

Denton Independent School District
Ryan High School
2022-2023 Campus Improvement Plan





Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

See addendum RHS Closing the Gaps

Demographics

Demographics Summary

RHS currently has a very diverse student body. The makeup of the school community is a tradition-rich one, marked by years of success at all levels of the educational process. The actual student makeup is consistent in an average enrollment between 2050-2220 over the previous three years. An overall high number from over a decade ago saw RHS at 2,550 students, and a recent lower attendance number reflects a total of 1840.

The diversity of the campus includes the following: 2190 enrollment. Of that number, 61% are Economically Disadvantaged. 45.5% of those students are At-Risk. The makeup of the campus includes 22% African-American, 45% Hispanic, 28.8% White, 0.68% American Indian, 1.76% Asian, 0.18% Pacific Islander, and 3% Two or More Races.

Staff at RHS is comprised of 60.3% with Bachelor's degrees. 37% with Masters degrees, and 1.2% with Doctoral degrees. Experience make up is as follows: 1st year: 3.6%, 1-5 years: 28.7%, 6-10 years: 18.2%, 11-20 years: 33.8%, over 20 years: 19%. The average years of experience for RHS staff is 12 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus embraces attention to many areas of academic, social-emotional, and overall growth of the student. The staff at RHS recognize that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus is a critical component of the RHS team. RHS will partner with Safety Net to address the social-emotional learning gaps of our students and engage in positive

alternative activities to promote behavior, health, and wellness.

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2022-2023 school year will bring unique and challenging opportunities that the staff will embrace with enthusiastic energy. As has been the case in previous years, the academic progress of RHS consists of planning to address numerous focus areas. As the campus is accustomed to each year, a review of academic standards from the previous year's assessment tools is utilized. Due to the varied learning formats that were implemented to start the 2020-2021 school year, normal learning expectations were altered as we continue to address the learning gaps that occurred due to COVID. Therefore, when reviewing the previous year's assessment data, the campus is using a combination of state assessment data and individual teacher accumulated records.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve the skill levels for both subject areas. The use of IXL diagnostic testing serves as an introductory starting point for many of the Algebra, English 1, and English 2 domains and creates an individualized performance path focusing on the individual student's strengths in addition to the areas of remediation and or review. In addition to using IXL, staff and students have access to SIRIUS as an additional intervention tool to address specific skills related to student weakness.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains on the ability to show improvement in the areas of writing both expository essays as well as persuasive essays. Writing and paragraph development remain a target for students of RHS. Attention to the details of the well-

developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

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

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

Student Learning Strengths

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

Regarding Algebra 1 and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Desmos and SIRIUS, as well as various other skill-building practice materials, are used daily. Implementing Strategic Learning HS Math using the Agile Mind program into the

master schedule is another intervention tool used to help close the gaps of our Algebra 1 learners. RHS Algebra 1 teachers meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill-building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

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

Over 20 years experience: 19.3%

11-20 year experience: 33.8%

6-10 years experience: 18.2%

1-5 years: 24.7%

1st year: 2%.

The average years of experience for Ryan High School is currently 12.4 years. The daily absentee rate for the campus last year was 9%.

The teacher turnover rate to start the 2022-2023 year was 11%. With a new student enrollment totaling 166.

School Processes & Programs Strengths

Ryan High School continues to utilize its ability to find the strengths of its staff to best fit the needs of its student body. The added support for the English as a Second Language learning population has continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the ESL population

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

Strengths of the Ryan High School culture and climate would indicate that much community support in many forms is a consistent. The school has excelled in both academic and athletic endeavors for nearly two decades. The work that is supported by all stakeholders is indicated in the various surveys that are part of the district wide school and building evaluation. Parents, students, and staff indicate that they have a very high regard for the communication and dedication that Ryan offers to students and families. Surveys indicate that students and families have confidence in the staff and leaders of the school. For the most recent staff engagement survey, high levels of satisfaction were affirmed for the overall effectiveness of the school leadership and teachers of the campus. Another strength of the campus has long been that students feel that they can always find a person on the campus willing to listen and help them with their

concerns. This is a long-standing tradition and strength of the school, and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices
- Action research results
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: Increase the passing rate for each semester for Algebra 1 students for the 2022-23 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th-grade students. Continue work on improved EOC ratings for students in both English 1 and English 2. The goal of above 75% passing rate for EOC 9th and 10th-grade state assessment.

HB3 Guiding Outcome

Evaluation Data Sources: District benchmarks, In-class assessments, Review of state-released practice tests, End of Course Algebra 1 and English 1 and English 2 state assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas.</p> <p>Strategy's Expected Result/Impact: Gradual improvement in skill sets in both Algebra 1 as well as English 1 and English 2 writing and reading performances.</p> <p>Staff Responsible for Monitoring: ELA and Math teachers, counseling team, campus administration, and district level supervisors.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Follow HB4545 guidelines to address the day-to-day instruction of students in the areas of English Language Arts, Biology, Algebra, and US History. Use of curriculum designed to meet the needs of 30 hours of accelerated study in all areas of EOC assessments for all students who have been previously unsuccessful. Accounts of students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1, English 1, and English 2 in addition to the use of SIRIUS, IXL, tutorials, classroom one on one, and Saturday school.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps and prepare students to pass the EOC's.</p> <p>Staff Responsible for Monitoring: Admin, teachers, counselors</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: 100% of Ryan High School's community will feel connected by May 2023.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish monthly recognition of staff and students through campus-wide celebration and acknowledgement of the completed work. Invite community partners to share in their contribution to the school staff and students and recognize and show our appreciation for what the community means to the school.</p> <p>Strategy's Expected Result/Impact: Higher academic performance in the classrooms. Continued building of sense of value, worth, and appreciation for teachers. Growth of community support for the school and ability to give back to the sponsors and show of appreciation.</p> <p>Staff Responsible for Monitoring: Renaissance class. (sponsor-Sharla Gilhome), leader of student support groups, Counseling staff, Administration,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In addition to the District Mentor program, RHS will provide a campus-based mentor program for first-year teachers and/or teachers new to the campus to collaborate on solutions to questions and concerns that have and will occur in the daily operation of the school day.</p> <p>Strategy's Expected Result/Impact: Meet once a month to inform and review the navigation of the day-to-day school business. Discuss the Ryan foundation, grading policy, 504, ARDs, accommodations, discipline referrals, strategies and importance of parent contact, the importance of tutorials, and technology answers.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, RHS Mentor Liaison (Trey Spalding)</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Celebrate the growth of productive adult conversations taking place in department PLCs about what our students are learning. Be able to capture the learning in the classroom so all stakeholders are able to contribute to conversations regarding what our students are learning. Products of the learning environment will be recognized on the campus website and on social media outlets.</p> <p>Strategy's Expected Result/Impact: Improved department collaboration. Boost relationships with all stakeholders regarding student learning</p> <p>Staff Responsible for Monitoring: Administration, RHS Department Chairs.</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 3: Opportunities for Students





In pursuit of excellence, we will:

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

Performance Objective 1: Ryan High School continues to strive for 100% participation in some form of extracurricular activity for all students. RHS works to enable students to have an opportunity to be a part of a team, group, club, or extra outlet, outside of the regular school day.

HB3 Guiding Outcome

Evaluation Data Sources: Student survey both mid year and end of year used to record student participation in the various school offerings outside the regular school day.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Work within Student Council and various other student leadership groups to publicize the list of all available student offerings (class clubs, fine arts, athletics, etc.) so that students have an awareness of the school outside of the classroom). Additionally, have published offerings through counseling offices to make student aware of the possibilities of clubs and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increased number of overall student body who are participating in extracurricular activities. Goal will be 100% .</p> <p>Staff Responsible for Monitoring: Coaches, sponsors, teachers, administrators, staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Community partnership with Safety Net to close the social-emotional learning gaps of our students and engage in positive alternative activities to promote behavior, health, and wellness.</p> <p>Strategy's Expected Result/Impact: Students will feel better supported and have less anxiety while improving coping skills.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and teachers</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Guiding Outcome 4: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: 100% of teachers, administrators, counselors, staff, and students will be trained on school safety, safety protocols, and communication procedures used at RHS.

Evaluation Data Sources: Sign-in sheets, agendas, completions of safe school training, safety drill audit form.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Safety and security remain a top priority at RHS. Campus resources were adjusted to allow for the hiring of two additional full-time security liaisons.</p> <p>Strategy's Expected Result/Impact: Additional support to assist the administration in monitoring the transition of students during passing periods, lunch surveillance, and building access before, during, and after school. Use of InterQuest dog, consistent use of the metal detector, Viacom sensors installed high traffic areas.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 5: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 64% to 80% by August 2024.

HB3 Guiding Outcome

Evaluation Data Sources: TAPR Report

State Compensatory

Budget for Ryan High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 75

Brief Description of SCE Services and/or Programs

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Personnel for Ryan High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ruby Kovoov	Academic Liaison	NaN

Addendums

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	8	20	40%	50%	20.0
Graduation Status	7	7	100%	10%	10.0
ELP Status	0	1	0%	10%	0.0
School Quality Status	9	9	100%	30%	30.0
Closing the Gaps Score					60

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes		No			Yes	Yes	No	Yes	Yes	No		
% at Meets GL Standard or Above	46%	36%	39%	65%	61%	56%	60%	*	38%	32%	14%	39%	48%	40%		
# at Meets GL Standard or Above	692	115	278	267	11	18	**	*	382	154	34	12	523	169		
Total Tests (Adjusted)	1,509	323	718	411	18	32	**	*	1,007	479	242	31	1,084	425		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No	No	No		No	No		
% at Meets GL Standard or Above	30%	26%	26%	39%	17%	50%	*	-	23%	23%	14%	12%	30%	30%		
# at Meets GL Standard or Above	201	41	80	71	**	8	*	-	106	44	16	2	135	66		
Total Tests (Adjusted)	665	157	303	181	**	16	*	-	452	189	113	17	447	218		
Total Indicators															8	20
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	No	Yes	Yes					Yes	Yes	No		Yes	No		
Academic Growth Score	69%	61%	68%	74%	100%	71%	*	-	69%	70%	58%	91%	70%	66%		
Growth Points	342.5	56.0	156.0	112.0	**	10.0	*	-	207.5	89.0	35.5	10.0	272.5	70.0		
Total Tests	495	92	228	152	**	14	*	-	299	128	61	11	389	106		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No	No	No	No					No	No	No		No	No		
Academic Growth Score	50%	48%	48%	54%	*	*	-	-	47%	47%	27%	54%	50%	50%		
Growth Points	172.0	40.0	77.5	52.0	*	*	-	-	117.0	56.5	17.0	7.0	120.5	51.5		
Total Tests	347	83	161	97	*	*	-	-	249	119	62	13	243	104		
Total Indicators															6	18

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)	Yes (1)	Yes (1)	Yes (1)					Yes (1)	Yes (1)	Yes (1)					
2020 % Graduated	98.2%	95.7%	98.9%	98.7%	-	-	-	-	96.9%	98.5%	91.1%					
2021 % Graduated	98.4%	98.8%	97.1%	99.5%	100.0%	100.0%	*	*	97.5%	97.3%	94.1%					
2021 # Graduated	495	84	200	190	5	11	*	*	277	73	64					
2021 Total in Class	503	85	206	191	5	11	*	*	284	75	68					
Total Indicators															7	7
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										35%						
TELPAS Progress										142						
TELPAS Total										403						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	Yes	No	No	Yes	No			No	No	No	Yes	No	No		
STAAR Component Score	43	37	37	57	47	53	45	*	36	31	19	43	44	39		
% at Approaches GL Standard or Above	70%	65%	65%	83%	76%	76%	67%	*	64%	58%	34%	84%	72%	65%		
% at Meets GL Standard or Above	45%	36%	38%	63%	58%	58%	56%	*	36%	30%	16%	37%	47%	40%		
% at Masters GL Standard	13%	10%	8%	24%	8%	25%	11%	*	9%	6%	6%	8%	14%	12%		
Total Tests	3,446	770	1,601	953	38	72	**	*	2,288	1,026	541	76	2,451	995		
Total Indicators															3	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes	Yes	Yes	Yes					Yes	Yes	Yes		Yes	Yes		
% Students Meeting CCMR	57%	42%	52%	69%	60%	80%	*	*	50%	55%	81%	*	61%	34%		
# Students Meeting CCMR	284	36	107	129	3	8	*	*	142	51	58	*	257	27		
Total Students	499	86	205	188	5	10	*	*	282	92	72	*	419	80		
Total Indicators															9	9
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	93%	94%	94%	92%	93%	90%	*	*	92%	95%	90%	89%	94%	92%		

Texas Education Agency
2022 Closing the Gaps
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Participants	1,377	271	692	368	13	28	*	*	898	506	190	31	1,010	367		
Total Tests	1,475	287	737	400	14	31	*	*	975	532	211	35	1,075	400		
Mathematics																
% Participation	91%	93%	90%	92%	83%	92%	*	*	89%	93%	88%	100%	92%	88%		
# Participants	516	103	242	152	5	11	*	*	347	163	79	13	364	152		
Total Tests	567	111	268	166	6	12	*	*	388	175	90	13	394	173		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	97%	99%	98%	100%	98%	100%	*	98%	99%	98%	97%	98%	98%		
# Participants	1,684	342	847	430	19	39	**	*	1,150	606	266	36	1,180	504		
Total Tests	1,714	352	858	437	19	40	**	*	1,174	613	272	37	1,198	516		
Mathematics																
% Participation	99%	99%	100%	99%	100%	100%	*	-	99%	100%	100%	100%	100%	99%		
# Participants	712	168	331	188	**	16	*	-	490	205	121	19	463	249		
Total Tests	716	170	332	189	**	16	*	-	494	206	121	19	465	251		

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Accountability Ratings Overall Summary
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		83	B
STAAR Performance	43	72	
College, Career and Military Readiness	58	88	
Graduation Rate	99.3	95	
School Progress		82	B
Academic Growth	61	68	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 61.9%)	51	82	B
Closing the Gaps	60	77	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- ✓ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✓ Comparative Closing the Gaps

Texas Education Agency
2022 STAAR Performance
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,509	665	758	514	3,446	
Approaches GL or Above	972	428	567	447	2,414	70%
Meets GL or Above	692	201	326	330	1,549	45%
Masters GL	111	64	104	186	465	13%
Total Percentage Points						128%
Component Score						43

Texas Education Agency
2022 STAAR Performance
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	70%	65%	65%	83%	76%	76%	67%	*	64%	52%	58%	34%	84%	72%	65%
At Meets GL Standard or Above	45%	36%	38%	63%	58%	58%	56%	*	36%	22%	30%	16%	37%	47%	40%
At Masters GL Standard	13%	10%	8%	24%	8%	25%	11%	*	9%	3%	6%	6%	8%	14%	12%
Number of Tests															
At Approaches GL Standard or Above	2,414	497	1,035	790	29	55	**	*	1,459	467	599	184	64	1,769	645
At Meets GL Standard or Above	1,549	280	604	596	22	42	**	*	826	200	309	86	28	1,153	396
At Masters GL Standard	465	80	135	228	3	18	**	*	201	30	57	32	6	343	122
Total Tests	3,446	770	1,601	953	38	72	**	*	2,288	890	1,026	541	76	2,451	995
Participation															
% participation 2020-21	92%	93%	93%	91%	91%	90%	100%	57%	91%	94%	94%	90%	93%	93%	89%
% participation 2021-22	99%	98%	99%	99%	98%	99%	100%	*	98%	99%	99%	99%	98%	99%	98%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	64%	58%	59%	79%	72%	72%	60%	*	58%	46%	53%	25%	77%	67%	59%
At Meets GL Standard or Above	46%	36%	39%	65%	61%	56%	60%	*	38%	24%	32%	14%	39%	48%	40%
At Masters GL Standard	7%	3%	3%	17%	6%	19%	20%	*	4%	1%	2%	4%	3%	8%	5%
Number of Tests															
At Approaches GL Standard or Above	972	186	423	323	13	23	**	*	580	191	254	60	24	722	250
At Meets GL Standard or Above	692	115	278	267	11	18	**	*	382	100	154	34	12	523	169
At Masters GL Standard	111	11	23	69	1	6	**	*	37	3	10	10	1	89	22
Total Tests	1,509	323	718	411	18	32	**	*	1,007	413	479	242	31	1,084	425
Participation															
% participation 2020-21	93%	94%	94%	92%	93%	90%	*	*	92%	95%	95%	90%	89%	94%	92%
% participation 2021-22	98%	97%	99%	98%	100%	98%	100%	*	98%	99%	99%	98%	97%	98%	98%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	64%	61%	59%	76%	67%	63%	*	-	58%	49%	54%	35%	82%	66%	61%
At Meets GL Standard or Above	30%	26%	26%	39%	17%	50%	*	-	23%	18%	23%	14%	12%	30%	30%
At Masters GL Standard	10%	10%	10%	9%	0%	13%	*	-	8%	6%	8%	9%	6%	7%	15%
Number of Tests															
At Approaches GL Standard or Above	428	95	180	138	**	10	*	-	263	82	103	39	14	294	134
At Meets GL Standard or Above	201	41	80	71	**	8	*	-	106	31	44	16	2	135	66
At Masters GL Standard	64	15	30	17	**	2	*	-	36	10	16	10	1	32	32

Texas Education Agency
2022 STAAR Performance
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	665	157	303	181	**	16	*	-	452	168	189	113	17	447	218
Participation															
% participation 2020-21	91%	93%	90%	92%	83%	92%	*	*	89%	93%	93%	88%	100%	92%	88%
% participation 2021-22	99%	99%	100%	99%	100%	100%	*	-	99%	99%	100%	100%	100%	100%	99%
Science															
Percent of Tests															
At Approaches GL Standard or Above	75%	69%	69%	88%	78%	83%	*	-	70%	58%	65%	43%	89%	77%	70%
At Meets GL Standard or Above	43%	32%	34%	65%	67%	58%	*	-	33%	20%	32%	19%	32%	44%	40%
At Masters GL Standard	14%	9%	9%	26%	0%	33%	*	-	9%	4%	8%	7%	0%	15%	12%
Number of Tests															
At Approaches GL Standard or Above	567	118	250	181	**	10	*	-	359	118	160	53	17	407	160
At Meets GL Standard or Above	326	55	123	134	**	7	*	-	171	41	78	23	6	235	91
At Masters GL Standard	104	15	32	53	**	4	*	-	47	9	19	9	0	77	27
Total Tests	758	170	360	206	**	12	*	-	516	204	247	123	19	529	229
Participation															
% participation 2020-21	92%	93%	92%	91%	88%	94%	*	*	90%	94%	94%	88%	94%	93%	87%
% participation 2021-22	99%	98%	99%	99%	100%	100%	*	-	99%	99%	99%	100%	100%	99%	99%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	87%	82%	83%	95%	100%	100%	*	*	82%	72%	74%	51%	100%	88%	82%
At Meets GL Standard or Above	64%	58%	56%	80%	80%	75%	*	*	53%	27%	30%	21%	89%	66%	57%
At Masters GL Standard	36%	33%	23%	57%	40%	50%	*	*	26%	8%	11%	5%	44%	37%	33%
Number of Tests															
At Approaches GL Standard or Above	447	98	182	148	5	12	*	*	257	76	82	32	9	346	101
At Meets GL Standard or Above	330	69	123	124	4	9	*	*	167	28	33	13	8	260	70
At Masters GL Standard	186	39	50	89	2	6	*	*	81	8	12	3	4	145	41
Total Tests	514	120	220	155	5	12	*	*	313	105	111	63	9	391	123
Participation															
% participation 2020-21	91%	89%	93%	91%	100%	86%	*	-	89%	93%	93%	94%	100%	93%	86%
% participation 2021-22	98%	98%	98%	98%	83%	100%	*	*	98%	97%	97%	97%	90%	98%	98%

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency
2022 College, Career, and Military Readiness
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

Calculation Table

	Annual Graduates	
	Count	Percentage
Total		
Total graduates	493	
Total credit for CCMR criteria	284	58%

Data Table

	Annual Graduates	
	Count	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	135	27%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	225	46%
Met TSI assessment criteria	30	6%
Met ACT criteria	9	2%
Met SAT criteria	206	42%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	147	30%
Met TSI assessment criteria	25	5%
Met ACT criteria	9	2%
Met SAT criteria	122	25%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	51	10%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	69	14%
Industry-Based Certifications		
Earned an industry-based certification from approved list	128	26%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	2	0%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	41	8%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	18	4%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2022 Graduation Rate
RYAN H S (061901002) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	99.2%	98.8%	98.5%	100.0%	100.0%	100.0%	*	*	98.6%	98.6%	98.5%
# Graduated	495	84	200	190	5	11	*	*	277	73	64
Total in Class	499	85	203	190	5	11	*	*	281	74	65
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	99.1%	98.9%	98.9%	99.4%	*	100.0%	*	100.0%	98.4%	98.5%	100.0%
# Graduated	445	90	181	153	*	9	*	6	247	65	42
Total in Class	449	91	183	154	*	9	*	6	251	66	42
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	99.3%	98.7%	100.0%	98.8%	100.0%	100.0%	-	-	98.8%	100.0%	100.0%
# Graduated	439	75	177	169	6	12	-	-	237	63	37
Total in Class	442	76	177	171	6	12	-	-	240	63	37
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.1%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.3%
% Dropped Out - Conversion	99.0%										
# Dropped Out	2	0	0	2	0	0	0	0	1	0	1
# of Students	2,339	443	1,003	772	22	50	7	42	1,415	431	324

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.



Billy Ryan High School

5101 E, McKinney, Denton, Texas 76208 (940) 369-3000

Dear Parents/Guardians:

Welcome! Thank you for the opportunity to serve your family for the 2022-2023 school year. Our teachers returned to campus this week and are hard at work prepping classrooms and collaboration spaces for learning. We are excited to see students return on Aug. 11 and wanted to share details with you in advance of our first day together.

It has been an unseasonably hot summer, please know that to keep students safe from potentially harmful weather, administrators and nurses at Denton ISD have guidelines for excessive heat/cold weather that may affect outdoor student activities. We have the option to cancel or limit outdoor recess/activities for any situation that may be unsafe.

Please encourage your child to stay hydrated and even bring a refillable water bottle to school. We have several water fountains/bottle filling stations on campus. And don't forget to visit with our school's nurse if you have questions or concerns about your student or activities.

During the summer months, the district's five partnering law enforcement agencies including the Corinth Police Department, Denton County Sheriff's Office, Denton Police Department, Little Elm Police Department, Oak Point Police Department hosted officer training/drills on Denton ISD campuses. By conducting the drills during school closure, officers worked to become familiar with the facilities as well as practice clear and consistent communication, should the need arise.

All Denton ISD campuses, including ours, conduct safety drills of all types to routinely affirm safety protocols as well as establish a clear chain of command. Students and staff practice drills regularly and document their procedures to ensure best practices are in place. Audits of safety procedures are conducted and are on file with the Texas Education Agency, including the recent inspection of locks on exterior doors.

Our district maintains an anonymous reporting system that is monitored 24 hours a day. Any student, staff or community member may report an incident of bullying, discrimination, drug or alcohol-related issue, potential threat/violence or cyber abuse by text, image or video through our system. More information is available via www.dentonisd.org/stopit

For the past two years, the U.S. Congress authorized funds that allowed schools to serve free meals for all students. Those funds are no longer available for this year. As a result, the district must return to charging for school meals and offering free and reduced-price meals based on student eligibility. Please visit www.dentonisd.org/childnutrition for more information.

Again, we are excited about starting a new school year together. Know that we value our partnership and the trust you place in us. We look forward to working with you to meet the educational needs of your child by making this a great year together!

Sincerely,

Vernon Reeves, Principal

Ryan High School