decrease	December Evaluation: May Evaluation:
11	Redefine distance-learning and online curriculum expectations for teachers and students - students and teachers will be held accountable for academic progress in 2020-2021.			COVID-19 Needs Assessment
	Resources:	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August 2020- June 2021; Evaluation: Youtube Live Broadcasts, Campus COVID Plans released to the public, lesson plans and online lessons/ synchronous learning options	December Evaluation: May Evaluation:
12	Continue remediation classes (high school) or extra instructional time for struggling students			DEIC
	Resources: SCE funding	Person(s) Responsible: Campus Administration, instructional staff	Timeline: August 2020- June 2021; Evaluation: Master schedule, SCE budget, hourly timesheets	December Evaluation: May Evaluation:

13 Continue ancillary programs (Rosetta Stone, I-Ready, No Red Ink, etc.)

DEIC

Resources: local, SCE, Federal funds	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August 2020- June 2021; Evaluation: usage reports, student achievement	December Evaluation: May Evaluation:
--------------------------------------	---	--	---

2020-2021 Comprehensive Needs Assessment and Improvement Plan

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL

Highly qualified, effective personnel will be recruited, developed, and retained.

District Objective A: The district will ensure the recruitment, development, retention, and support of a exceptional highly qualified staff to optimize student engagement and achievement.

District Objective B: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

District Objective C: The district will aggressively improve opportunities for staff development within the district and will continue to utilize a trainer-of- trainers model in staff development.

District Objective C: The district will make continuous progress toward meeting the measurable achievement objectives for teacher quality under ESSA.

2019-2020 DEIC Committee Members: Abigail Beadle, Dawn Schneider, Daryl Wendel, Dr. Todd Grandjean

Data Sources Reviewed: 2018-2019 TAPR Demographics/ Data, Instructional Technology Teacher Survey, Adminstrative Cabinet Meeting Minutes, COVID-19 Needs Assessment

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
Certification reimbursement	Promote student teaching		DEIC
Stipends for areas of critical need	Technology Training	The move to distance learning highlighted our need for technology training, specifically over Google Classroom, Google Apps for Education, and Google Chrome Extensions.	DEIC; COVID-19 Needs Assessment
New teacher mentor program effectively leverages peer coaching model	Leverage highly-effective staff to conduct training internally	An obvious need has emerged particularly in lieu of COVID-19 in that technology trainers are all booked. However, there is a need in this district to provide teachers the opportunity to lead and support one another. Our teachers are our teachers' best resource.	DEIC; COVID-19 Needs Assessment
Substitute Orientation is very detailed	Training for teachers of newcomer ELs	The majority of teachers who are not required to be ESL certified have not had any training, and many are now working with newcomer ELs who never had a similar student in the past.	DEIC

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
New Employee Orientation is very thorough	Incentives for furthering education	Funding has been an issue in the past, but we must find the best way to leverage HB3's new Teacher Incentive Alotment to accomplish this goal among others.	DEIC
Maintains supplemental personnel in order to reduce the achievement gap between low performing students and all students by providing RTI, instruction, and acceleration in small group settings.	Instructional Coaching	As instructional coaching has emerged as a data-proven best practice, DISD must respond by making time for training, observation time, and debriefing time.	DEIC
	T-TESS implementation/ Instructional Leadership	All campus administrators need to learn to effectively implement and leverage T-TESS, walkthroughs, and collaboration with department heads to identify the needs of staff and support and assist in coaching teachers up.	DEIC
	Staff development over virtual security	Our teachers are more mobile with district-owned technology now that they have laptops.	DEIC; COVID-19 Needs Assessment
	Training of paraprofessionals	We often focus on teachers and don't think of ensuring that paraprofessionals' training needs are met; however, there is significant potential for paraprofessionals to have a drastic impact on student success.	DEIC

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL DEIC Summary of Needs (Need Statement with Root Cause Analysis):

Although DISD has many strengths related to teacher recruitment, development, and retention- such as a strong new-teacher mentoring program, effective new-employee and sub orientation, and stipends for teachers employed in critical areas of need- there are steps we can take to improve. DISD staff needs, in particular, training geared toward success for special populations, classroom management, instructional technology, and content-specific training. In addition, there is a need for the district to take steps toward instructional coaching. While we may not have the funds to hire an instructional coach, we can leverage the professionals that exist on staff to provide this. A top-down approach aligned to a simple district-developed vision for instruction paired with training on how to give and receive feedback and time for observations and debriefs would provide the opportunity for our most effective staff to "coach up" their subordinates and even be coached themselves by campus administration. This instructional coaching would not need to be directly affiliated with evaluations, but it would help move our teachers toward higher levels on T-TESS and position them for success when the Teacher Incentive Allotment funds begin to flow. Through instructional coaching, strong teachers would be developed as leaders, struggling teachers would learn invaluable tools and strategies to enhance their skills, and, most importantly, students would benefit from best teaching practices being shared and developed among staff. Last but not least, DISD needs to invest in content-area and special education training for paraprofessionals so they will have the skills they need to be best leveraged for student success.

DEIC

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL Need Statements From Other Committees/ Needs Assessments/ Data

The forced transition to fully online and/or blended learning that resulted from the COVID-19 Pandemic has and will result in needs related to staff's ability to leverage instructional technology. It is anticipated that many concerns related to distance learning will take priority during the 2020-2021 school year.

COVID-19 Needs Assessment

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL DIP Strategies

Source/ Progress:
P=progress, NP= No
Progress, C= Complete

1	Instructional leadership-Train administrators on instructional leadership and vision, T-TESS implementation, value of feedback to teaching staff/ instructional leadership.			DEIC
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration, Campus Administration	Timeline: August 2020- June 2021; Evaluation: certificates, staff surveys	December Evaluation: May Evaluation:
2	Campus administrators- utilize data from T-TESS, walkthroughs, informal observations, collaboration with department heads, etc. to evaluate needs for whole-group and individual staff support and professional development in order to aggressively improve staff development opportunities for staff and enhance student outcomes.			DEIC
	Resources: data	Person(s) Responsible: Campus Administration	Timeline: August 2020- June 2021; Evaluation: Campus CNA/CIP drives staff development for campus	December Evaluation: May Evaluation:
3	To increase the effectiveness of all teachers and leverage instructional leadership, provide district-wide instructional coaching or peer coaching framework, training, and time.			DEIC
	Resources: current new teacher mentoring framework includes peer coaching model, Local and Federal Funds, leverage master schedule/ any extra sections	Person(s) Responsible: District Administration, Campus Administration	Timeline: August 2020- June 2021; Evaluation: walthrough documentation, documentation of reinforcing and refining feedback, goals, and staff development provided based on teacher's individual areas of need	December Evaluation: May Evaluation:
4	With input from all stakeholders, create a simple, to-the-point shared vision for instruction to use as the basis for all peer coaching/observations/feedback in the district. (T-TESS data may be used with instructional/ peer coaching, but T-TESS should remain a more summative evaluation tool.)			DEIC
	Resources: time, input, Local and Federal Funds	Person(s) Responsible: District Administration	Timeline: August 2020- June 2021; Evaluation: sign in sheets, agendas, shared vision document, instructional/peer coaching program implementation documentation	December Evaluation: May Evaluation:

5	Promote student teaching participation in the schools.			DEIC
	Resources:	Person(s) Responsible: Campus Administration	Timeline: August 2020- June 2021; Evaluation: documentation of increased number of student teachers	December Evaluation: May Evaluation:
6	Provide reimbursement/incentives (whenever possible- through state and/or federal programs) for staff who further their education.			DEIC
	Resources: Teacher Incentive Allotment	Person(s) Responsible: District Administration	Timeline: August 2020- June 2021; Evaluation: reimbursement POs	December Evaluation: May Evaluation:
7	Provide targetted training for paraprofessionals that will increase their capacity to assist all students in core subject areas and maintain highly qualified status.			DEIC
	Resources: local and Federal Funds	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August 2020- June 2021; Evaluation: 2021-2022 CIP strategies, sign in sheets, agendas, increased student success	December Evaluation: May Evaluation:
8	Provide TOT-modeled technology staff development that is targeted toward all things Google-related. Leverage supplemental funding and existing staff as possible. (Summer training opportunities with Minday Oster, Cotulla ISD Instructional Tech Director)			DEIC; COVID-19 Needs Assessment
	Resources: Title II, Part A Federal Funds	Person(s) Responsible: Technology Director, Federal Programs Director	Timeline: August 2020- June 2021; Evaluation: Screenshots of Google Meets	December Evaluation: May Evaluation:
9	Utilize teachers who demonstrate strength in instructional technology to present PD. (DISD Techapalooza)			DEIC; COVID-19 Needs Assessment
	Resources: Title II, Part A Federal Funds	Person(s) Responsible: Technology Director, Federal Programs Director	Timeline: August 2020- June 2021; Evaluation: Google Classroom Rosters, Screenshots, Google Meet Recordings	December Evaluation: May Evaluation:
10	Continue to provide reimbursement for the EXCET/TEXES test in high needs areas to assist teachers in becoming highly effective.			DEIC
	Resources: Title II, Part A Federal Funds	Person(s) Responsible: Campus Administration, Director of Federal and Special Programs	Timeline: August 2020- June 2021; Evaluation: Reimbursement POs	December Evaluation: May Evaluation:

11	Continue to provide new teacher mentor program and stipends for mentors.			DEIC
	Resources: Title II, Part A Federal Funds	Person(s) Responsible: Director of Federal and Special Programs	Timeline: August 2020- June 2021; Evaluation: Documentation of all mentor/ mentee activities, sign in sheets, schedules	December Evaluation: May Evaluation:
12	Continue to provide stipends in areas of critical need such as ESL, math, and science.			DEIC
	Resources: Local and Title II, Part A Federal Funds	Person(s) Responsible: District Administration	Timeline: August 2020- June 2021; Evaluation: Stipend List	December Evaluation: May Evaluation:
13	Continue to provide detailed new employee and sub orientations.			
	Resources: Local	Person(s) Responsible: Assistant Superintendent	Timeline: August 2020- June 2021; Evaluation: Sign in sheets, handouts, agendas	December Evaluation: May Evaluation:
14	Provide staff development over virtual security.			DEIC
	Resources: Local, Safe Schools Online Training	Person(s) Responsible: Assistant Superintendent	Timeline: August 2020- June 2021; Evaluation: Safe Schools Report	December Evaluation: May Evaluation:
15	Continue to provide programs and training for administrators and teachers that increase their efficiency and effectiveness in administration, instruction, technology, classroom management, etc..			DEIC
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: POs, program usage reports	December Evaluation: May Evaluation:
16	Continue to provide whole group and individual training specifically over teaching special populations, differentiating instruction, classroom management, and content-area-specific teaching tools and skills that is sustained, intensive, high quality, and of sufficient duration* to have a positive and lasting impact on the teachers' performance in the classroom.			DEIC
	Resources: Local and Federal Funds, Title II, Part A, Title IV, Part A, Title III, Part A	Person(s) Responsible: Campus and District Administration	Timeline: August 2020- June 2021; Evaluation: POs, sign-in sheets, training certificates, documented growth on T-TESS evaluations	December Evaluation: May Evaluation:
17	Maintain supplemental personnel* in order to reduce the achievement gap between low performing students and all students by providing RTI, instruction, and acceleration in small group settings.			DEIC
	Resources: Local and Federal Funds, SCE, Title I, Part A	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August 2020- June 2021; Evaluation: Supplemental personnel schedules and payroll	December Evaluation: May Evaluation:

2020-2021 Comprehensive Needs Assessment and Improvement Plan

DISTRICT GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT

The district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

District Objective A: Establish positive rapport among staff, parents, and community.

District Objective B: Involve all stakeholders including staff, students, parents, and community members in improving district achievement, safety, and facilities.

District Objective C: School campuses will maintain a safe, healthy, and disciplined environment conducive to student learning.

2019-2020 DEIC Committee Members: LeeAnn Runnels, Michele Rumfield, Shana Beaty, Brandon Spencer, Kandi Darnell

Data Sources Reviewed: 2018-2019 TAPR Demographics/ Data, Instructional Technology Teacher Survey, Administrative Cabinet Meeting Minutes, COVID-19 Needs Assessment; PEIMS discipline reports

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
Wide use of Remind and Facebook utilized by by parents for communication	As grade level increases, positive rapport seems to go down.	Lack of teacher/parent communication and decreased parent involvement as students get older.	DEIC
Most parents feel welcome at campuses and feel they can freely contact teachers and principals.	a streamlined method(vertically aligned) of communication is needed district-wide.	a lack of stream-lined method of communication causes confusion among parents and faculty.	DEIC
Most parents feel they communicate easily with teachers.	secondary parents feel educational programs are not adequate.	leadership directly affects classroom learning environment which affects students' learning	DEIC
Most campuses' parents feel their students' educational programs are appropriate.	Increase community involvement with stakeholders to increase rapport with students and teachers.	district has minimal programs to involve all stakeholders regarding positive rapport with community	DEIC
Most parents feel policies and procedures are clear.	Involve stakeholders in improving district achievement		DEIC
Most parents feel all campuses provide a safe, secure school environment.	Increase stakeholder input into improving district safety.		DEIC
SBDM involve stakeholders to edit CIP	Licensed Professional Counselor	Our school counselors do a great job, but they are not trained to meet some of the mental health needs of students, and they have many responsibilities.	ADMIN

Identified Strengths:	Identified Needs:	Identified Root Causes:	Source/Committee:
Mental health speakers at secondary campuses, character ed speakers at primary campuses. Bullying prevention, etc.	Alternative education program	Some students at the secondary level struggle in the regular school setting and are at high risk for dropping out	ADMIN
We educate all students in character building/ mental health and drug and alcohol prevention and awareness and utilize community resources for substance abuse prevention and mental health services.			ADMIN
Robust Safety and Security Committee membership and community participation			ADMIN
SRO program/ DAEP/ JJAEP School assemblies, staff development, and on-campus programs leveraged to address bullying, harrassment, and violence issues*			ADMIN
			ADMIN

**DISTRICT GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT DEIC Summary of Needs
(Need Statement with Root Cause Analysis):**

The 2020 Parent Climate survey seems to have more positive results as compared to the 2019 Parent Climate survey, although participation from parents of secondary students was low. Remind and Facebook seemed to be the most widely used methods by parents of primary students, but parents of secondary students seemed to utilize Remind and School Messenger more. Root Causes: There still seems to be a lack of teacher/parent communication as students rise in grade level, as well as a decrease in parent involvement, as students get older, parents start letting students be more responsible in communicating school news to their parents. A lack of a streamlined method of communication causes confusion among parents and faculty. Some parents feel lack of effective leadership skills affects staff, which in turn affects students' behavioral and academic performances in the classroom. The district lacks programs on positive community rapport and a secure feeling among stakeholders.

DEIC

DISTRICT GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT DIP Strategies

Source/ Progress: P=progress,
NP= No Progress, C=
Complete

1	Leverage School Messenger as the primary point from which a parent should be able to receive all important messages.			DEIC
	Resources: School Messenger	Person(s) Responsible: Campus and District Administration	Timeline: August 2020- June 2021; Evaluation: School Messenger Reports, parent surveys	December Evaluation: May Evaluation:
2	Include scheduled time for teachers to collaborate/communicate weekly/bi-weekly			DEIC
	Resources: Time, funding, master schedules	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August 2020- June 2021; Evaluation: Schedules, meeting agendas	December Evaluation: May Evaluation:
3	Leverage teacher-to-parent communication systems to disseminate extremely important and/or time-sensitive information.			DEIC
	Resources: teacher-to-parent communication systems (Remind, etc)	Person(s) Responsible: Campus Administration, teachers	Timeline: August 2020- June 2021; Evaluation: system usage report, parent survey	December Evaluation: May Evaluation:
4	Provide teachers and parents with a platform to communicate concerns with leadership; make every effort to find a solution to informally stated parent, staff, and/or community member concerns when feasible.			DEIC
	Resources: District website	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: Frequency of contacts via DISD website, parent surveys	December Evaluation: May Evaluation:
5	Increased accountability and coaching in classroom curriculum and instruction throughout the year			DEIC
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: documented walkthroughs, documented feedback and goals for instruction and instructional staff, teacher surveys	December Evaluation: May Evaluation:
6	Utilize community members (particularly those who serve on our district committees) more effectively for improvement in district achievement, safety, and facilities by: implementing the Guardian Program for school safety and/or a mentoring program for building positive rapport between community members and students, etc.			DEIC
	Resources: staff to coordinate	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: evidence of program implementation	December Evaluation: May Evaluation:

7	Act quickly on the initiatives of the Safety and Security Committee.			ADMIN
	Resources: vary	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: documented actions based on recommendations, surveys	December Evaluation: May Evaluation:
8	Contract an LPC to effectively serve our most vulnerable students and staff and aid, ultimately, in suicide prevention* among other mental health needs.			ADMIN
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration	Timeline: August 2020- June 2021; Evaluation: position filled, surveys	December Evaluation: May Evaluation:
9	Initiate an alternative learning placement for secondary students in need of accelerated instruction*/ credit recovery* who are at the greatest risk of not graduating. (SCE)			ADMIN
	Resources: SCE funds, personnel, space	Person(s) Responsible: District Administration, DLC Principal	Timeline: August 2020- June 2021; Evaluation: number referred/ number of participants/number of graduates relative to allotted space and resources	December Evaluation: May Evaluation:
10	Continue district-wide and community wellness policy*, which incorporates an employee and parent component to help emphasize proper nutrition and physical activity. (SHAC)			ADMIN
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration, Director of Student Services, District Nurse	Timeline: August 2020- June 2021; Evaluation: SHAC presentation to DEIC in the fall, sign-in sheets, agendas, events	December Evaluation: May Evaluation:
11	Continue to provide updates to parents by communicating important information in multiple ways.			DEIC
	Resources: Social media platforms, Remind, email, School Messenger, Parent Portal	Person(s) Responsible: District and Campus Administration, teachers	Timeline: August 2020- June 2021; Evaluation: parent survey	December Evaluation: May Evaluation:
12	Continue to follow parent or guardian notification system* in accordance with suicide prevention program* detailed in state health and safety code, and provide information to parents/guardians related to community resources for substance abuse prevention and mental health services.			ADMIN
	Resources: email, phone	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August 2020- June 2021; Evaluation: documentation of contact	December Evaluation: May Evaluation:

13	Continue safety training over issues regarding sexual abuse, sex trafficking, and other maltreatment of children*, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment and available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.			ADMIN
	Resources: Safe Schools Online Training- local	Person(s) Responsible: Assistant Superintendent	Timeline: August 2020- June 2021; Evaluation: program-issued reports/certificates	December Evaluation: May Evaluation:
14	Continue the SRO program for campus security, <i>violence prevention</i> , and assistance with truancy, and provide violence prevention instruction to students, parents, teachers, administrators and support staff.*			ADMIN
	Resources: local	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: payroll, sign-in sheets, agendas, certificates	December Evaluation: May Evaluation:
15	Continue to address <i>conflict resolution</i> needs such as bullying and harassment through school assemblies, staff development, and on-campus programs, and provide information on the district website.*			ADMIN
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August 2020- June 2021; Evaluation: vendor POs, sign-in sheets, agendas, certificates	December Evaluation: May Evaluation:
16	Continue to educate all students in character building/ mental health and drug and alcohol prevention and awareness, and continue to utilize community resources for substance abuse prevention and mental health services.*			ADMIN
	Resources: Local and Federal Funds	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August 2020- June 2021; Evaluation: program materials, lesson plans, handouts	December Evaluation: May Evaluation:
17	Continue to maintain a district Discipline Alternative Education Program as an alternative to or prior to expulsion. (SCE)*			ADMIN
	Resources: local and SCE funding	Person(s) Responsible: District Administration, DAEP Principal	Timeline: August 2020- June 2021; Evaluation: placement documentation	December Evaluation: May Evaluation:
18	Continue to participate in Atascosa JJAEP as an alternative to expulsion. (SCE)*			ADMIN
	Resources: local and SCE funding	Person(s) Responsible: District Administration, DAEP Principal	Timeline: August 2020- June 2021; Evaluation: placement documentation	December Evaluation: May Evaluation:

2018-19 Texas Academic Performance Report

District Name: **DEVINE ISD**

District Number: **163901**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Meets Requirements

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	20	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	ously		&	
																Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	78%	-	77%	79%	*	-	-	64%	*	80%	69%	68%	50%	
	2018	77%	74%	77%	-	74%	81%	-	-	-	43%	*	77%	75%	71%	83%	
At Meets Grade Level or Above	2019	45%	42%	46%	-	40%	60%	*	-	-	36%	*	46%	47%	35%	33%	
	2018	43%	40%	42%	-	32%	60%	-	-	-	14%	*	43%	38%	30%	67%	
At Masters Grade Level	2019	27%	25%	28%	-	24%	37%	*	-	-	14%	*	28%	28%	14%	17%	
	2018	25%	22%	22%	-	16%	33%	-	-	-	0%	*	23%	17%	15%	33%	
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	73%	-	70%	79%	*	-	-	71%	*	76%	63%	65%	50%	
	2018	78%	74%	72%	-	67%	81%	-	-	-	43%	*	71%	75%	64%	83%	
At Meets Grade Level or Above	2019	49%	45%	46%	-	40%	56%	*	-	-	50%	*	43%	53%	32%	33%	
	2018	47%	42%	42%	-	38%	50%	-	-	-	21%	*	43%	38%	39%	50%	
At Masters Grade Level	2019	25%	21%	19%	-	14%	30%	*	-	-	14%	*	17%	28%	8%	0%	
	2018	23%	20%	18%	-	22%	13%	-	-	-	0%	*	19%	17%	22%	17%	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	71%	69%	-	66%	75%	-	-	*	31%	*	69%	69%	64%	83%	
	2018	73%	70%	68%	*	60%	81%	-	-	*	48%	*	72%	60%	56%	56%	
At Meets Grade Level or Above	2019	44%	40%	36%	-	30%	48%	-	-	*	8%	*	39%	28%	23%	67%	
	2018	46%	42%	36%	*	28%	52%	-	-	*	26%	*	39%	29%	25%	33%	
At Masters Grade Level	2019	22%	19%	16%	-	11%	25%	-	-	*	0%	*	16%	14%	10%	33%	
	2018	24%	21%	18%	*	12%	31%	-	-	*	0%	*	20%	15%	11%	22%	
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	78%	-	76%	83%	-	-	*	46%	*	78%	78%	74%	83%	
	2018	78%	75%	82%	*	77%	89%	-	-	*	61%	*	87%	71%	73%	80%	
At Meets Grade Level or Above	2019	48%	42%	48%	-	39%	65%	-	-	*	23%	*	50%	42%	36%	67%	
	2018	49%	44%	44%	*	34%	62%	-	-	*	39%	*	49%	35%	33%	30%	
At Masters Grade Level	2019	28%	24%	23%	-	19%	29%	-	-	*	8%	*	24%	19%	19%	33%	
	2018	27%	23%	16%	*	8%	30%	-	-	*	17%	*	18%	12%	11%	10%	
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	63%	56%	-	53%	63%	-	-	*	8%	*	60%	44%	44%	67%	
	2018	63%	59%	52%	*	38%	77%	-	-	*	39%	*	56%	43%	33%	40%	
At Meets Grade Level or Above	2019	35%	31%	20%	-	20%	19%	-	-	*	8%	*	23%	11%	15%	33%	
	2018	39%	36%	27%	*	17%	47%	-	-	*	17%	*	28%	27%	16%	20%	
At Masters Grade Level	2019	11%	8%	1%	-	2%	0%	-	-	*	0%	*	1%	3%	2%	0%	
	2018	11%	9%	1%	*	0%	2%	-	-	*	0%	*	1%	0%	0%	0%	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	83%	*	79%	89%	-	-	*	64%	*	82%	85%	80%	80%	
	2018	84%	83%	84%	-	77%	96%	-	-	*	47%	*	85%	84%	79%	67%	
At Meets Grade Level or Above	2019	54%	50%	45%	*	38%	57%	-	-	*	36%	*	46%	41%	34%	50%	
	2018	54%	52%	51%	-	43%	65%	-	-	*	33%	*	53%	42%	41%	0%	

		Region			African		American			Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
		State	20	District	American	Hispanic	White	Indian	Asian								
At Masters Grade Level	2019	29%	26%	19%	*	12%	33%	-	-	-	*	5%	*	21%	15%	14%	10%
	2018	26%	24%	21%	-	13%	35%	-	-	-	*	0%	*	22%	16%	14%	0%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	88%	94%	*	93%	94%	-	-	-	*	91%	*	95%	90%	92%	100%
	2018	91%	90%	97%	-	96%	98%	-	-	-	*	88%	*	97%	95%	96%	100%
At Meets Grade Level or Above	2019	58%	56%	54%	*	46%	69%	-	-	-	*	41%	*	58%	44%	44%	30%
	2018	58%	58%	63%	-	54%	76%	-	-	-	*	31%	*	64%	60%	54%	33%
At Masters Grade Level	2019	36%	34%	33%	*	23%	48%	-	-	-	*	23%	*	34%	31%	27%	30%
	2018	30%	30%	28%	-	19%	46%	-	-	-	*	19%	*	29%	25%	24%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	71%	58%	*	46%	78%	-	-	-	*	45%	*	60%	53%	42%	40%
	2018	76%	74%	79%	-	69%	93%	-	-	-	*	53%	*	81%	68%	71%	50%
At Meets Grade Level or Above	2019	49%	44%	28%	*	18%	46%	-	-	-	*	23%	*	28%	29%	21%	20%
	2018	41%	38%	45%	-	32%	67%	-	-	-	*	33%	*	45%	47%	35%	0%
At Masters Grade Level	2019	24%	20%	14%	*	8%	22%	-	-	-	*	9%	*	14%	13%	8%	10%
	2018	17%	15%	20%	-	6%	43%	-	-	-	*	13%	*	19%	26%	12%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	67%	65%	-	59%	73%	-	-	-	*	35%	*	68%	54%	54%	57%
	2018	69%	68%	63%	*	56%	80%	-	-	-	*	33%	*	68%	49%	53%	44%
At Meets Grade Level or Above	2019	37%	36%	33%	-	22%	53%	-	-	-	*	24%	*	34%	27%	22%	14%
	2018	39%	38%	32%	*	24%	49%	-	-	-	*	33%	*	31%	34%	24%	33%
At Masters Grade Level	2019	18%	16%	16%	-	12%	22%	-	-	-	*	6%	*	16%	15%	15%	14%
	2018	19%	18%	11%	*	7%	20%	-	-	-	*	13%	*	12%	9%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	79%	75%	-	69%	84%	-	-	-	*	41%	*	76%	69%	67%	57%
	2018	77%	75%	63%	*	57%	76%	-	-	-	*	33%	*	63%	64%	48%	44%
At Meets Grade Level or Above	2019	47%	44%	36%	-	23%	60%	-	-	-	*	18%	*	35%	42%	32%	14%
	2018	44%	41%	25%	*	19%	36%	-	-	-	*	20%	*	28%	14%	15%	22%
At Masters Grade Level	2019	21%	19%	10%	-	3%	22%	-	-	-	*	18%	*	8%	19%	6%	14%
	2018	18%	16%	5%	*	5%	6%	-	-	-	*	7%	*	5%	6%	4%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	72%	*	67%	83%	-	-	-	*	35%	80%	76%	60%	63%	50%
	2018	74%	73%	72%	-	67%	83%	-	-	-	*	33%	*	71%	77%	63%	44%
At Meets Grade Level or Above	2019	49%	47%	43%	*	35%	60%	-	-	-	*	29%	60%	45%	36%	35%	33%
	2018	48%	47%	37%	-	31%	47%	-	-	-	*	27%	*	38%	31%	27%	33%
At Masters Grade Level	2019	29%	27%	25%	*	19%	36%	-	-	-	*	6%	60%	24%	26%	20%	17%
	2018	29%	27%	24%	-	20%	32%	-	-	-	*	7%	*	27%	12%	15%	22%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	63%	*	55%	79%	-	-	-	*	35%	80%	63%	62%	54%	67%
	2018	72%	69%	74%	-	71%	79%	-	-	-	*	67%	*	74%	73%	70%	89%
At Meets Grade Level or Above	2019	43%	39%	29%	*	22%	40%	-	-	-	*	18%	40%	29%	29%	22%	33%
	2018	40%	37%	31%	-	27%	42%	-	-	-	*	27%	*	31%	35%	23%	33%
At Masters Grade Level	2019	17%	14%	5%	*	3%	11%	-	-	-	*	0%	0%	6%	2%	1%	0%

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing	2018	18%	16%	13%	-	8%	23%	-	-	-	*	7%	*	15%	4%	3%	0%
At Approaches Grade Level or Above	2019	70%	67%	72%	*	67%	83%	-	-	-	*	50%	80%	76%	59%	63%	50%
	2018	69%	68%	70%	-	65%	81%	-	-	-	*	25%	*	70%	69%	58%	50%
At Meets Grade Level or Above	2019	42%	38%	41%	*	33%	60%	-	-	-	*	19%	40%	45%	29%	30%	33%
	2018	43%	42%	40%	-	34%	50%	-	-	-	*	25%	*	39%	42%	31%	30%
At Masters Grade Level	2019	18%	15%	8%	*	7%	9%	-	-	-	*	6%	0%	8%	5%	6%	17%
	2018	15%	13%	9%	-	5%	17%	-	-	-	*	0%	*	10%	0%	6%	10%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	85%	*	81%	93%	-	-	-	*	46%	*	86%	78%	78%	83%
	2018	86%	86%	92%	-	92%	92%	-	*	*	*	75%	*	92%	93%	92%	100%
At Meets Grade Level or Above	2019	55%	54%	43%	*	39%	52%	-	-	-	*	23%	*	46%	26%	35%	33%
	2018	49%	48%	60%	-	55%	65%	-	*	*	*	42%	*	58%	66%	49%	60%
At Masters Grade Level	2019	28%	27%	24%	*	17%	41%	-	-	-	*	15%	*	27%	9%	12%	0%
	2018	27%	26%	27%	-	22%	37%	-	*	*	*	17%	*	28%	24%	20%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	90%	*	87%	98%	-	-	-	*	69%	*	93%	76%	88%	100%
	2018	86%	84%	95%	-	96%	92%	-	-	*	*	71%	*	96%	90%	92%	100%
At Meets Grade Level or Above	2019	57%	54%	56%	*	53%	64%	-	-	-	*	31%	*	59%	38%	50%	60%
	2018	51%	46%	51%	-	45%	61%	-	-	*	*	36%	*	49%	58%	42%	40%
At Masters Grade Level	2019	17%	14%	19%	*	14%	32%	-	-	-	*	23%	*	22%	5%	12%	0%
	2018	15%	12%	14%	-	13%	14%	-	-	*	*	21%	*	11%	23%	6%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	79%	78%	*	71%	93%	-	-	-	*	54%	*	80%	64%	71%	67%
	2018	76%	74%	85%	-	87%	82%	-	*	*	*	47%	*	85%	84%	82%	80%
At Meets Grade Level or Above	2019	51%	50%	39%	*	27%	66%	-	-	-	*	38%	*	42%	18%	25%	0%
	2018	52%	50%	57%	-	55%	61%	-	*	*	*	40%	*	60%	48%	48%	60%
At Masters Grade Level	2019	25%	24%	18%	*	10%	34%	-	-	-	*	15%	*	20%	5%	8%	0%
	2018	28%	27%	27%	-	21%	35%	-	*	*	*	27%	*	26%	29%	23%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	66%	62%	*	52%	82%	-	-	-	*	46%	*	64%	50%	53%	50%
	2018	65%	63%	74%	-	70%	78%	-	*	*	*	47%	*	73%	77%	69%	60%
At Meets Grade Level or Above	2019	37%	35%	28%	*	19%	48%	-	-	-	*	23%	*	31%	9%	16%	0%
	2018	36%	33%	45%	-	39%	52%	-	*	*	*	33%	*	43%	50%	37%	60%
At Masters Grade Level	2019	21%	20%	14%	*	7%	30%	-	-	-	*	8%	*	17%	0%	8%	0%
	2018	21%	19%	22%	-	16%	30%	-	*	*	*	27%	*	20%	30%	18%	20%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	68%	*	65%	73%	-	-	-	*	31%	*	72%	55%	68%	70%
	2018	65%	64%	63%	*	56%	75%	-	-	-	*	24%	*	68%	47%	56%	50%
At Meets Grade Level or Above	2019	50%	49%	48%	*	43%	58%	-	-	*	*	20%	*	50%	40%	44%	30%
	2018	44%	44%	40%	*	30%	56%	-	-	-	*	12%	*	44%	29%	28%	20%
At Masters Grade Level	2019	11%	11%	7%	*	7%	8%	-	-	*	*	6%	*	7%	6%	7%	0%
	2018	7%	7%	5%	*	4%	7%	-	-	-	*	5%	*	6%	2%	3%	0%

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	68%	61%	*	54%	73%	-	-	-	*	26%	*	69%	37%	51%	56%
	2018	67%	67%	61%	*	59%	60%	*	-	-	*	12%	-	65%	45%	51%	40%
At Meets Grade Level or Above	2019	49%	48%	44%	*	36%	56%	*	-	-	*	10%	*	50%	24%	31%	22%
	2018	48%	48%	42%	*	37%	49%	*	-	-	*	3%	-	47%	27%	31%	0%
At Masters Grade Level	2019	8%	7%	6%	*	3%	11%	-	-	-	*	6%	*	8%	0%	3%	0%
	2018	8%	8%	6%	*	5%	6%	*	-	-	*	0%	-	6%	5%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	84%	-	84%	82%	-	-	*	*	48%	*	89%	67%	79%	75%
	2018	83%	81%	79%	*	76%	83%	-	-	-	*	33%	*	81%	72%	71%	71%
At Meets Grade Level or Above	2019	61%	56%	59%	-	54%	67%	-	-	*	*	24%	*	65%	39%	52%	63%
	2018	55%	51%	47%	*	41%	53%	-	*	-	*	9%	*	51%	34%	37%	29%
At Masters Grade Level	2019	37%	34%	41%	-	34%	54%	-	-	*	*	18%	*	45%	28%	28%	25%
	2018	32%	29%	20%	*	12%	31%	-	*	-	*	3%	*	20%	19%	13%	14%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	87%	*	87%	86%	-	-	*	*	61%	*	87%	87%	85%	89%
	2018	87%	87%	85%	-	81%	92%	-	-	-	*	52%	*	90%	72%	86%	80%
At Meets Grade Level or Above	2019	62%	62%	55%	*	50%	64%	-	-	*	*	31%	*	56%	51%	50%	33%
	2018	59%	59%	48%	-	34%	66%	-	-	-	*	10%	*	53%	35%	36%	20%
At Masters Grade Level	2019	25%	26%	18%	*	13%	28%	-	-	*	*	17%	*	18%	15%	15%	0%
	2018	24%	25%	9%	-	5%	15%	-	-	-	*	0%	*	8%	13%	4%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	87%	-	84%	91%	-	-	*	*	41%	-	90%	77%	85%	67%
	2018	92%	92%	87%	-	86%	88%	-	-	-	*	54%	*	90%	70%	79%	60%
At Meets Grade Level or Above	2019	73%	75%	63%	-	54%	75%	-	-	*	*	18%	-	67%	51%	49%	17%
	2018	70%	71%	63%	-	60%	67%	-	-	-	*	27%	*	65%	57%	50%	20%
At Masters Grade Level	2019	45%	48%	32%	-	20%	51%	-	-	*	*	12%	-	38%	18%	21%	0%
	2018	40%	42%	28%	-	24%	34%	-	-	-	*	0%	*	29%	23%	18%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	74%	38%	70%	82%	*	-	*	100%	47%	78%	77%	65%	67%	67%
	2018	77%	75%	75%	64%	70%	83%	*	*	*	94%	44%	82%	77%	68%	68%	64%
At Meets Grade Level or Above	2019	50%	47%	43%	0%	36%	57%	*	-	*	72%	25%	37%	45%	35%	33%	33%
	2018	48%	46%	44%	0%	36%	56%	*	*	*	67%	23%	42%	45%	38%	33%	31%
At Masters Grade Level	2019	24%	22%	18%	0%	13%	28%	*	-	*	31%	11%	10%	19%	14%	12%	10%
	2018	22%	20%	16%	0%	11%	24%	*	*	*	18%	7%	18%	17%	13%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	72%	40%	68%	79%	*	-	*	100%	40%	84%	75%	62%	65%	65%
	2018	74%	73%	71%	60%	66%	79%	*	*	*	100%	34%	76%	74%	62%	63%	58%
At Meets Grade Level or Above	2019	48%	46%	43%	0%	36%	56%	*	-	*	71%	22%	37%	45%	34%	33%	35%
	2018	46%	45%	42%	0%	34%	55%	*	*	*	67%	20%	41%	44%	35%	31%	31%
At Masters Grade Level	2019	21%	19%	17%	0%	13%	25%	*	-	*	29%	7%	16%	18%	14%	11%	11%
	2018	19%	18%	15%	0%	11%	23%	*	*	*	17%	4%	18%	17%	11%	10%	10%

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	79%	80%	*	76%	86%	*	-	*	100%	57%	82%	82%	72%	74%	76%
	2018	81%	78%	80%	*	76%	85%	-	*	*	100%	54%	94%	81%	76%	72%	79%
At Meets Grade Level or Above	2019	52%	48%	47%	*	40%	60%	*	-	*	77%	29%	41%	49%	41%	38%	41%
	2018	50%	46%	43%	*	36%	54%	-	*	*	80%	25%	47%	44%	37%	34%	33%
At Masters Grade Level	2019	26%	24%	22%	*	16%	33%	*	-	*	31%	16%	6%	22%	19%	15%	15%
	2018	24%	21%	16%	*	12%	23%	-	*	*	30%	10%	18%	17%	15%	12%	6%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	65%	64%	*	60%	73%	-	-	-	*	31%	63%	69%	52%	53%	56%
	2018	66%	63%	61%	*	52%	79%	-	-	-	*	33%	40%	64%	52%	46%	45%
At Meets Grade Level or Above	2019	38%	35%	31%	*	27%	39%	-	-	-	*	14%	25%	34%	21%	22%	33%
	2018	41%	39%	34%	*	26%	49%	-	-	-	*	21%	40%	34%	32%	23%	25%
At Masters Grade Level	2019	14%	12%	5%	*	5%	4%	-	-	-	*	3%	0%	5%	4%	4%	11%
	2018	13%	11%	5%	*	3%	9%	-	-	-	*	0%	0%	6%	0%	3%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	75%	*	70%	85%	-	-	*	100%	55%	67%	77%	69%	68%	64%
	2018	80%	79%	83%	-	79%	89%	-	*	*	83%	51%	83%	86%	75%	80%	69%
At Meets Grade Level or Above	2019	54%	52%	42%	*	33%	58%	-	-	*	60%	30%	50%	43%	35%	34%	20%
	2018	51%	49%	50%	-	40%	65%	-	*	*	50%	24%	50%	52%	42%	39%	25%
At Masters Grade Level	2019	25%	23%	16%	*	10%	28%	-	-	*	40%	14%	17%	18%	12%	11%	4%
	2018	23%	22%	18%	-	10%	29%	-	*	*	17%	10%	33%	17%	21%	12%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	74%	*	67%	87%	-	-	*	*	43%	*	76%	67%	68%	58%
	2018	78%	78%	81%	-	79%	84%	-	*	*	*	51%	100%	83%	73%	74%	60%
At Meets Grade Level or Above	2019	55%	55%	45%	*	35%	63%	-	-	*	*	20%	*	48%	36%	32%	8%
	2018	53%	52%	55%	-	51%	61%	-	*	*	*	29%	20%	56%	53%	44%	40%
At Masters Grade Level	2019	33%	34%	23%	*	13%	41%	-	-	*	*	10%	*	26%	11%	14%	0%
	2018	31%	31%	26%	-	21%	32%	-	*	*	*	10%	20%	25%	27%	18%	20%

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	55	-	56	53	-	-	-	*	42	*	53	63	56	92
	2018	63	62	58	*	53	67	-	-	-	*	50	*	57	59	58	72
Grade 4 Mathematics	2019	65	62	73	-	71	77	-	-	-	*	69	*	74	72	73	75
	2018	65	63	75	*	74	78	-	-	-	*	61	*	75	74	79	100
Grade 5 ELA/Reading	2019	81	81	78	*	80	75	-	-	-	*	83	*	76	86	78	90
	2018	80	80	77	-	81	74	-	-	-	*	75	*	78	74	76	83
Grade 5 Mathematics	2019	83	84	88	*	87	88	-	-	-	*	86	*	85	97	85	85
	2018	81	83	89	-	90	86	-	-	-	*	94	*	88	92	88	100
Grade 6 ELA/Reading	2019	42	41	37	-	32	42	-	-	-	*	32	*	38	32	36	75
	2018	47	47	32	*	30	37	-	-	-	*	30	*	33	31	29	39
Grade 6 Mathematics	2019	54	49	27	-	20	38	-	-	-	*	21	*	24	40	24	29
	2018	56	52	21	*	23	19	-	-	-	*	40	*	21	21	23	22
Grade 7 ELA/Reading	2019	77	76	77	*	78	74	-	-	-	*	63	80	79	72	75	83
	2018	76	75	70	-	72	64	-	-	-	*	77	*	69	74	64	67
Grade 7 Mathematics	2019	62	61	57	*	55	61	-	-	-	*	50	60	61	46	55	67
	2018	67	68	72	-	71	76	-	-	-	*	69	*	72	74	72	89
Grade 8 ELA/Reading	2019	77	77	79	*	80	77	-	-	-	*	85	*	80	72	75	75
	2018	79	79	81	-	81	85	-	*	*	*	55	*	81	80	84	60
Grade 8 Mathematics	2019	82	82	87	*	87	85	-	-	-	*	73	*	87	83	86	100
	2018	81	80	86	-	90	80	-	-	*	*	86	*	86	83	88	100
End of Course English II	2019	69	68	63	*	59	68	-	-	-	*	63	*	65	47	61	70
	2018	67	66	71	-	72	69	*	-	-	*	55	-	75	56	72	*
End of Course Algebra I	2019	75	73	84	-	83	86	-	-	*	*	56	*	88	68	79	92
	2018	72	71	63	*	60	65	-	*	-	*	29	*	64	59	55	58
All Grades Both Subjects	2019	69	68	67	57	66	69	-	-	*	84	61	59	68	66	65	77
	2018	69	69	65	43	64	67	*	*	*	60	59	60	66	63	64	72
All Grades ELA/Reading	2019	68	67	66	*	65	65	-	-	-	88	62	59	66	65	63	82
	2018	69	68	64	*	63	66	*	*	*	50	56	57	64	60	62	66
All Grades Mathematics	2019	70	68	69	*	67	73	-	-	*	81	59	59	70	67	66	73
	2018	70	69	66	*	66	67	-	*	*	70	62	63	67	65	65	77

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	40%	*	40%	40%	-	-	-	*	16%	37%	35%
	2018	38%	37%	31%	*	26%	49%	-	-	-	-	14%	29%	26%
Mathematics	2019	45%	44%	50%	*	48%	60%	-	-	-	-	36%	47%	58%
	2018	47%	45%	62%	-	66%	44%	-	-	-	-	48%	60%	71%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	76%	72%	*	65%	85%	-	-	-	*	50%	65%	50%
Students Requiring Accelerated Instruction	2019	22%	24%	28%	*	35%	15%	-	-	-	*	50%	35%	50%
STAAR Cumulative Met Standard	2019	86%	85%	82%	*	79%	89%	-	-	-	*	56%	79%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	100%	-	100%	*	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	9%	8%	7%	-	7%	*	-	-	-	-	0%	8%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	85%	*	81%	91%	-	-	-	*	72%	79%	88%
Students Requiring Accelerated Instruction	2019	17%	18%	15%	*	19%	9%	-	-	-	*	28%	21%	13%
STAAR Cumulative Met Standard	2019	90%	88%	94%	*	94%	94%	-	-	-	*	94%	93%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	96%	100%	-	100%	-	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	23%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	77%	79%	*	76%	84%	-	-	-	*	33%	70%	*
Students Requiring Accelerated Instruction	2019	22%	23%	21%	*	24%	16%	-	-	-	*	67%	30%	*
STAAR Cumulative Met Standard	2019	85%	85%	85%	*	81%	93%	-	-	-	*	42%	78%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	100%	-	100%	100%	-	-	-	-	100%	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	14%	13%	-	*	*	-	-	-	-	*	20%	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	80%	87%	*	83%	95%	-	-	-	*	58%	86%	*
Students Requiring Accelerated Instruction	2019	18%	20%	13%	*	17%	5%	-	-	-	*	42%	14%	*

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	88%	87%	90%	*	87%	98%	-	-	-	*	67%	88%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	100%	-	*	*	-	-	-	-	100%	100%	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	50%	38%	-	*	*	-	-	-	-	17%	17%	-

		State	Region 20	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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	74%	-	-	-	-	-	58%	52%	59%	67%	58%	58%
	2018	77%	75%	75%	-	-	-	-	-	55%	83%	52%	55%	55%	55%
At Meets Grade Level or Above	2019	50%	47%	43%	-	-	-	-	-	18%	29%	16%	11%	18%	18%
	2018	48%	46%	44%	-	-	-	-	-	25%	58%	22%	0%	25%	23%
At Masters Grade Level	2019	24%	22%	18%	-	-	-	-	-	4%	10%	3%	0%	4%	4%
	2018	22%	20%	16%	-	-	-	-	-	5%	25%	3%	0%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	72%	-	-	-	-	-	57%	56%	57%	*	57%	56%
	2018	74%	73%	71%	-	-	-	-	-	51%	83%	46%	*	51%	48%
At Meets Grade Level or Above	2019	48%	46%	43%	-	-	-	-	-	22%	33%	19%	*	22%	20%
	2018	46%	45%	42%	-	-	-	-	-	24%	67%	18%	*	24%	23%
At Masters Grade Level	2019	21%	19%	17%	-	-	-	-	-	4%	11%	3%	*	4%	4%
	2018	19%	18%	15%	-	-	-	-	-	7%	33%	3%	*	7%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	79%	80%	-	-	-	-	-	68%	56%	72%	*	68%	70%
	2018	81%	78%	80%	-	-	-	-	-	72%	83%	70%	*	72%	74%
At Meets Grade Level or Above	2019	52%	48%	47%	-	-	-	-	-	24%	33%	21%	*	24%	25%
	2018	50%	46%	43%	-	-	-	-	-	28%	50%	24%	*	28%	26%
At Masters Grade Level	2019	26%	24%	22%	-	-	-	-	-	8%	11%	7%	*	8%	8%
	2018	24%	21%	16%	-	-	-	-	-	5%	17%	3%	*	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	65%	64%	-	-	-	-	-	36%	*	38%	-	36%	36%
	2018	66%	63%	61%	-	-	-	-	-	25%	-	25%	*	25%	21%
At Meets Grade Level or Above	2019	38%	35%	31%	-	-	-	-	-	9%	*	13%	-	9%	9%
	2018	41%	39%	34%	-	-	-	-	-	17%	-	17%	*	17%	14%
At Masters Grade Level	2019	14%	12%	5%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	13%	11%	5%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	75%	-	-	-	-	-	50%	-	50%	*	50%	50%
	2018	80%	79%	83%	-	-	-	-	-	58%	-	58%	*	58%	62%
At Meets Grade Level or Above	2019	54%	52%	42%	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	51%	49%	50%	-	-	-	-	-	25%	-	25%	*	25%	23%
At Masters Grade Level	2019	25%	23%	16%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	23%	22%	18%	-	-	-	-	-	8%	-	8%	*	8%	8%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	74%	-	-	-	-	-	56%	-	56%	*	56%	60%
	2018	78%	78%	81%	-	-	-	-	-	33%	-	33%	*	33%	50%
At Meets Grade Level or Above	2019	55%	55%	45%	-	-	-	-	-	11%	-	11%	*	11%	10%
	2018	53%	52%	55%	-	-	-	-	-	33%	-	33%	*	33%	25%
At Masters Grade Level	2019	33%	34%	23%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	31%	26%	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	67%	-	-	-	-	-	75%	83%	74%	90%	75%	76%
	2018	69%	69%	65%	-	-	-	-	-	71%	-	71%	50%	71%	69%
All Grades ELA/Reading	2019	68%	67%	66%	-	-	-	-	-	84%	*	84%	*	84%	85%
	2018	69%	68%	64%	-	-	-	-	-	68%	-	68%	*	68%	64%
All Grades Mathematics	2019	70%	68%	69%	-	-	-	-	-	67%	*	65%	*	67%	67%
	2018	70%	69%	66%	-	-	-	-	-	73%	-	73%	*	73%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	40%	-	-	-	-	-	33%	*	36%	*	33%	35%

		State	Region 20	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 EL
Mathematics	2018	38%	37%	31%	-	-	-	-	-	29%	-	29%	*	29%	26%
	2019	45%	44%	50%	-	-	-	-	-	58%	*	64%	-	58%	58%
	2018	47%	45%	62%	-	-	-	-	-	69%	-	69%	*	69%	71%

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	99%	*	-	*	100%	99%	100%	100%
Included in Accountability	94%	93%	96%	100%	96%	98%	*	-	*	93%	96%	97%	89%
Not Included in Accountability													
Mobile	4%	5%	3%	0%	4%	1%	*	-	*	7%	2%	2%	9%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	2%
Not Tested	1%	1%	0%	0%	0%	1%	*	-	*	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	*	-	*	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	*	100%	99%	99%	100%
Included in Accountability	94%	93%	95%	85%	94%	96%	*	50%	*	89%	94%	95%	86%
Not Included in Accountability													
Mobile	4%	5%	4%	15%	5%	4%	*	50%	*	11%	6%	4%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	6%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	*	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.6%	95.3%	92.8%	95.1%	95.5%	*	*	*	95.6%	94.2%	94.5%	96.3%
2016-17	95.7%	95.0%	95.5%	95.1%	95.3%	95.9%	*	*	*	94.8%	94.5%	95.0%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.6%	0.0%	-	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2016-17	0.3%	0.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.6%	1.3%	*	1.7%	0.8%	-	-	*	0.0%	1.4%	2.8%	0.0%
2016-17	1.9%	2.7%	1.5%	*	1.9%	0.9%	-	-	*	0.0%	2.0%	1.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	87.1%	92.9%	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.8%	3.7%	0.6%	*	1.1%	0.0%	-	-	-	*	7.1%	0.0%	*
Dropped Out	5.7%	8.8%	6.4%	*	9.1%	3.1%	-	-	-	*	0.0%	13.6%	*
Graduates and TxCHSE	90.4%	87.5%	92.9%	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Graduates, TxCHSE, and Continuers	94.3%	91.2%	93.6%	*	90.9%	96.9%	-	-	-	*	100.0%	86.4%	*
Class of 2017													
Graduated	89.7%	85.9%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	4.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.9%	9.6%	8.6%	*	11.5%	4.3%	-	-	-	*	40.0%	14.3%	*
Graduates and TxCHSE	90.1%	86.4%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
Graduates, TxCHSE, and Continuers	94.1%	90.4%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	88.0%	90.7%	*	87.5%	95.7%	-	-	-	*	60.0%	84.4%	*
Received TxCHSE	0.6%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	1.0%	0.7%	*	1.1%	0.0%	-	-	-	*	0.0%	1.6%	*
Dropped Out	6.3%	10.3%	8.6%	*	11.4%	4.3%	-	-	-	*	40.0%	14.1%	*
Graduates and TxCHSE	92.6%	88.7%	90.7%	*	87.5%	95.7%	-	-	-	*	60.0%	84.4%	*
Graduates, TxCHSE, and Continuers	93.7%	89.7%	91.4%	*	88.6%	95.7%	-	-	-	*	60.0%	85.9%	*
Class of 2016													
Graduated	91.6%	88.8%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Received TxCHSE	0.7%	0.7%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.2%	1.2%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	9.3%	2.4%	-	2.5%	2.3%	-	-	-	*	11.8%	4.3%	*
Graduates and TxCHSE	92.2%	89.5%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Graduates, TxCHSE, and Continuers	93.4%	90.7%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	89.4%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.8%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.4%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	9.4%	2.4%	-	2.5%	2.3%	-	-	-	*	11.8%	4.3%	*
Graduates and TxCHSE	92.9%	90.2%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Graduates, TxCHSE, and Continuers	93.4%	90.6%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Class of 2015													
Graduated	91.8%	89.7%	93.1%	*	93.8%	93.2%	*	-	-	*	93.8%	86.3%	*
Received TxCHSE	1.0%	1.0%	0.7%	*	0.0%	1.7%	*	-	-	*	0.0%	2.0%	*
Continued HS	0.6%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	8.8%	6.2%	*	6.2%	5.1%	*	-	-	*	6.3%	11.8%	*
Graduates and TxCHSE	92.8%	90.7%	93.8%	*	93.8%	94.9%	*	-	-	*	93.8%	88.2%	*
Graduates, TxCHSE, and Continuers	93.3%	91.2%	93.8%	*	93.8%	94.9%	*	-	-	*	93.8%	88.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	87.1%	92.9%	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Class of 2017	89.7%	85.9%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	67.5%	*	-	-	*	-	-	-	-	-	*	-
Class of 2017	88.5%	89.2%	85.8%	*	84.4%	93.3%	-	-	-	*	*	79.6%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.6%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Class of 2017	6.0%	2.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.1%	88.1%	*	87.3%	88.3%	-	-	-	*	61.5%	87.8%	*
Class of 2017	60.8%	45.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	82.5%	88.3%	*	87.3%	88.7%	-	-	-	*	61.5%	88.2%	*
Class of 2017	85.9%	83.5%	85.8%	*	84.4%	93.3%	-	-	-	*	*	79.6%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	21.7%	*	-	-	*	-	-	-	-	-	*	-
2016-17	87.2%	88.8%	85.2%	*	83.1%	93.5%	-	-	-	*	*	79.2%	*
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.3%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	7.2%	4.4%	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	76.7%	88.3%	*	87.3%	88.7%	-	-	-	*	61.5%	87.8%	*
2016-17	56.5%	41.8%	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	76.8%	88.4%	*	87.3%	88.9%	-	-	-	*	61.5%	88.0%	*
2016-17	84.0%	82.2%	85.5%	*	83.5%	93.6%	-	-	-	*	*	79.6%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	146	100.0%	347,893	100.0%
By Ethnicity:				
African American	1	0.7%	43,502	12.5%
Hispanic	79	54.1%	173,272	49.8%
White	63	43.2%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	0	0.0%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	3	2.1%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	1	0.7%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	17	11.6%	49,432	14.2%
Foundation H.S. Program (Endorsement)	0	0.0%	16,542	4.8%
Foundation H.S. Program (DLA)	128	87.7%	272,526	78.3%
Special Education Graduates	13	8.9%	25,962	7.5%
Economically Disadvantaged Graduates	50	34.2%	166,956	48.0%
LEP Graduates	3	2.1%	21,359	6.1%
At-Risk Graduates	59	40.4%	144,805	41.6%

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	61.5%	58.9%	*	50.0%	70.6%	-	-	-	*	73.1%	39.0%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.7%	34.2%	*	21.5%	50.8%	-	-	-	*	0.0%	16.0%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	57.8%	41.8%	*	32.9%	49.2%	-	-	-	*	7.7%	32.0%	*
Mathematics													
2017-18	46.0%	43.5%	21.9%	*	11.4%	34.9%	-	-	-	*	0.0%	4.0%	*
Both Subjects													
2017-18	42.1%	40.0%	20.5%	*	11.4%	31.7%	-	-	-	*	0.0%	4.0%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	21.1%	32.2%	*	20.3%	47.6%	-	-	-	*	0.0%	16.0%	*
2016-17	19.9%	19.5%	35.1%	*	25.3%	53.2%	-	-	-	*	*	18.5%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	19.3%	8.2%	*	5.1%	11.1%	-	-	-	*	0.0%	2.0%	*
2016-17	20.1%	18.1%	9.2%	*	6.3%	14.9%	-	-	-	*	*	1.9%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.2%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.1%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.4%	37.3%	*	38.0%	36.5%	-	-	-	*	73.1%	29.0%	*
2016-17	13.2%	10.7%	22.5%	*	25.3%	16.0%	-	-	-	*	*	25.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.7%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	2.7%	2.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.3%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.0%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	33.5%	59.6%	*	60.8%	57.1%	-	-	-	*	69.2%	52.0%	*
2016-17	17.3%	14.1%	34.4%	*	38.0%	27.7%	-	-	-	*	*	40.7%	*

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.2%	4.8%	*	3.8%	6.3%	-	-	-	*	0.0%	2.0%	*
2016-17	2.2%	1.8%	5.3%	*	6.3%	2.1%	-	-	-	*	*	5.6%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	5.5%	*	6.3%	4.8%	-	-	-	*	61.5%	4.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.6%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.5%	0.4%	0.8%	*	1.3%	0.0%	-	-	-	*	*	1.9%	*

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	32.8%	19.2%	*	15.2%	20.6%	-	-	-	*	0.0%	16.0%	*
2016-17	23.4%	28.8%	9.9%	*	11.4%	8.5%	-	-	-	*	*	5.6%	*
Mathematics													
2017-18	23.7%	25.4%	9.6%	*	6.3%	14.3%	-	-	-	*	0.0%	2.0%	*
2016-17	19.8%	22.3%	12.2%	*	8.9%	19.1%	-	-	-	*	*	3.7%	*
Both Subjects													
2017-18	18.1%	20.9%	4.1%	*	3.8%	4.8%	-	-	-	*	0.0%	0.0%	*
2016-17	12.9%	17.5%	2.3%	*	2.5%	2.1%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	58.7%	95.9%	*	93.7%	98.4%	-	-	-	*	100.0%	98.0%	*
2016-17	50.5%	48.2%	83.2%	*	84.8%	78.7%	-	-	-	*	*	87.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.1%	2.7%	*	3.8%	1.6%	-	-	-	*	0.0%	4.0%	*
2016-17	0.8%	0.6%	6.9%	*	6.3%	4.3%	-	-	-	*	*	11.1%	*
Mathematics													
2017-18	3.9%	3.1%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.4%	0.9%	1.5%	*	2.5%	0.0%	-	-	-	*	*	1.9%	*
Both Subjects													
2017-18	0.9%	0.3%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.2%	0.1%	0.8%	*	1.3%	0.0%	-	-	-	*	*	1.9%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.3%	3.6%	*	3.4%	3.9%	-	-	-	*	n/a	0.0%	n/a
2017	26.2%	27.2%	2.1%	*	1.2%	3.8%	-	-	-	0.0%	n/a	1.6%	n/a
English Language Arts													
2018	15.3%	16.9%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	15.9%	17.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
Mathematics													
2018	7.3%	7.4%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	7.2%	6.9%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
Science													
2018	10.8%	11.6%	0.6%	*	0.0%	1.6%	-	-	-	*	n/a	0.0%	n/a
2017	10.9%	11.1%	0.7%	*	0.0%	1.9%	-	-	-	0.0%	n/a	0.0%	n/a
Social Studies													
2018	14.5%	16.3%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2017	15.0%	15.8%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	46.6%	90.9%	-	100.0%	80.0%	-	-	-	-	n/a	-	n/a
2017	49.1%	44.1%	66.7%	-	*	*	-	-	-	-	n/a	*	n/a
English Language Arts													
2018	42.5%	39.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	37.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	43.7%	-	-	-	-	-	-	-	-	n/a	-	n/a

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	40.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	36.1%	*	-	-	*	-	-	-	-	n/a	-	n/a
2017	38.3%	35.1%	*	-	-	*	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	36.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	83.9%	47.9%	*	41.8%	54.0%	-	-	-	*	n/a	28.8%	n/a
2016-17	73.5%	81.6%	55.7%	0.0%	48.1%	70.2%	-	-	-	66.7%	n/a	39.3%	n/a
At/Above Criterion													
2017-18	37.9%	34.3%	27.1%	*	15.2%	38.2%	-	-	-	*	n/a	6.7%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1001	1002	*	958	1047	-	-	-	*	n/a	925	n/a
English Language Arts and Writing													
2017-18	521	505	516	*	495	539	-	-	-	*	n/a	482	n/a
Mathematics													
2017-18	515	496	486	*	463	508	-	-	-	*	n/a	443	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	21.0	18.6	*	17.7	19.6	-	-	-	*	n/a	15.8	n/a
English Language Arts													
2017-18	20.3	20.8	18.2	*	17.2	19.5	-	-	-	*	n/a	14.3	n/a
Mathematics													
2017-18	20.6	20.7	18.2	*	17.1	19.1	-	-	-	*	n/a	15.0	n/a
Science													
2017-18	20.9	21.3	19.7	*	19.1	20.4	-	-	-	*	n/a	18.4	n/a

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	41.5%	40.2%	*	32.8%	50.2%	-	-	*	71.4%	20.3%	28.9%	33.3%
2016-17	37.1%	35.0%	30.6%	*	23.9%	39.9%	-	-	*	40.0%	4.1%	23.7%	15.4%
English Language Arts													
2017-18	17.3%	16.3%	12.5%	*	8.7%	17.2%	-	-	*	28.6%	0.0%	4.3%	0.0%
2016-17	16.8%	16.4%	11.6%	*	7.7%	17.3%	-	-	*	22.2%	0.0%	5.4%	0.0%
Mathematics													
2017-18	20.7%	20.4%	19.5%	*	15.8%	24.1%	-	-	*	42.9%	1.7%	10.2%	18.2%
2016-17	19.5%	19.7%	16.5%	*	14.4%	18.8%	-	-	*	42.9%	0.0%	12.4%	8.3%
Science													
2017-18	21.2%	21.0%	27.2%	*	24.5%	30.6%	-	-	*	50.0%	17.5%	20.9%	20.0%
2016-17	5.7%	5.4%	2.4%	*	2.0%	3.2%	-	-	*	0.0%	0.0%	0.9%	0.0%
Social Studies													
2017-18	22.8%	23.2%	17.1%	*	11.3%	23.9%	-	-	*	57.1%	0.0%	7.2%	9.1%
2016-17	21.8%	20.2%	16.1%	*	11.0%	23.1%	-	-	*	30.0%	0.0%	8.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	53.1%	49.6%	*	41.8%	66.0%	-	-	-	*	*	30.4%	*
2015-16	54.7%	51.0%	41.5%	-	38.3%	48.8%	-	-	-	*	6.7%	28.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	55.3%	48.3%	-	40.0%	55.2%	-	-	-	*	-	37.5%	-
2015-16	55.7%	52.9%	63.8%	-	62.1%	66.7%	-	-	-	-	*	66.7%	*

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	1,980	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	2	0.1%	15,122	0.3%
Pre-Kindergarten	94	4.7%	238,810	4.4%
Kindergarten	139	7.0%	373,435	6.9%
Grade 1	146	7.4%	386,567	7.1%
Grade 2	126	6.4%	387,490	7.2%
Grade 3	135	6.8%	395,637	7.3%
Grade 4	155	7.8%	411,805	7.6%
Grade 5	158	8.0%	417,388	7.7%
Grade 6	137	6.9%	417,587	7.7%
Grade 7	168	8.5%	406,716	7.5%
Grade 8	152	7.7%	404,933	7.5%
Grade 9	137	6.9%	436,449	8.1%
Grade 10	152	7.7%	400,571	7.4%
Grade 11	131	6.6%	372,899	6.9%
Grade 12	148	7.5%	350,991	6.5%
Ethnic Distribution:				
African American	6	0.3%	684,349	12.6%
Hispanic	1,267	64.0%	2,847,629	52.6%
White	684	34.5%	1,484,069	27.4%
American Indian	1	0.1%	20,362	0.4%
Asian	1	0.1%	242,247	4.5%
Pacific Islander	2	0.1%	8,254	0.2%
Two or More Races	19	1.0%	129,490	2.4%
Economically Disadvantaged	1,150	58.1%	3,283,812	60.6%
Non-Educationally Disadvantaged	830	41.9%	2,132,588	39.4%
Section 504 Students	250	12.6%	354,440	6.5%
English Learners (EL)	73	3.7%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	29	1.4%	75,963	1.4%
Students w/ Dyslexia	130	6.6%	194,074	3.6%
At-Risk	919	46.4%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	241		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	71	29.5%	221,426	42.4%
Students with Physical Disabilities	85	35.3%	114,118	21.9%
Students with Autism	**	**	71,373	13.7%
Students with Behavioral Disabilities	55	22.8%	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.9%	1.7%	5.0%	6.2%
Grade 1	6.0%	3.1%	19.0%	5.5%
Grade 2	0.0%	1.8%	0.0%	2.3%
Grade 3	0.8%	1.1%	0.0%	0.9%
Grade 4	0.7%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.6%	5.9%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	0.0%	7.2%	5.3%	12.7%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.2%	6,321	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	22.2	18.9
Grade 1	21.9	18.8
Grade 2	22.0	18.7
Grade 3	19.0	18.9
Grade 4	19.7	19.2
Grade 5	21.5	21.2
Grade 6	20.2	20.4
Secondary:		
English/Language Arts	15.9	16.6
Foreign Languages	26.7	18.9
Mathematics	14.1	17.8
Science	18.8	18.9
Social Studies	19.3	19.3

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	284.4	100.0%	719,502.5	100.0%
Professional Staff:	173.4	61.0%	461,380.1	64.1%
Teachers	137.8	48.5%	358,450.1	49.8%
Professional Support	21.1	7.4%	72,848.5	10.1%
Campus Administration (School Leadership)	10.5	3.7%	21,812.7	3.0%
Central Administration	4.0	1.4%	8,268.8	1.1%
Educational Aides:	48.3	17.0%	74,292.4	10.3%
Auxiliary Staff:	62.7	22.0%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	5.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	105.4	37.1%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	1.5%	37,875.6	10.6%
Hispanic	28.8	20.9%	99,261.7	27.7%
White	105.1	76.2%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	0.0	0.0%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	2.0	1.5%	4,074.5	1.1%
Males	33.2	24.1%	85,138.1	23.8%
Females	104.6	75.9%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,932.1	1.4%
Bachelors	106.8	77.5%	263,991.5	73.6%
Masters	31.0	22.5%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	2.2%	24,953.3	7.0%
1-5 Years Experience	18.0	13.1%	103,762.4	28.9%
6-10 Years Experience	31.6	22.9%	68,136.0	19.0%
11-20 Years Experience	55.8	40.4%	105,158.7	29.3%
Over 20 Years Experience	29.5	21.4%	56,439.7	15.7%
Number of Students per Teacher	14.4	n/a	15.1	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.2	6.3
Average Years Experience of Principals with District	6.0	5.4
Average Years Experience of Assistant Principals	5.0	5.3
Average Years Experience of Assistant Principals with District	4.4	4.7
Average Years Experience of Teachers:	14.1	11.1
Average Years Experience of Teachers with District:	9.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$44,000	\$47,218
1-5 Years Experience	\$48,894	\$50,408
6-10 Years Experience	\$48,912	\$52,786
11-20 Years Experience	\$51,817	\$56,041
Over 20 Years Experience	\$57,964	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$51,915	\$54,122
Professional Support	\$59,483	\$64,069
Campus Administration (School Leadership)	\$76,107	\$78,947
Central Administration	\$98,455	\$103,400
Instructional Staff Percent:	66.3%	64.5%
Turnover Rate for Teachers:	10.6%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.4	6,043.6

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	70	3.5%	1,066,099	19.7%
Career & Technical Education	616	31.1%	1,424,391	26.3%
Gifted & Talented Education	118	6.0%	436,361	8.1%
Special Education	241	12.2%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,092.5	6.4%
Career & Technical Education	9.9	7.2%	17,483.0	4.9%
Compensatory Education	11.0	8.0%	9,548.1	2.7%
Gifted & Talented Education	7.3	5.3%	7,164.0	2.0%
Regular Education	97.2	70.5%	255,885.2	71.4%
Special Education	12.5	9.1%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

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

'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

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

ADDENDUMS:

Devine ISD Technology Plan 2020-2021

Goal 1: Teaching and Learning

1. Increase accessibility to technology for students, teachers, staff and administrators at the district.
2. Administrators and teachers will utilize electronic resources to build and enhance curriculum.
3. Enhance the delivery of instruction via interactive technology.

Goal 2: Preparation and Professional Development

1. Enhance professional development by providing more training opportunities for all staff members.
2. Provide professional development to ensure staff become proficient in technology use.
3. Train and support administrators, teachers and students to interchangeably use and manage a collaborative cloud based environment.

Goal 3: Administration and Instructional Support

1. Develop and implement a budget plan for operational technologies such as hardware, software, services and professional development.
2. Ensure administrative support is provided to meet all informational needs.
3. Offer the informational and educational technology resources needed to meet learning requirements of educators, students and parents.

Goal 4: Infrastructure

1. Provide technology infrastructure to connect all classrooms, libraries, departments, and offices within the district to support and enhance the instructional and technological efforts of students and district staff.
2. Improve the district's computer and network infrastructure to meet the needs of educators, students, and community members.
3. Undertake a 1:1 device to student ratio district wide.

Use of Other Resources

In addition to the regular instructional program, the school provides a variety of special programs to meet the needs of all students who attend the school. Some of the special programs include the following:

1. Individuals with Disabilities Education Act (IDEA) – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. State Compensatory Education (SCE). Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. ESSA, Title I-Part A, Part A-Devine ISD uses its Title I-Part A funds to implement school wide programs at Ciavarra Elementary and Devine Intermediate. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials, personnel and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. ESSA, Title II-Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce (English) class sizes at Devine Middle School.
5. ESSA, Title III-Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
6. ESSA, Title IV-Part A: Student Support and Academic Improvement Grant- Intended to improve students' academic achievement by increasing the capacity of districts to: provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.
7. Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.
8. English as a Second Language (ESL) – Certified teachers use the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding goes towards providing stipends for ELA teachers who are required to be ESL certified as well as special supplies and materials used to enhance the instruction.

Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

Students Eligibility

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

(1) was not advanced from one grade level to the next for one or more school years;

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;,

(4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Local Criteria: On November 15, 2004, the DISD School Board approved Dyslexia as a local criteria for at-risk according to House Bill 1691 that allows charges to SCE allotment for dyslexia students.

Module 9 of the Financial Accountability System Resource Guide (FASRG) clearly states that the SCE funds "are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081" [FASRG, §9.2.3.1]. In addition, students who do not meet the criteria in TEC (e.g., those identified solely under local criteria) may receive an incidental benefit. "Incidental inclusion" of students generally means that (1) their inclusion does not increase the cost of the program, and (2) students identified under the TEC criteria are not denied SCE services. In any case, SCE services may not be used to provide services to students identified solely by the local criteria in the absence of students who meet the criteria established in the TEC. The defense of the local criteria and the inclusion of students are the responsibility of Devine ISD.

District SCE Policies and Procedures

The Devine ISD has adopted the following administrative policies and procedures for identifying students:

(1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).

(2) The district does use one local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.

(3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs. **In lieu of the COVID 19 crisis and the offering of remote learning and in alignment with state rules for SCE in lieu of COVID-19, primary school-aged children who do not engage in BOY testing will be identified as at-risk as necessary and appropriate.**

(4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.

(5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.

(6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

When using SCE funds to support a Title I-Part A school wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I-Part A, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their “program” identity. However, the SCE funds do NOT lose their “fiscal” identity, and these funds are not fiscally combined with Title I-Part A, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Devine ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

Campus-Level SCE Services 2020-2021

Based upon students' qualifying criteria, the following tables outline each campus specific service funded by State Compensatory dollars. As additional students are identified and student needs are determined, additional services may be added, and others may be modified or deleted.

John J. Ciavarra Elementary School

Objective: To have 90 percent of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
Instruction and Intervention K-2nd - Provide early reading intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. PreK-2nd -Implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.	Certified Interventionist- (2 FTEs) Instructional aides- (4.5 FTEs) Counselor – (0.37 FTE) PreK Teachers- (2.8 FTEs) PreK Aides- (3.0 FTEs) Overtime & Aide Subs SCE Total-\$500,000 Local	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August 2020 - July 2021 SW Comp-2, 3	Teacher test Grade reports Progress monitoring Running records Lesson plans Grade Reports At Risk List	Achieve “Developed” status on TPRI ITBS Performance Meet or exceed STAAR Ready
Dyslexia (Grade 1 & 2) – Provide dyslexia intervention for dyslexic students using Lexia, and Tier II & Tier III Reading 1 st interventions.	SCE -\$500-supplies Local Title I-Part A (if available)	Principal Reading Interventionist	August 2020 - July 2021 SW Comp-2, 9	DRA Reports TPRI Reports Classroom Assessments	Reading/ELA grades List of exited students
Reading/Math-STAAR Materials and Software - Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives and provide supplemental instruction to students in need of assistance in reading and math.	SCE-\$3,600 Instructional and software supplies	Principal Teachers Technology Aides	August 2020 - July 2021 SW Comp-2, 9	Teacher test Grade cards STAAR Ready results	Passing applicable component of STAAR in 3 rd grade
*HOMEBOUND -Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-\$10,000	Principal	August 2020 - July 2021 SW Comp-2, 9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
Tutorials - Provide in-school or after-school tutorials for students not meeting objective/standard in order to reduce the gap between “all students” (EcoDis/LEP/Sped).	Certified teachers SCE-\$500	Principal	August 2020 - July 2021 SW Comp-2, 9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR
Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2020 - July 2021	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

*Funds utilized district-wide

Campus-Level SCE Services 2020-2021

Based upon students' qualifying criteria, the following tables outline each campus specific service funded by State Compensatory dollars. As additional students are identified and student needs are determined, additional services may be added, and others may be modified or deleted.

Devine Intermediate School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
<p>Instruction and Intervention – (3-5) Provide reading and dyslexia intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. Also, implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.</p>	<p>Certified Interventionist- (1.6 FTEs) Instructional aides- (2.0 FTEs) Counselor- (0.47 FTEs) Overtime & Sub Aides Title I-Part A</p> <p>SCE - \$180,000</p>	<p>Principal Interventionist Spec. Prog. Director Counselor Director of Student Services</p>	<p>August-July</p> <p>SW Comp- 2,3</p>	<p>Benchmarks Teacher test Grade reports Progress monitoring Running records</p>	<p>STAAR Results Federal Report Card</p>
<p>Tutorials- Provide in-school, after-school, and Saturday school tutorials for students not meeting objective/standard in order to reduce the gap between “all students” (EcoDis/LEP/Sped).</p>	<p>Certified teachers SCE-\$1,000</p>	<p>Principal Spec. Prog. Director</p>	<p>August-July</p> <p>SW Comp- 2,9</p>	<p>Benchmarks Teacher tests Grade reports</p>	<p>Passing applicable component of STAAR</p>
<p>Dyslexia – Provide dyslexia intervention for dyslexic students using Reading By Design, Lexia and Tier II/Tier III Reading First interventions.</p>	<p>SCE-\$800 (supplies) Title I-Part A (if available) Local</p>	<p>Principal Reading Interventionists Spec. Ed. Director</p>	<p>August-July</p> <p>SW Comp- 2,9</p>	<p>TPRI Reports Classroom Assessments</p>	<p>Reading/ELA grades List of exited students</p>

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
STAAR Materials and Supplies- Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives, and provide supplemental instruction to students in need of assistance in reading and math.	SCE-\$3,600 Instructional and software supplies	Principal Teachers Technology Aides	August-July SW Comp-2	Teacher test Grade cards	Passing reading and math STAAR Promotion
*Homebound- Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-\$2,000	Principal	August-July SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion
Summer School- Provide accelerated instruction for fifth grade students that did not pass the first or second administration of the reading or math STAAR test as outlined in SSI guidelines. <i>(Accelerated instruction for third and fourth grade TBD)</i>	SCE - \$9,500 Certified Teachers- (3.0 FTEs) 1 Certified Aides – (1.0 FTEs) 1 Nurse Asst.- (1.0 FTE) Local Title I-Part A- (if available)	Principal, Certified Teachers GPC Spec. Prog. Director	June-July SW Comp-2,9	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP

Additional Services available to support At-Risk Students (not funded by SCE)

<p>Reading and Math Intervention- “Bronco Time” Implement effective in school reading and math intervention for at-risk students and monitor student performance to ensure increased student achievement.</p>	<p>Local Title I-Part A Title III, Part A SSA</p>	<p>Principal Classroom teachers Instructional Aides</p>	<p>August-July SW Comp- 2,3</p>	<p>Lesson plans Teacher tests Grade reports</p>	<p>STAAR reading, writing, math results. TELPAS results</p>
<p>District SRO will help campuses enforce compulsory attendance laws.</p>	<p>Local City of Devine</p>	<p>Principal Asst. Principal Attendance clerk</p>	<p>August-July</p>	<p>6 weeks Attendance Reports SRO Reports</p>	<p>Annual Attendance Reports</p>

Campus-Level SCE Services 2020-2021

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine Middle School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment in order to improve student performance.	Certified Teachers-15 (3 FTEs) Instructional aides-(1.25 FTEs) Overtime- \$500 SCE -\$142,529	Principal	August - July	Teacher tests Grade cards	Pass all classes STAAR results
After School Tutorials -Students in at-risk situations receive individual assistance with class work, homework, and meeting STAAR objectives.	Certified teachers SCE-\$500 Supplies-	Principal	August - July	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Dyslexia -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-\$450 (supplies) Local	Principal Dyslexia teacher Assessment teacher Special Ed. Director	August - July	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR

√- Accomplished

▲ – Considerable

▼ - Some Progress

0- No Progress

X- Discontinued

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Summer School- Provide accelerated instruction for eighth grade students that did not pass the first or second administration of the reading or math STAAR test and as outlined in SSI guidelines for 8th grade.	Approximately 3-4 certified teachers (3-4 FTEs) Instructional Aide-(1 FTE) Nurse Asst.-(1 FTE) SCE-\$9,650	Principal, Certified Teachers GPC	June-July	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
DAEP- In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide(1 FTEs) 1 Admin- (1 FTE) Total salaries-\$154,842.01 Subs-\$5,000 Supplies -\$3,600 Copier lease-\$4,500 (incorporated w/ MS funds)	DAEP Teachers Asst Supt of Per/C&I Principals	August - July	Teacher tests Grade cards	Passing grades Stay in school
JJAEP- Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ HS funds)	Superintendent MS/HS Principals Asst. Principals Asst Supt of Per/C&I	August - July	First semester record of student attendance	Yearly record of student attendance
*Homebound Services- Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-\$1,400	Principal Counselor	August - July	Teacher tests Grade cards	Passing all core subjects
STAAR Materials- Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-\$3,600	Principal	August - July	Teacher tests Grade cards	Passing applicable component of STAAR
Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					

Additional Services available to support At-Risk Students (not funded by SCE)

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Computer Lab – Provide student support and remediation for core subject areas and STAAR. (Mobey Max and Study Island)	Local	Principal	August - July	Pre/Post Test	Passing STAAR and passing grades
ESL Lab- Provide student support and remediation for ESL students who are new to English. (Rosetta Stone, BrainPop Espanol, Reading Eggs)	Title III SSA	Principal Counselor Spec. Prog. Director	August - July	Teacher Tests Grade Reports	Passing STAAR and passing grades
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August - July	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

√- Accomplished

▲ – Considerable

▼ - Some Progress

0- No Progress

X- Discontinued

Campus-Level SCE Services 2020-2021

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine High School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment in order to improve student performance on ENG I and II EOCs.	1 Certified Teachers- (ELAR-.12 FTEs) SCE-\$6,132	Principal	August- June	Teacher tests Grade cards	Pass all classes EOC STAAR results
Supplemental Instruction - Provide supplemental technology instruction to students in need of assistance in core subject areas and also assists with oral language development for ELs)	1 Aide- (.8 FTE) SCE-\$18,450	Principal PLATO Counselor Technology Aide	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Supplemental Instruction - Provide supplemental technology instruction to students in need of assistance with oral language development for ELs)	1 Certified Teacher- (.12 FTE) SCE-\$6,132	Principal Counselors Special Programs Director Rosetta Stone Teacher	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results & TELPAS
After School Tutorials -Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teachers SCE-\$1,000 Supplies	Principal	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Dyslexia – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-\$270 (supplies) Local	Principal Counselor Spec. Ed. Director	August- June	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR
Summer Tutorials -Certified teachers provide accelerated instruction to students who have failed a STAAR or EOC test and are eligible for re-testing.	Approximately 6 certified teaches SCE-\$4,000	Principal Asst Principal Counselor	August- June	Teacher tests Progress reports	EOC STAAR Results
DAEP -In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide(1 FTEs) 1 Admin- (1 FTE) Total salaries-\$154,842.01	DAEP Teachers Asst Supt Per/C&I	August- June	Teacher tests Grade cards	Passing grades Stay in school

	Subs-\$5,000 Supplies -\$3,600 Copier lease-\$4,500 (incorporated w/ MS funds)				
Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
JJAEP-Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ MS funds)	Superintendent MS/HS Principals, Asst Principals Asst Supt Per/C&I	August- June	First semester record of student attendance	Yearly record of student attendance
*Homebound Services- Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-\$10,000	Principal	August- June	Teacher tests Grade cards	Passing all core subjects
STAAR EOC Materials- Core curricula is augmented by teachers using EOC materials to help students achieve EOC objectives.	Instructional supplies SCE-\$3,600	Principal	August- June	Teacher tests Grade cards	Passing applicable component of EOC

Additional Services available to support At-Risk Students (not funded by SCE)

PLATO Lab – Provide student support and remediation for core subject areas and STAAR EOC with PLATO software Provide student support and remediation for ESL students who are new to English (Rosetta Stone)	Local Title III SSA	Principal Principal Counselor Spec. Prog. Director	August- June	Pre/Post Test	EOC results Passing core subjects
District SRO will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk Asst Supt Per/C&I	August- June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

√ - Accomplished

▲ - Considerable

▼ - Some Progress

0- No Progress

X- Discontinued