

DISTRICT IMPROVEMENT PLAN 2016-17



INDEPENDENT SCHOOL DISTRICT

# DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

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# DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

## DISTRICT IMPROVEMENT PLANNING PROCESS

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

## ADMINISTRATIVE PROCEDURES AND REPORTS

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

## RESPONSIBILITIES DISTRICT PLAN

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

## DROPOUT PREVENTION REVIEW

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

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

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

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## PARENTAL INVOLVEMENT PLAN

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

## TITLE I SCHOOLWIDE COMPONENTS CODIFIED

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

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

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

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				and Staff Development Balanced Scorecard
Stay abreast of and incorporate best practices into teaching, learning, technology, and leadership	Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers		District Improvement Plan; Campus Improvement Plans; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Integrate technology into instruction using a variety of hardware (including computers, Chromebooks, iPads, smartphones, etc.) and software (such as Classworks, iStation, Think Through Math, Study Island, etc.)	Instructional Technology staff, teachers	Title I Components: CNA, RS	Increased use of technology	Increase use of technology
Offer Lone Star Technology In Action (TIA) conference to increase the integration of technology	Instructional Technology staff, teachers		Agenda(s); sign-in sheet(s); website	Increased use of technology
Use the Multisensory Teaching Approach (MTA) coupled with best practices from the Alphabetic Phonics	Dyslexia Supervisor; Dyslexia/Certified Academic Language Therapists (CALTs)	SCE funds (see attached SCE budget report)	MTA program; Aware data; budget reports	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory;

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<p>and Take Flight Programs are used as the intervention model for students identified as being dyslexic will be given support and appropriate modifications and/or accommodations in order to be successful in their academic programs. District Dyslexia/Certified Academic Language Therapists (CALTs) provide instruction using the Multisensory Teaching Approach (MTA), which provides a sequence of letter introduction/concept introduction in addition to linkage papers from Scottish Rite Take Flight; and provide instruction using:</p> <ul style="list-style-type: none"> <li>• alphabet and dictionary skills</li> <li>• IRD/ ARD/ ISD (EPS cards)</li> <li>• fluency practice</li> <li>• instant words practice</li> <li>• linkage verbiage at introductions</li> <li>• coding</li> <li>• spelling practice</li> <li>• vocabulary development</li> <li>• phonemic awareness</li> <li>• verbal/expressive language</li> <li>• reading and listening comprehension</li> </ul>				<p>common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
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<p>Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators and supplemental math coaches to elementary campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten</p>	<p>Descubriendo la Lectura (DLL) Teachers; Literacy Learning Facilitators (LLFs); district math coaches (DMCs); early childhood coach (ECC)</p>	<p>\$620,751 (DLLs) [Title I]; \$147,098 (LLFs) \$389,434 (DMCs) [Title I]; \$66,543 (ECC) [Title I]  Title I Components: CNA, RS, IHQ, OPD, AA</p>	<p>Teacher schedules; Reading Recovery and DLL reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Offer staff development including in all content areas including, but not limited to Understand by Design (UbD) units of study and Look2Learning</p>	<p>Elementary and secondary curriculum department</p>	<p>Title I Components: CNA, RS, OPD</p>	<p>Agenda(s); sign-in sheet(s)</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Provide EXPO teachers with 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students.</p>	<p>Coordinator of Advanced Academics; EXPO Specialists; teachers</p>	<p>GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI \$3,000 [Title II]</p>	<p>Agenda(s); sign-in sheet(s); workshops certificates</p>	<p>Evaluations by EXPO students, EXPO parents, and DISD staff.</p>

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<p>Provide teachers with a yearly 6 hour gifted and talented update workshop.</p>	<p>Coordinator of Advanced Academics; EXPO Specialists; teachers</p>	<p>GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI</p>	<p>Agenda(s); sign-in sheet(s); workshop certificates</p>	<p>Evaluations by EXPO students, EXPO parents, and DISD staff.</p>
<p>Reduce the number of dropouts through dropout reduction and prevention programs such as:</p> <ul style="list-style-type: none"> <li>• Odysseyware credit retrieval program;</li> <li>• academic support courses pairing at-risk student teachers acting as coaches working ensure work is turned in on time, homework is completed, etc.;</li> <li>• trailer courses with first semester courses taught during the second semester and/or second semester courses taught first semester;</li> <li>• intervention trailer courses with students failing during first six weeks attending after school intervention sessions;</li> <li>• trained upperclassmen student mentors paired with lowerclassmen having academic difficulties to touch base one time per week to for</li> </ul>	<p>Principals, teachers</p>	<p>State Compensatory Education (SCE) and At-Risk (AK) funds (see attached SCE budget report) Title I Components: CNA, RS, IHQ, OPD, AHQ, PI, T, A, AA, C</p>	<p>Teacher lesson plans; budget reports</p>	<p>Increased student grades and achievement on local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>

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<p>encouragement, homework help, etc.;</p> <ul style="list-style-type: none"><li>• UNT organizations and fraternities volunteers acting as mentors with at-risk students on a weekly basis working with at-risk students having academic difficulties to touch base one time per week to for encouragement, homework help, etc.;</li><li>• Go Center with TWU students working with at-risk students who will be first generation college attendees; Upward Bound, a federal program that works with first generation college attendees (neither parent has obtained a four-year degree), low/average income (taxable income and the ability and desire to succeed in college);</li><li>• ZAP (Zeros Aren't Permitted) after school program to redo any papers not completed or submitted;</li><li>• TAKS Study sessions and TAKS interventions for all</li></ul>				
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<p>seniors who have not mastered the TAKS math and/or science on Saturdays during October, February and April;</p> <ul style="list-style-type: none"><li>• Writing Workshops provided by English teachers offering one to two days of intensive writing instruction/remediation in February for seniors who have not mastered the ELA TAKS;</li><li>• EOC Study Sessions- Saturday, before and after school sessions are offered for students who have not mastered EOC tests; Math Center with teachers available from 7:45 – 8:40 AM and 4:15 – 5:00 PM daily for students having difficulty in math;</li><li>• summer TAKS and EOC study sessions offered during the summer prior to the summer retests;</li><li>• Communities in Schools offered at Borman ES, Rivera ES, Ginnings ES, Evers Park ES, Hodge ES, Lee ES, Newton Rayzor</li></ul>				
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<p>ES, Calhoun MS, McMath MS, Strickland MS;</p> <ul style="list-style-type: none"> <li>• night school;</li> <li>• credit restoration classes;</li> <li>• counseling</li> <li>• at-risk liaisons;</li> <li>• Saturday School;</li> <li>• On-Track Credit retrieval for Math, Science, and English;</li> <li>• virtual school coursework;</li> <li>• home visits to families of students with attendance concerns</li> </ul>				
<p>Provide accelerated instruction to any student who fails to demonstrate proficiency in mathematics or reading in grades 3–8; in the applicable subject area each time a student fails to perform satisfactorily on EOC assessment instrument; and in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation.</p>	<p>Principals, teachers</p>	<p>SCE and At-Risk (AK) funds (see attached SCE budget report) \$183,273</p> <p>Title I Components: CNA, RS, AA</p>	<p>Lesson plans; Accelerated Instruction Plans; budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard</p>
<p>Complete student fitness assessments according to</p>	<p>Physical Education teachers and/or coaches; nurse</p>		<p>Fitness Gram assessment data will be gathered and reported within the</p>	<p>Student assessment data that would indicate that students demonstrate an increased</p>

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TEA guidelines utilizing FitnessGram			guidelines for all students who are required to participate; training of all physical education teachers, coaches and additional district personnel; information on websites.	level of individual physical fitness; increased student understanding that physical fitness is a lifelong goal; increased student understanding that physical fitness and academic success have a direct relationship
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WIG 2: STUDENT OPPORTUNITIES –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
Provide middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about higher education admissions and financial aid opportunities; the TEXAS grant program and the Teach for Texas grant program; and provide information needed by students to make informed curriculum choices to be prepared for success beyond high school; sources of information on higher education admissions and financial aid.	Secondary school counselors		Newsletters; flyers; etc.	Increased knowledge of students and parents
Implement Naviance on all secondary campuses.	Director of Counseling, secondary school counselors	Instructional Materials Allotment, Naviance personnel, technology department	Naviance Program purchased for all high schools and middle schools; mandatory annual training of all secondary school counselors, registrars, and additional district personnel; additional trainings as needed; full implementation of designated aspects of Naviance; commitment of district to Naviance program evidenced by support of the	Increased student, parent, and staff usage of Naviance per campus as evidenced by weekly report; increased number of Personal Graduation Plans/4 year plans inputted into Naviance; increased student understanding of academic goals and post-secondary goals earlier in their school career; increased student access to colleges,

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			school board, superintendent and district administration at school board presentation June 2013; information on websites and brochures; parent sign-up sessions at PTA meetings, registration days, and open houses.	universities, and technical schools that fit their individual needs; increased student access to scholarships that match student goals.
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WIG 3: SCHOOL CULTURE & CLIMATE –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Principals; teachers		Agenda(s); sign-in sheet(s); SafeSchools training reports	Safe schools
Address policy (FFH (LOCAL) and FFG (EXHIBIT)) regarding sexual abuse and other maltreatment of children including methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA; train staff members as described at Education Code 38.0041(c) [see DMA] regarding actions that a child who is a victim of sexual abuse or other maltreatment	Principals; teachers		Board Policy FFH (LOCAL) and FFG (EXHIBIT); Student Handbook and Code of Conduct; SafeSchools training reports	Safe schools

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

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			<ul style="list-style-type: none"> <li>• Travis &amp; Presley;</li> <li>• Bully Busters;</li> <li>• Choose Peace,</li> <li>• Bucket Fillers;</li> <li>• Be Cool;</li> <li>• Salvaging Sisterhood,</li> <li>• Character Counts;</li> <li>• IB learner profiles and activities;</li> <li>• Peace Table</li> </ul> <p>Utilization of the following counseling prevention and intervention programs on Secondary Campuses:</p> <ul style="list-style-type: none"> <li>• Finding Kind;</li> <li>• Rachel’s Challenge;</li> <li>• Partner PE/Partner Dance;</li> <li>• Students Educating about Diversity through Dance;</li> <li>• The Counselor Is In;</li> <li>• Do the Right Thing;</li> <li>• PALS;</li> <li>• Mentors;</li> <li>• Student Council;</li> <li>• Safe and Civil Schools (CHAMPS &amp; Foundations)</li> <li>• Be the Voice counseling curriculum addressing bully prevention (including cyber bullying);</li> </ul> <p>Establishment of reporting and follow-up system for bully allegations;</p>	<p>resources, and adults on campuses); increased collaboration between counselors, nurses, SROs, and administrators in addressing social emotional concerns; increased report of secondary students having an adult on the campus that they feel they can trust as reported through the end of year survey.</p>
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			<p>establishment of procedures and forms for bully allegation investigations; Friends of the Family and Child Advocacy Center trainings and presentations at all grade levels; secondary guidance lessons on dating violence and healthy relationships; Creation of brochures addressing dating violence to include information about the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship.</p>	
<p>Address abuse and maltreatment of children to include increasing staff, student, and parental awareness of prevention techniques, knowledge of warning signs, and reporting procedures.</p>	<p>Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principal; social workers; nurses, student resource officers (SROs); teachers; Friends of the Family; Child Advocacy Center; Department of Family Protective Services (DFPS); Children’s Protective Services (CPS); Court Appointed Special Advocates (CASA); law enforcement agencies</p>		<p>Brochures given to all faculty and staff regarding maltreatment of children; Safe Schools training required of all district personnel; counselor presentations to staff; trainings provided to administrators, counselors and nurses; monthly parent education opportunities; establishment of an extended list of community resources to include medical and psychological services for students and families.</p>	<p>Increased awareness of warning signs; increased awareness of resources available to help students and families; increased awareness of the long term implications for a victim of abuse; increased collaboration between community resources and district counselors and social workers; increased tailoring of services provided to families to meet their individual needs.</p>

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<p>Adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act.</p>	<p>District homeless liaison, social workers, school counselors, principals; registrars; secretaries</p>	<p>\$6,164 [Title I]; SCE funds (see attached SCE budget report) Title I Components: CNA, PI, C</p>	<p>Student Residency Questionnaire available through InfoSnap; brochures distributed district wide and throughout the community; identified homeless children are provided transportation, free lunch and school supplies; enrollment is not delayed due to lack of records or immunizations; identified families are provided appropriate information and referrals to agencies and community organizations.</p>	<p>Increase in enrollment stability; decrease in dropouts; decline in student transfers; increased awareness of the McKinney-Vento law and the social-emotional and academic impact of homelessness; increase in positive communication between the campus and the family impacted by homelessness.</p>
<p>Provide services to students medically eligible for General Education Homebound Instruction and Compensatory Education Homebound Instruction to students at home and/or the hospital bedside until released by physician to return to full time instruction at the campus.</p>	<p>Coordinator of Social Services; homebound instructors; social workers; school counselors; teachers, Campus Attendance Committee; parents/guardians</p>	<p>Homebound instructors (3) [SCE funds (see attached SCE budget report)]  Title I Components: IHQ, AA, C</p>	<p>Compliance with TEA; early identification of student need for services; condition of eligibility documented by licensed physician; compliance with Pregnancy Related Services (2.41 weighted funding); attendance logs sent weekly to home campus.</p>	<p>Increase in ADA; decrease in dropout rate; increase in completion rates; supported transition back to full time instruction; individualized homebound services provided based on student's needs.</p>
<p>Provide an integrated program designed to enhance and support the academic, economic, social and physical well-being of Denton ISD students and families.</p>	<p>Coordinator of Social Services; social workers; Director of Health Services; principal</p>	<p>SCE funds (see attached SCE budget report)  Title I Components: IHQ, AA, C</p>	<p>Establishment of an extended list of community resources to include medical and psychological services for students and families; district awareness of the need for an expanded role for district</p>	<p>Increased awareness of the school social worker as a valuable resource for campuses; increased collaboration between counselors, administrators, social workers and CIS in</p>

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			social; social workers are viewed as a part of the counseling team at secondary campuses creating a holistic approach to serving students and families.	meeting the needs of students and families; increased services provided to homeless and unaccompanied youth at the secondary level; decrease in dropouts and absences; increase in academic success.
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WIG 4: GROWTH & MANAGEMENT –				
Lead	Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
Conduct comprehensive needs assessments (CNA).	Principals, teachers	Title I Components: CNA	Agenda(s); sign-in sheet(s); Comprehensive Needs Assessment (CNA) Summary	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Distribute, complete, analyze, and disaggregate communitywide survey	Superintendent, Communications Department, Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs, Coordinator of Data and Assessment, EIC, K12 Insight	Title I Components: CNA, PI, A	Survey	Survey results
Distribute, complete, analyze, and disaggregate Community and Student Engagement Survey to evaluate the district's performance and the performance of each campus in the district in the following area: <ul style="list-style-type: none"> <li>• fine arts;</li> <li>• wellness and physical education;</li> <li>• community and parental involvement, such as: opportunities for parents to assist students in</li> </ul>	Principals, teachers	Title I Components: CNA, PI, A	Survey	Survey results

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<p>preparing for assessments under Section 39.023, tutoring programs that support students taking assessments under Section 39.023, and opportunities for students to participate in community service projects;</p> <ul style="list-style-type: none"> <li>• the 21st Century Workforce Development program;</li> <li>• the second language acquisition program;</li> <li>• the digital learning environment;</li> <li>• dropout prevention strategies; and</li> <li>• educational programs for gifted and talented students</li> </ul>				
<p>Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; periodically review the Title I program plan and, as necessary, revise the plan.</p>		<p>Title I Components: CNA, PI, A</p>	<p>CNA</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas</p>



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				Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools	Principals, CLTs	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s);	Parent engagement
Allocate Title I funds to eligible campuses.	Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs	Title I Components: CNA, A, C	Budget spreadsheets and reports	Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
Seek technical assistance and support regarding Title I funds.	Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs; principals		Agenda(s); sign-in sheet(s); emails; phone calls; Title Principals Meetings; Title Secretaries Meetings; website; etc.	Increased knowledge of Title I requirements
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives.	Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs, principals, teachers	\$24,655 [Title I]  Title I Components: CNA, PI	Agenda(s); sign-in sheet(s)	Parent engagement
Utilize preschool set-aside funds in addition to a communitywide preschool	Pre-K Coalition, United Way, Denton ISD staff, Ready Rosie	\$35,000 [Title I] Title I Components: CNA, T, C	Usage reports	Parent engagement as measured by star ratings

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

<p>coalition to provide I readiness activities, parental involvement activities, and transitional activities for children in preschool focused on the Ready Rosie program</p>				
<p>Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs; Curriculum, Instruction, and Staff Development staff; principal</p>	<p>Title I Components: CNA, C</p>	<p>Agenda(s); sign-in sheet(s); budget reports</p>	<p>Coordination of programming</p>
<p>Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus;</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs, EIC, principals, teachers</p>	<p>Title I Components: CNA, A, C</p>	<p>CNA</p>	<p>Local assessment; state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Early</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

work in collaboration with other campuses in the development and implementation of CIP.				Literacy Inventory; Spanish Early Literacy Inventory; and Kathy Richardson Assessment; etc. results
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## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents.	Principals; teachers	Title I Components: CNA, PI	Newsletters; etc.	Increased knowledge of parent engagement
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A; maintain Semi-Annual Certification for all staff paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A	Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs; principals; teachers	Title I Components: IHQ	Signed Semi-Annual Certifications; Signed	Meet NCLB highly qualified requirements
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements.	Principals	Title I Components: IHQ, AHQ	Signed attestations	Meet NCLB highly qualified requirements
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved.	Principals	Title I Components: CNA, PI	Agenda(s); sign-in sheet(s)	Parent engagement

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

<p>Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs; ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand</p>	<p>Principals, teachers</p>	<p>Title I Components: CNA, PI</p>	<p>Reports such as Confidential Student Reports, School Report Cards, and Federal Report Cards</p>	<p>Parent engagement</p>
<p>Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students</p>	<p>EIC</p>	<p>Title I Components: CNA, PI</p>	<p>Agenda(s); sign-in sheet(s);</p>	<p>Parent engagement</p>
<p>Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students.</p>	<p>Principals, CLTs</p>	<p>Title I Components: CNA, PI</p>	<p>Agenda(s); sign-in sheet(s);</p>	<p>Parent engagement</p>
<p>Sign School-Parent compacts at each Title I, Part A campus that outline how the parents,</p>	<p>Teachers</p>	<p>\$1,448 [Title I] Title I Components: CNA, PI</p>	<p>Signed compacts</p>	<p>Parent engagement</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

<p>the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards</p>				
<p>Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal Programs website to provide said information.</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs</p>	<p>Title I Components: CNA, PI</p>	<p>Web counter</p>	<p>Parent engagement</p>
<p>Allocate Title I, Part D, Subpart 2 funds to serve campus and district needs.</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs</p>	<p>\$227,694 [Title I, Part D, Subpart 2]</p>	<p>Budget reports</p>	<p>Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction,</p>

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

				and Staff Development Balanced Scorecard
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program	District attorney		Written agreement	Written agreement
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff.	Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs; Directors of Elementary and Secondary Curriculum; Instruction Support Teachers	\$282,337 [Title II]	Budget reports	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.	Directors of Elementary and Secondary Curriculum, Instruction Support Teachers; principals; teachers	\$329,339 [Title II]	Agenda(s); sign-in sheet(s)	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local

## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

				benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.	Directors of Elementary and Secondary Curriculum, Instruction Support Teachers; Educational Improvement Council; principals; teachers	Title I Components: CNA, A	Agenda(s); sign-in sheet(s)	Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Kathy Richardson Assessment; common assessments; local benchmarks; standards-based report card assessments; etc.); state assessment (including, but not limited to State of Texas Assessments of Academic Readiness (STAAR); Division of Curriculum, Instruction, and Staff Development Balanced Scorecard
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified	Coordinator of District Improvement & Innovation and Coordinator of Federal & State Programs; Director of Bilingual/ESL	\$519,363 [Title III]	Budget reports	
Consult with participating private nonprofit school officials regarding the	Coordinator of District Improvement & Innovation and Coordinator of Federal &	Title I Components: AA	Agenda(s); sign-in sheet(s); Affirmation of Consultation with PNP Officials	



## DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

<p>development and implementation of the Title I, Part A, Title II, Part A, and Title III, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities.</p>	<p>State Programs; private nonprofit (PNP) staff</p>			
<p>Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services.</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs; private nonprofit (PNP) staff</p>	<p>\$16,801 + \$17,155 = \$33,622 total [Title I]; \$3,721 + \$3,376 + \$1,125 = \$8,222 total [Title II]  Title I Components: AA</p>	<p>Agenda(s); sign-in sheet(s); emails; budget reports; PNP Equitable Services Worksheet</p>	<p>Increased student achievement on measures such as the Iowa Test of Basic Skills (ITBS)</p>
<p>Academically assess the Title I, Part A, Title II, Part A, and Title III, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools.</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs; private nonprofit (PNP) staff</p>	<p>Title I Components: AA</p>	<p>Local assessment results</p>	<p>Increased student achievement on measures such as the ITBS</p>
<p>Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes</p>	<p>Coordinator of District Improvement &amp; Innovation and Coordinator of Federal &amp; State Programs</p>		<p>NCLB Compliance Report</p>	<p>NCLB Compliance</p>

DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

are completed on the Compliance Report.				
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# DENTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN 2016-17

## Denton ISD Highly Qualified Plan

The Denton ISD Human Resources (HR) Department plans to ensure that all teachers are highly qualified prior to hire. This plan begins with the early detection of “highly qualified” concerns either at the time of hire or prior to approval of intra-district transfers.

### **For the Teacher:**

- Monitor and communicate with both the teacher and the principal the requirement for specific exams or necessary professional development to meet HOUSE requirements
- Monitor teacher progress scheduling exams and provide follow-up communications regarding the appropriate timeline of exams
- Communicate the importance of continued professional development in the area of assignment

### **For the campus:**

- Annually educate campus administration in the importance of the role of the principal in NCLB compliance
- For any campus not meeting 100 % HQ requirements, the HQ Implementation Team consisting of the Executive Director of HR, a HR Certification Specialist, the HR Director of Classified/Auxiliary/Operations and Paraprofessional Personnel, an Executive Director of Academic Programs, the Executive Director of Special Education, and the Director of Counseling, will meet with campus administration and collaboratively devise a plan of action identifying concerns and as well as a step-by-step process ensuring compliance.
  - This process includes:
    - Communication with campus administration, teacher(s), and all stakeholders regarding compliance concerns by the twentieth day of instruction
    - Identification of specific campus teaching areas of non-compliance
    - Development of an individual plan for each teacher in areas of non-compliance with recommendations for future considerations to maintain compliance
    - Annual monitoring and training regarding NCLB/HQ requirements

# 2015-16 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2016 Accountability Rating: **Met Standard**

*2016 Special Education Determination Status:*

***Meets Requirements***

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2016	73%	75%	<b>76%</b>	63%	67%	84%	87%	84%	*	85%	48%	63%	64%
Mathematics	2016	75%	76%	<b>79%</b>	63%	75%	86%	80%	95%	*	82%	56%	69%	72%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2016	75%	76%	<b>77%</b>	68%	64%	87%	67%	92%	100%	86%	46%	62%	52%
Mathematics	2016	73%	74%	<b>76%</b>	63%	69%	84%	89%	94%	100%	78%	47%	65%	66%
Writing	2016	69%	71%	<b>71%</b>	59%	63%	80%	67%	86%	100%	69%	39%	59%	57%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2016	81%	82%	<b>87%</b>	83%	78%	93%	71%	96%	*	90%	52%	79%	72%
Mathematics	2016	86%	86%	<b>87%</b>	77%	82%	92%	82%	98%	*	85%	56%	80%	80%
Science	2016	74%	75%	<b>77%</b>	67%	64%	86%	65%	96%	*	78%	46%	64%	55%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 6</b>														
Reading	2016	69%	73%	<b>75%</b>	63%	63%	84%	80%	91%	83%	84%	33%	58%	43%
Mathematics	2016	72%	74%	<b>78%</b>	66%	70%	85%	100%	95%	83%	84%	43%	63%	54%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 7</b>														
Reading	2016	71%	74%	<b>78%</b>	67%	69%	85%	57%	91%	*	94%	35%	65%	50%
Mathematics	2016	69%	70%	<b>79%</b>	69%	69%	87%	64%	93%	*	87%	36%	66%	50%
Writing	2016	69%	73%	<b>76%</b>	68%	64%	83%	43%	89%	*	90%	29%	62%	43%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Reading	2016	87%	89%	<b>92%</b>	89%	86%	96%	75%	97%	*	100%	61%	85%	67%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>^</sup>
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Mathematics	2016	82%	82%	<b>90%</b>	84%	87%	94%	100%	96%	*	90%	56%	84%	77%
Science	2016	75%	76%	<b>80%</b>	65%	72%	88%	89%	99%	*	83%	44%	68%	48%
Social Studies	2016	63%	67%	<b>71%</b>	57%	59%	80%	67%	97%	*	93%	32%	54%	32%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>End of Course</b>														
English I	2016	65%	69%	<b>71%</b>	61%	61%	81%	73%	80%	*	-	28%	58%	37%
English II	2016	67%	72%	<b>71%</b>	57%	60%	83%	69%	82%	*	*	25%	55%	36%
Algebra I	2016	78%	80%	<b>80%</b>	68%	74%	87%	76%	90%	*	*	43%	72%	54%
Biology	2016	87%	90%	<b>89%</b>	81%	83%	95%	85%	93%	*	*	50%	82%	62%
U.S. History	2016	91%	92%	<b>91%</b>	86%	85%	97%	89%	96%	*	*	56%	84%	68%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	77%	<b>79%</b>	69%	71%	87%	76%	92%	78%	85%	43%	68%	57%
Reading	2016	73%	76%	<b>78%</b>	68%	68%	86%	72%	89%	74%	89%	40%	65%	53%
Mathematics	2016	76%	78%	<b>81%</b>	70%	75%	88%	83%	94%	83%	83%	48%	71%	66%
Writing	2016	69%	72%	<b>73%</b>	63%	64%	82%	56%	88%	100%	76%	34%	61%	52%
Science	2016	79%	81%	<b>82%</b>	71%	73%	90%	78%	96%	*	81%	47%	71%	55%
Social Studies	2016	77%	80%	<b>80%</b>	71%	71%	88%	81%	97%	*	93%	42%	67%	49%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	48%	<b>50%</b>	34%	36%	60%	44%	77%	48%	47%	11%	31%	17%
Reading	2016	46%	50%	<b>52%</b>	38%	39%	63%	43%	77%	61%	56%	14%	34%	19%

District Name: DENTON ISD  
 County Name: DENTON  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>^</sup>
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Mathematics	2016	43%	45%	<b>47%</b>	30%	37%	57%	42%	78%	50%	48%	13%	31%	24%
Writing	2016	41%	44%	<b>46%</b>	33%	35%	55%	29%	73%	*	43%	11%	32%	28%
Science	2016	47%	49%	<b>50%</b>	35%	37%	62%	42%	73%	*	46%	11%	34%	14%
Social Studies	2016	47%	51%	<b>51%</b>	36%	38%	62%	58%	69%	*	48%	14%	33%	13%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	19%	<b>19%</b>	10%	12%	26%	20%	39%	22%	23%	6%	10%	7%
Reading	2016	17%	19%	<b>20%</b>	10%	12%	27%	19%	35%	29%	31%	6%	10%	6%
Mathematics	2016	19%	19%	<b>20%</b>	9%	13%	25%	18%	48%	*	21%	6%	11%	10%
Writing	2016	15%	16%	<b>15%</b>	9%	10%	19%	16%	30%	*	16%	5%	9%	6%
Science	2016	16%	17%	<b>17%</b>	7%	9%	23%	24%	38%	*	15%	4%	8%	4%
Social Studies	2016	22%	25%	<b>25%</b>	14%	16%	33%	33%	38%	*	27%	6%	14%	3%
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	62%	<b>64%</b>	61%	62%	65%	63%	71%	64%	67%	55%	61%	61%
Reading	2016	60%	61%	<b>62%</b>	60%	60%	64%	64%	66%	*	71%	54%	61%	60%
Mathematics	2016	63%	64%	<b>65%</b>	62%	63%	66%	63%	78%	*	63%	56%	61%	62%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	16%	<b>17%</b>	15%	16%	17%	20%	25%	18%	22%	14%	16%	17%
Reading	2016	16%	16%	<b>17%</b>	16%	16%	17%	19%	19%	*	25%	16%	17%	16%
Mathematics	2016	17%	17%	<b>17%</b>	13%	16%	18%	21%	32%	*	18%	13%	15%	18%

District Name: DENTON ISD  
 County Name: DENTON  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>^</sup>
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	35%	<b>40%</b>	42%	35%	45%	25%	*	*	65%	21%	36%	33%



District Name: DENTON ISD  
 County Name: DENTON  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
<b>Students Meeting Level II Standard on First STAAR Administration</b>														
	2016	73%	<b>75%</b>	<b>79%</b>	72%	67%	87%	71%	95%	*	78%	39%	66%	56%
<b>Students Requiring Accelerated Instruction</b>														
	2016	27%	<b>25%</b>	<b>21%</b>	28%	33%	13%	29%	*	*	22%	61%	34%	44%
<b>STAAR Cumulative Met Standard</b>														
	2016	80%	<b>82%</b>	<b>86%</b>	82%	78%	92%	71%	97%	*	90%	49%	78%	71%
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>														
	2015	95%	<b>95%</b>	<b>100%</b>	100%	100%	100%	*	*	-	-	100%	100%	100%
<b>STAAR Met Standard (Non-Proficient in Previous Year)</b>														
<b>Promoted to Grade 6</b>														
	2016	11%	<b>10%</b>	<b>5%</b>	*	6%	*	-	*	-	-	*	*	*
<b>Grade 5 Mathematics</b>														
<b>Students Meeting Level II Standard on First STAAR Administration</b>														
	2016	77%	<b>77%</b>	<b>79%</b>	63%	73%	86%	71%	97%	*	76%	41%	69%	68%
<b>Students Requiring Accelerated Instruction</b>														
	2016	23%	<b>23%</b>	<b>21%</b>	37%	27%	14%	29%	*	*	24%	59%	31%	32%
<b>STAAR Cumulative Met Standard</b>														
	2016	85%	<b>86%</b>	<b>87%</b>	76%	82%	92%	82%	98%	*	85%	53%	80%	80%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
<b>Student Success Initiative</b>														
<b>Grade 8 Reading</b>														
<b>Students Meeting Level II Standard on First STAAR Administration</b>														
	2016	80%	<b>83%</b>	<b>87%</b>	81%	79%	93%	75%	94%	*	100%	45%	77%	51%
<b>Students Requiring Accelerated Instruction</b>														
	2016	20%	<b>17%</b>	<b>13%</b>	19%	21%	7%	25%	*	*	*	55%	23%	49%
<b>STAAR Cumulative Met Standard</b>														
	2016	86%	<b>89%</b>	<b>92%</b>	89%	86%	96%	75%	94%	*	100%	58%	85%	65%
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>														
	2015	97%	<b>98%</b>	<b>100%</b>	100%	100%	100%	-	*	*	*	100%	100%	100%
<b>STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9</b>														
	2016	12%	<b>15%</b>	<b>13%</b>	*	*	*	-	*	*	-	*	14%	*
<b>Grade 8 Mathematics</b>														
<b>Students Meeting Level II Standard on First STAAR Administration</b>														
	2016	71%	<b>72%</b>	<b>81%</b>	70%	75%	88%	86%	96%	*	86%	38%	71%	55%
<b>Students Requiring Accelerated Instruction</b>														
	2016	29%	<b>28%</b>	<b>19%</b>	30%	25%	12%	14%	*	*	*	62%	29%	45%
<b>STAAR Cumulative Met Standard</b>														
	2016	81%	<b>82%</b>	<b>90%</b>	83%	86%	94%	100%	96%	*	90%	51%	83%	75%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2016	75%	77%	<b>79%</b>	66%	*	*	69%	65%	52%	46%	55%	55%	57%	57%
Reading	2016	73%	76%	<b>78%</b>	62%	*	*	68%	61%	48%	48%	49%	50%	53%	53%
Mathematics	2016	76%	78%	<b>81%</b>	74%	*	*	71%	74%	60%	53%	63%	70%	66%	66%
Writing	2016	69%	72%	<b>73%</b>	61%	-	-	61%	61%	43%	29%	53%	*	52%	52%
Science	2016	79%	81%	<b>82%</b>	56%	*	-	78%	55%	55%	45%	58%	*	56%	55%
Social Studies	2016	77%	80%	<b>80%</b>	-	-	-	-	-	49%	19%	52%	*	49%	49%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2016	45%	48%	<b>50%</b>	24%	*	*	27%	23%	13%	11%	14%	*	17%	17%
Reading	2016	46%	50%	<b>52%</b>	27%	*	*	29%	26%	14%	13%	14%	*	19%	19%
Mathematics	2016	43%	45%	<b>47%</b>	34%	-	*	43%	33%	19%	20%	19%	*	24%	24%
Writing	2016	41%	44%	<b>46%</b>	35%	-	-	37%	35%	19%	17%	20%	*	27%	28%
Science	2016	47%	49%	<b>50%</b>	14%	-	-	*	13%	14%	6%	17%	*	14%	14%
Social Studies	2016	47%	51%	<b>51%</b>	-	-	-	-	-	13%	*	14%	*	13%	13%
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2016	18%	19%	<b>19%</b>	12%	*	*	10%	13%	4%	7%	3%	*	7%	7%
Reading	2016	17%	19%	<b>20%</b>	11%	*	*	14%	11%	4%	8%	2%	*	6%	6%
Mathematics	2016	19%	19%	<b>20%</b>	17%	*	*	9%	18%	6%	8%	5%	*	10%	10%
Writing	2016	15%	16%	<b>15%</b>	9%	-	-	*	10%	2%	*	*	*	6%	6%
Science	2016	16%	17%	<b>17%</b>	4%	*	-	*	5%	3%	*	3%	*	4%	4%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
Social Studies	2016	22%	25%	<b>25%</b>	-	-	-	-	-	3%	*	3%	*	3%	3%
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2016	62%	62%	<b>64%</b>	69%	*	*	61%	70%	55%	54%	55%	*	60%	60%
Reading	2016	60%	61%	<b>62%</b>	66%	*	*	61%	66%	55%	54%	55%	*	58%	59%
Mathematics	2016	63%	64%	<b>65%</b>	72%	*	*	61%	73%	55%	55%	55%	*	62%	62%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2016	17%	16%	<b>17%</b>	25%	*	*	18%	25%	14%	17%	12%	*	18%	18%
Reading	2016	16%	16%	<b>17%</b>	19%	*	*	20%	19%	15%	19%	14%	*	16%	16%
Mathematics	2016	17%	17%	<b>17%</b>	29%	*	*	17%	31%	12%	16%	10%	*	19%	19%
<b>Progress of Prior-Year Non-Proficient Students</b>															
<b>Sum of Grades 4-8</b>															
Reading	2016	35%	35%	<b>40%</b>	23%	-	-	*	24%	37%	33%	40%	*	33%	33%

District Name: DENTON ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Participation**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>99%</b>	99%	99%	99%	100%	99%	96%	99%	99%	99%	99%
Included in Accountability	94%	94%	<b>94%</b>	93%	94%	95%	93%	89%	86%	93%	93%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	<b>4%</b>	6%	3%	4%	6%	7%	10%	7%	4%	5%	4%
Other Exclusions	1%	1%	<b>1%</b>	0%	2%	0%	0%	3%	0%	0%	2%	1%	5%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	0%	1%	4%	1%	1%	1%	1%
Absent	1%	0%	<b>1%</b>	0%	1%	1%	0%	0%	0%	0%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	4%	0%	1%	0%	0%

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

District Name: DENTON ISD

County Name: DENTON

District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2014-15	95.7%	95.8%	<b>95.9%</b>	96.1%	96.0%	95.8%	95.5%	97.2%	94.8%	95.3%	95.4%	95.6%	96.5%
2013-14	95.9%	95.9%	<b>96.0%</b>	96.4%	96.0%	95.9%	95.8%	97.5%	95.4%	95.0%	95.3%	95.6%	96.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2014-15	0.3%	0.3%	<b>0.2%</b>	0.3%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.4%	0.4%	0.2%
2013-14	0.5%	0.2%	<b>0.1%</b>	0.0%	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.3%	0.7%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2014-15	2.1%	1.6%	<b>0.5%</b>	1.0%	0.5%	0.4%	0.0%	0.0%	9.1%	0.0%	0.8%	0.7%	0.8%
2013-14	2.2%	1.6%	<b>0.7%</b>	0.8%	0.8%	0.6%	0.0%	0.0%	0.0%	1.3%	1.3%	0.8%	0.7%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2015</b>													
Graduated	89.0%	89.3%	<b>95.5%</b>	95.4%	94.4%	96.2%	77.8%	100.0%	*	96.3%	87.2%	93.7%	94.6%
Received GED	0.6%	0.6%	<b>0.3%</b>	0.5%	0.0%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	4.1%	4.6%	<b>1.8%</b>	0.9%	2.4%	1.8%	11.1%	0.0%	*	0.0%	9.9%	2.6%	1.8%
Dropped Out	6.3%	5.5%	<b>2.3%</b>	3.2%	3.2%	1.6%	11.1%	0.0%	*	3.7%	2.8%	3.5%	3.6%
Graduates and GED	89.6%	89.9%	<b>95.8%</b>	95.9%	94.4%	96.6%	77.8%	100.0%	*	96.3%	87.2%	93.9%	94.6%
Grads, GED, & Cont	93.7%	94.5%	<b>97.7%</b>	96.8%	96.8%	98.4%	88.9%	100.0%	*	96.3%	97.2%	96.5%	96.4%
<b>Class of 2014</b>													
Graduated	88.3%	88.7%	<b>94.9%</b>	94.4%	92.7%	95.9%	94.4%	95.6%	-	100.0%	78.8%	92.8%	91.8%
Received GED	0.8%	0.7%	<b>0.4%</b>	0.0%	0.5%	0.5%	0.0%	0.0%	-	0.0%	0.0%	0.6%	0.0%
Continued HS	4.3%	4.2%	<b>2.3%</b>	2.1%	3.5%	1.9%	0.0%	2.2%	-	0.0%	12.5%	3.5%	2.7%
Dropped Out	6.6%	6.4%	<b>2.4%</b>	3.6%	3.3%	1.7%	5.6%	2.2%	-	0.0%	8.7%	3.2%	5.5%
Graduates and GED	89.1%	89.4%	<b>95.3%</b>	94.4%	93.2%	96.4%	94.4%	95.6%	-	100.0%	78.8%	93.3%	91.8%
Grads, GED, & Cont	93.4%	93.6%	<b>97.6%</b>	96.4%	96.7%	98.3%	94.4%	97.8%	-	100.0%	91.3%	96.8%	94.5%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	90.4%	90.8%	<b>96.4%</b>	95.9%	94.8%	97.2%	94.4%	95.6%	-	100.0%	84.5%	94.6%	93.3%
Received GED	1.0%	0.9%	<b>0.5%</b>	0.0%	0.5%	0.7%	0.0%	0.0%	-	0.0%	0.0%	0.7%	0.0%
Continued HS	1.3%	1.4%	<b>0.7%</b>	1.0%	1.2%	0.4%	0.0%	2.2%	-	0.0%	8.7%	1.3%	0.0%
Dropped Out	7.2%	6.8%	<b>2.4%</b>	3.1%	3.5%	1.7%	5.6%	2.2%	-	0.0%	6.8%	3.4%	6.7%
Graduates and GED	91.5%	91.8%	<b>96.9%</b>	95.9%	95.3%	97.9%	94.4%	95.6%	-	100.0%	84.5%	95.3%	93.3%
Grads, GED, & Cont	92.8%	93.2%	<b>97.6%</b>	96.9%	96.5%	98.3%	94.4%	97.8%	-	100.0%	93.2%	96.6%	93.3%
<b>Class of 2013</b>													
Graduated	90.4%	90.7%	<b>97.0%</b>	96.7%	97.8%	96.7%	93.8%	100.0%	*	89.5%	89.8%	95.8%	96.2%
Received GED	1.1%	1.1%	<b>0.6%</b>	0.5%	0.2%	0.8%	0.0%	0.0%	*	0.0%	0.8%	0.2%	0.0%
Continued HS	1.3%	1.2%	<b>0.5%</b>	0.0%	0.0%	0.8%	6.3%	0.0%	*	0.0%	4.7%	0.8%	0.0%
Dropped Out	7.2%	7.0%	<b>1.9%</b>	2.7%	1.9%	1.6%	0.0%	0.0%	*	10.5%	4.7%	3.2%	3.8%
Graduates and GED	91.5%	91.8%	<b>97.6%</b>	97.3%	98.1%	97.5%	93.8%	100.0%	*	89.5%	90.6%	96.0%	96.2%
Grads, GED, & Cont	92.8%	93.0%	<b>98.1%</b>	97.3%	98.1%	98.4%	100.0%	100.0%	*	89.5%	95.3%	96.8%	96.2%

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

District Name: DENTON ISD

County Name: DENTON

District Number: 061901

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2013</b>													
Graduated	90.9%	91.3%	<b>97.3%</b>	96.2%	97.8%	97.4%	100.0%	100.0%	*	89.5%	93.0%	96.4%	96.2%
Received GED	1.4%	1.3%	<b>0.6%</b>	0.5%	0.2%	1.0%	0.0%	0.0%	*	0.0%	0.8%	0.4%	0.0%
Continued HS	0.6%	0.5%	<b>0.1%</b>	0.5%	0.0%	0.1%	0.0%	0.0%	*	0.0%	1.6%	0.2%	0.0%
Dropped Out	7.2%	6.8%	<b>1.9%</b>	2.7%	1.9%	1.5%	0.0%	0.0%	*	10.5%	4.7%	3.0%	3.8%
Graduates and GED	92.3%	92.7%	<b>98.0%</b>	96.7%	98.1%	98.3%	100.0%	100.0%	*	89.5%	93.8%	96.8%	96.2%
Grads, GED, & Cont	92.8%	93.2%	<b>98.1%</b>	97.3%	98.1%	98.5%	100.0%	100.0%	*	89.5%	95.3%	97.0%	96.2%
<b>Class of 2012</b>													
Graduated	90.9%	91.2%	<b>96.5%</b>	96.9%	94.4%	97.2%	100.0%	100.0%	*	100.0%	94.8%	95.4%	89.2%
Received GED	1.5%	1.6%	<b>1.0%</b>	1.2%	1.1%	0.9%	0.0%	0.0%	*	0.0%	2.6%	0.7%	0.0%
Continued HS	0.6%	0.7%	<b>0.1%</b>	0.0%	0.3%	0.0%	0.0%	0.0%	*	0.0%	0.9%	0.2%	0.0%
Dropped Out	7.0%	6.6%	<b>2.5%</b>	1.9%	4.3%	1.8%	0.0%	0.0%	*	0.0%	1.7%	3.7%	10.8%
Graduates and GED	92.4%	92.7%	<b>97.5%</b>	98.1%	95.5%	98.2%	100.0%	100.0%	*	100.0%	97.4%	96.1%	89.2%
Grads, GED, & Cont	93.0%	93.4%	<b>97.5%</b>	98.1%	95.7%	98.2%	100.0%	100.0%	*	100.0%	98.3%	96.3%	89.2%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2015	89.0%	89.3%	<b>94.6%</b>	94.1%	92.4%	95.8%	77.8%	100.0%	*	96.3%	84.8%	92.6%	89.7%
Class of 2014	88.3%	88.7%	<b>93.8%</b>	91.5%	91.3%	95.3%	94.4%	95.6%	*	100.0%	76.9%	91.8%	84.8%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	90.4%	90.8%	<b>95.6%</b>	93.9%	94.0%	96.7%	94.4%	95.6%	*	100.0%	82.2%	93.9%	88.8%
Class of 2013	90.4%	90.7%	<b>96.2%</b>	95.7%	96.3%	96.6%	88.2%	100.0%	*	89.5%	90.0%	95.3%	92.7%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2015	86.1%	85.8%	<b>91.3%</b>	84.1%	90.8%	93.3%	71.4%	97.1%	*	92.3%	44.7%	86.3%	83.8%
Class of 2014	85.5%	85.0%	<b>92.0%</b>	89.1%	91.4%	92.7%	100.0%	97.7%	-	89.4%	39.0%	89.0%	91.0%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2015	3.5%	8.0%	*	*	-	-	-	-	-	-	-	*	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2015	38.7%	25.1%	*	*	-	-	-	-	-	-	-	*	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2015	84.1%	84.2%	<b>91.2%</b>	83.7%	90.8%	93.3%	71.4%	97.1%	*	92.3%	44.7%	86.1%	83.8%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2014-15	84.3%	84.4%	<b>91.1%</b>	85.2%	90.8%	92.6%	75.0%	97.2%	*	89.3%	45.2%	86.8%	84.3%
2013-14	83.8%	83.3%	<b>90.3%</b>	85.5%	88.8%	91.7%	100.0%	95.3%	-	89.1%	35.4%	85.5%	89.7%
<b>FHSP-E Graduates (Annual Rate)</b>													
2014-15	3.5%	7.4%	*	*	-	-	-	-	-	-	-	*	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2014-15	37.3%	24.9%	*	*	-	-	-	-	-	-	-	*	-

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2014-15	82.2%	82.6%	<b>91.0%</b>	84.8%	90.8%	92.6%	75.0%	97.2%	*	89.3%	45.2%	86.6%	84.3%
<b>Advanced Course/Dual Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2014-15	54.5%	55.7%	<b>55.1%</b>	40.6%	46.6%	62.5%	65.0%	72.8%	20.0%	57.6%	7.4%	41.4%	31.3%
2013-14	53.2%	53.7%	<b>52.7%</b>	40.5%	41.6%	59.9%	65.4%	83.8%	*	58.3%	7.0%	38.4%	28.6%
<b>English Language Arts</b>													
2014-15	29.0%	30.7%	<b>27.4%</b>	17.4%	15.9%	35.3%	26.3%	48.1%	*	29.0%	2.1%	12.8%	2.6%
2013-14	28.9%	30.0%	<b>24.1%</b>	15.9%	14.0%	30.1%	25.0%	53.2%	*	20.6%	0.5%	11.0%	2.7%
<b>Mathematics</b>													
2014-15	43.8%	45.4%	<b>36.7%</b>	26.2%	29.4%	42.3%	36.8%	57.7%	*	36.2%	1.2%	26.6%	15.3%
2013-14	42.4%	43.3%	<b>34.2%</b>	23.0%	26.0%	38.5%	45.8%	69.7%	*	52.2%	4.7%	25.0%	12.5%
<b>Science</b>													
2014-15	12.7%	13.6%	<b>14.5%</b>	10.5%	7.5%	18.8%	0.0%	30.4%	*	8.3%	0.0%	6.3%	1.5%
2013-14	13.4%	14.7%	<b>15.6%</b>	9.8%	10.4%	17.7%	43.8%	47.1%	*	17.9%	0.7%	8.4%	4.2%
<b>Social Studies</b>													
2014-15	28.4%	30.0%	<b>34.3%</b>	22.5%	23.4%	41.8%	40.0%	62.0%	20.0%	46.9%	1.6%	21.4%	6.9%
2013-14	27.8%	28.7%	<b>34.6%</b>	24.3%	23.1%	41.8%	34.8%	74.3%	*	28.6%	0.5%	21.7%	8.1%
<b>Advanced Course/Dual Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2014-15	34.6%	35.2%	<b>33.3%</b>	23.6%	26.6%	38.8%	34.0%	46.6%	18.2%	38.5%	4.5%	22.2%	15.0%
2013-14	33.1%	33.2%	<b>34.1%</b>	23.7%	24.7%	40.5%	37.5%	55.8%	11.1%	43.8%	3.7%	21.9%	12.6%
<b>English Language Arts</b>													
2014-15	15.7%	15.3%	<b>12.7%</b>	8.1%	7.6%	16.2%	11.1%	20.5%	11.1%	17.0%	1.6%	5.7%	1.2%
2013-14	15.4%	14.9%	<b>11.8%</b>	7.5%	6.8%	14.8%	13.5%	25.9%	0.0%	12.4%	0.2%	5.2%	1.0%
<b>Mathematics</b>													
2014-15	19.4%	20.3%	<b>16.6%</b>	10.6%	13.3%	19.2%	15.2%	30.6%	0.0%	20.8%	0.4%	10.9%	6.1%
2013-14	18.8%	19.3%	<b>15.9%</b>	10.4%	11.7%	18.1%	21.2%	34.9%	0.0%	27.6%	1.8%	10.8%	4.5%
<b>Science</b>													
2014-15	5.2%	5.9%	<b>6.2%</b>	3.8%	3.2%	8.1%	2.3%	16.1%	0.0%	4.4%	0.0%	2.4%	0.5%
2013-14	5.6%	6.2%	<b>7.5%</b>	4.7%	4.6%	8.8%	15.9%	26.4%	0.0%	9.6%	0.2%	3.5%	1.4%
<b>Social Studies</b>													
2014-15	19.5%	21.5%	<b>23.2%</b>	15.0%	15.3%	28.7%	22.2%	40.1%	22.2%	33.3%	0.7%	13.1%	4.2%
2013-14	18.3%	20.1%	<b>25.4%</b>	16.5%	16.1%	31.6%	23.5%	49.7%	11.1%	27.5%	0.6%	14.5%	5.0%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2014-15	42.0%	51.0%	<b>57.0%</b>	31.0%	51.0%	66.0%	20.0%	68.0%	-	61.0%	10.0%	44.0%	20.0%
<b>Mathematics</b>													
2014-15	38.0%	45.0%	<b>48.0%</b>	22.0%	40.0%	55.0%	20.0%	71.0%	-	57.0%	5.0%	35.0%	17.0%
<b>Both Subjects</b>													
2014-15	35.0%	42.0%	<b>46.0%</b>	18.0%	38.0%	54.0%	20.0%	65.0%	-	57.0%	5.0%	32.0%	15.0%
<b>Either Subject</b>													
2014-15	45.0%	53.0%	<b>59.0%</b>	35.0%	53.0%	67.0%	20.0%	74.0%	-	61.0%	10.0%	47.0%	22.0%



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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>College and Career Ready Graduates</b>													
2014-15	74.5%	72.2%	<b>76.5%</b>	63.2%	74.8%	79.7%	75.0%	94.4%	*	89.3%	56.5%	70.7%	65.7%
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2014-15	10.6%	12.6%	<b>14.4%</b>	13.7%	14.0%	15.3%	0.0%	5.6%	*	14.3%	0.9%	11.6%	4.6%
<b>Mathematics</b>													
2014-15	7.1%	8.4%	<b>8.1%</b>	7.8%	8.6%	7.9%	0.0%	8.3%	*	10.7%	0.0%	7.5%	3.7%
<b>Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2014-15	48.1%	50.6%	<b>49.8%</b>	33.3%	40.5%	56.4%	50.0%	88.9%	*	71.4%	3.5%	33.1%	20.4%
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
<b>Any Subject</b>													
2014-15	10.6%	7.5%	<b>2.2%</b>	2.0%	1.8%	2.4%	0.0%	0.0%	*	7.1%	0.0%	2.0%	0.0%
<b>AP/IB Course Completion (Annual Graduates)</b>													
2014-15	43.4%	46.5%	<b>53.7%</b>	37.3%	45.5%	60.3%	50.0%	83.3%	*	71.4%	3.5%	39.4%	28.7%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2014-15	46.6%	36.3%	<b>44.2%</b>	42.6%	50.0%	42.3%	37.5%	33.3%	*	39.3%	53.9%	52.2%	51.9%
2013-14	46.4%	36.3%	<b>42.6%</b>	4.0%	12.9%	22.2%	0.7%	1.4%	-	1.4%	2.2%	15.4%	1.9%
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2015	24.9%	28.0%	<b>26.4%</b>	14.7%	20.6%	30.9%	36.4%	59.0%	20.0%	25.0%	n/a	15.4%	n/a
2014	23.5%	26.0%	<b>23.8%</b>	11.7%	16.6%	29.4%	20.0%	58.8%	*	18.3%	n/a	12.7%	n/a
<b>English Language Arts</b>													
2015	15.1%	16.9%	<b>13.2%</b>	7.1%	8.1%	16.7%	9.1%	33.3%	0.0%	14.1%	n/a	5.5%	n/a
2014	15.0%	16.7%	<b>13.3%</b>	8.8%	6.8%	16.9%	12.0%	40.0%	*	8.5%	n/a	5.5%	n/a
<b>Mathematics</b>													
2015	6.8%	8.0%	<b>6.1%</b>	2.7%	3.6%	7.3%	4.5%	26.9%	0.0%	10.9%	n/a	3.5%	n/a
2014	6.5%	7.3%	<b>7.4%</b>	2.7%	3.6%	9.9%	12.0%	21.3%	*	7.0%	n/a	3.1%	n/a
<b>Science</b>													
2015	10.2%	12.9%	<b>9.7%</b>	3.4%	6.3%	12.6%	0.0%	29.5%	0.0%	4.7%	n/a	4.8%	n/a
2014	6.9%	7.7%	<b>7.0%</b>	3.9%	4.6%	8.4%	4.0%	25.0%	*	5.6%	n/a	3.7%	n/a
<b>Social Studies</b>													
2015	14.4%	16.7%	<b>15.8%</b>	8.6%	9.9%	19.5%	18.2%	43.6%	20.0%	15.6%	n/a	8.0%	n/a
2014	13.8%	15.9%	<b>16.1%</b>	7.8%	9.8%	20.6%	16.0%	46.3%	*	8.5%	n/a	8.2%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2015	49.1%	53.1%	<b>53.6%</b>	38.3%	56.1%	54.6%	37.5%	56.5%	*	50.0%	n/a	54.3%	n/a
2014	51.3%	56.8%	<b>57.3%</b>	41.7%	60.9%	56.4%	60.0%	74.5%	-	38.5%	n/a	56.8%	n/a
<b>English Language Arts</b>													
2015	43.7%	53.6%	<b>54.6%</b>	31.0%	46.2%	58.3%	*	65.4%	-	55.6%	n/a	41.9%	n/a
2014	44.7%	53.8%	<b>56.7%</b>	41.7%	54.7%	57.8%	*	71.9%	-	33.3%	n/a	53.1%	n/a

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report

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District Name: DENTON ISD  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>Mathematics</b>													
2015	51.7%	52.7%	<b>49.0%</b>	18.2%	48.6%	57.7%	*	19.0%	-	28.6%	n/a	43.6%	n/a
2014	53.6%	58.3%	<b>45.1%</b>	27.3%	44.1%	46.1%	*	47.1%	-	40.0%	n/a	47.2%	n/a
<b>Science</b>													
2015	35.4%	33.9%	<b>30.5%</b>	14.3%	18.0%	36.0%	-	21.7%	-	*	n/a	29.6%	n/a
2014	45.7%	49.6%	<b>46.4%</b>	43.8%	46.5%	47.1%	*	50.0%	-	*	n/a	44.2%	n/a
<b>Social Studies</b>													
2015	40.1%	45.2%	<b>35.9%</b>	25.7%	20.0%	41.1%	*	47.1%	*	30.0%	n/a	17.8%	n/a
2014	41.6%	46.9%	<b>42.8%</b>	40.6%	31.5%	46.4%	*	40.5%	-	33.3%	n/a	35.4%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2015	68.3%	69.4%	<b>63.5%</b>	64.2%	48.4%	69.7%	50.0%	97.2%	*	78.6%	n/a	49.1%	n/a
Class of 2014	66.3%	68.4%	<b>66.5%</b>	73.1%	50.4%	70.5%	72.2%	95.3%	-	84.8%	n/a	50.0%	n/a
<b>At/Above Criterion</b>													
Class of 2015	24.3%	30.8%	<b>33.6%</b>	5.3%	26.0%	41.8%	*	54.3%	-	36.4%	n/a	19.5%	n/a
Class of 2014	25.1%	31.2%	<b>29.4%</b>	7.1%	17.9%	37.7%	30.8%	48.8%	-	30.8%	n/a	16.2%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2015	1394	1444	<b>1474</b>	1261	1413	1537	*	1606	-	1495	n/a	1376	n/a
Class of 2014	1417	1453	<b>1477</b>	1297	1409	1537	1478	1608	-	1456	n/a	1374	n/a
<b>English Language Arts and Writing</b>													
Class of 2015	912	948	<b>972</b>	829	926	1018	*	1038	-	978	n/a	903	n/a
Class of 2014	925	951	<b>975</b>	856	926	1018	963	1044	-	957	n/a	903	n/a
<b>Mathematics</b>													
Class of 2015	482	496	<b>502</b>	432	486	519	*	568	-	518	n/a	474	n/a
Class of 2014	491	501	<b>502</b>	441	483	519	515	564	-	498	n/a	470	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2015	20.6	21.9	<b>21.5</b>	17.8	19.5	22.7	*	24.3	-	23.2	n/a	18.8	n/a
Class of 2014	20.6	21.9	<b>21.1</b>	17.8	19.2	22.3	23.7	25.4	-	21.7	n/a	18.5	n/a
<b>English Language Arts</b>													
Class of 2015	20.1	21.6	<b>21.3</b>	17.2	18.7	22.8	*	23.8	-	23.0	n/a	18.0	n/a
Class of 2014	20.0	21.5	<b>20.8</b>	17.0	18.5	22.3	24.0	25.0	-	21.5	n/a	17.7	n/a
<b>Mathematics</b>													
Class of 2015	20.9	22.0	<b>21.3</b>	18.2	19.7	22.2	*	25.3	-	23.4	n/a	19.5	n/a
Class of 2014	21.2	22.3	<b>21.0</b>	18.1	19.9	21.8	22.8	26.4	-	21.8	n/a	19.3	n/a
<b>Science</b>													
Class of 2015	20.7	21.9	<b>21.5</b>	18.3	20.2	22.5	*	23.7	-	22.5	n/a	19.2	n/a
Class of 2014	20.7	21.9	<b>21.2</b>	18.4	19.6	22.2	23.0	24.5	-	21.9	n/a	18.9	n/a
<b>Graduates Enrolled in TX Institution of Higher Education (IHE)</b>													
2013-14	57.5%	57.6%	<b>59.6%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	57.0%	<b>54.4%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: DENTON ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2013-14	70.5%	73.2%	<b>72.2%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	74.9%	<b>76.3%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Profile**

<b>Student Information</b>	<b>----- District -----</b>		<b>----- State -----</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Students:	27,296	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	66	0.2%	13,009	0.2%
Pre-Kindergarten	838	3.1%	220,390	4.2%
Kindergarten	1,952	7.2%	376,505	7.1%
Grade 1	2,141	7.8%	409,767	7.8%
Grade 2	2,088	7.6%	411,080	7.8%
Grade 3	2,187	8.0%	409,157	7.7%
Grade 4	2,151	7.9%	396,895	7.5%
Grade 5	2,110	7.7%	393,941	7.5%
Grade 6	2,152	7.9%	390,379	7.4%
Grade 7	2,125	7.8%	389,411	7.4%
Grade 8	2,094	7.7%	386,455	7.3%
Grade 9	2,091	7.7%	428,470	8.1%
Grade 10	1,985	7.3%	386,290	7.3%
Grade 11	1,756	6.4%	351,888	6.7%
Grade 12	1,560	5.7%	320,615	6.1%
Ethnic Distribution:				
African American	3,683	13.5%	666,933	12.6%
Hispanic	8,219	30.1%	2,760,302	52.2%
White	13,841	50.7%	1,507,225	28.5%
American Indian	197	0.7%	20,855	0.4%
Asian	772	2.8%	212,973	4.0%
Pacific Islander	41	0.2%	7,392	0.1%
Two or More Races	543	2.0%	108,572	2.1%
Economically Disadvantaged	11,468	42.0%	3,118,758	59.0%
Non-Educationally Disadvantaged	15,828	58.0%	2,165,494	41.0%
English Language Learners (ELL)	4,104	15.0%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	369	1.3%	76,611	1.4%
At-Risk	9,307	34.1%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	1,547	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	204	13.2%	39,692	12.7%
Hispanic	444	28.7%	148,966	47.5%
White	826	53.4%	104,377	33.3%
American Indian	8	0.5%	1,335	0.4%
Asian	36	2.3%	13,090	4.2%
Pacific Islander	1	0.1%	486	0.2%
Two or More Races	28	1.8%	5,451	1.7%

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<b>Student Information</b>	----- District -----		----- State -----	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	138	8.9%	46,723	14.9%
Recommended H.S. Program/DAP	1,408	91.0%	251,524	80.3%
Foundation High School Plan (No Endorsement)	1	0.1%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	115	7.4%	23,541	7.5%

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<b>Student Information</b>	<b>- Non-Special Education Rates -</b>		<b>- Special Education Rates -</b>	
	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:				
Kindergarten	1.5%	1.9%	10.1%	8.2%
Grade 1	1.4%	4.1%	2.5%	7.4%
Grade 2	0.7%	2.7%	0.0%	3.4%
Grade 3	0.5%	2.0%	0.0%	1.6%
Grade 4	0.1%	1.0%	0.7%	0.8%
Grade 5	0.0%	0.9%	1.1%	1.0%
Grade 6	0.1%	0.6%	0.7%	0.8%
Grade 7	0.0%	0.8%	0.4%	0.9%
Grade 8	0.3%	0.8%	0.9%	1.3%

	<b>----- District -----</b>		<b>----- State -----</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Data Quality:				
PID Errors (students) ##	-	-	-	-
Underreported Students	70	0.6%	7,834	0.3%

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.8	18.9
Grade 1	18.0	19.1
Grade 2	18.6	19.1
Grade 3	19.1	19.1
Grade 4	19.7	19.0
Grade 5	22.9	20.8
Grade 6	22.5	20.4
Secondary:		
English/Language Arts	20.1	17.1
Foreign Languages	20.0	19.1
Mathematics	21.0	18.1
Science	23.1	19.1
Social Studies	23.4	19.5

District Name: DENTON ISD  
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Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	3,490.0	100.0%	688,142.2	100.0%
Professional Staff:	2,549.5	73.1%	442,538.0	64.3%
Teachers	1,978.9	56.7%	347,272.1	50.5%
Professional Support	460.8	13.2%	67,755.2	9.8%
Campus Administration (School Leadership)	96.8	2.8%	20,170.5	2.9%
Central Administration	13.0	0.4%	7,340.2	1.1%
Educational Aides:	302.5	8.7%	65,803.2	9.6%
Auxiliary Staff:	638.0	18.3%	179,800.9	26.1%
Total Minority Staff:	901.3	25.8%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	135.2	6.8%	34,949.8	10.1%
Hispanic	242.8	12.3%	90,214.9	26.0%
White	1,544.8	78.1%	211,190.4	60.8%
American Indian	8.0	0.4%	1,242.9	0.4%
Asian	7.5	0.4%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	40.6	2.1%	3,720.6	1.1%
Males	493.5	24.9%	81,756.8	23.5%
Females	1,485.4	75.1%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	12.0	0.6%	3,524.0	1.0%
Bachelors	1,406.5	71.1%	259,559.7	74.7%
Masters	549.1	27.7%	82,029.5	23.6%
Doctorate	11.4	0.6%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	103.3	5.2%	27,995.4	8.1%
1-5 Years Experience	448.5	22.7%	94,786.9	27.3%
6-10 Years Experience	532.2	26.9%	75,285.1	21.7%
11-20 Years Experience	630.9	31.9%	94,649.7	27.3%
Over 20 Years Experience	264.0	13.3%	54,555.0	15.7%
Number of Students per Teacher	13.8	n/a	15.2	n/a

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<b>Staff Information</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	11.2	10.9
Average Years Experience of Teachers with District:	7.4	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,993	\$45,507
1-5 Years Experience	\$51,107	\$47,996
6-10 Years Experience	\$52,701	\$50,459
11-20 Years Experience	\$54,292	\$53,794
Over 20 Years Experience	\$63,254	\$60,613
Average Actual Salaries (regular duties only):		
Teachers	\$54,113	\$51,891
Professional Support	\$61,812	\$61,145
Campus Administration (School Leadership)	\$80,702	\$75,654
Central Administration	\$125,126	\$99,111
Instructional Staff Percent:	73.3	64.5
Turnover Rate for Teachers:	11.0	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	1.1	493.6
Contracted Instructional Staff:	0.0	1,914.4



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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2015-16 District Profile**

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	4,111	15.1%	968,569	18.3%
Career & Technical Education	7,254	26.6%	1,284,748	24.3%
Gifted & Talented Education	2,714	9.9%	404,540	7.7%
Special Education	2,861	10.5%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	39.5	2.0%	20,650.0	5.9%
Career & Technical Education	83.7	4.2%	15,311.2	4.4%
Compensatory Education	0.0	0.0%	10,066.4	2.9%
Gifted & Talented Education	30.1	1.5%	6,656.1	1.9%
Regular Education	1,560.3	78.8%	252,100.4	72.6%
Special Education	201.4	10.2%	30,567.0	8.8%
Other	64.0	3.2%	11,921.0	3.4%

**Link to:**  
[PEIMS Financial Standard Reports/  
 2014-2015 Financial Actual Report](#)

<sup>'A'</sup> Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

<sup>'B'</sup> Indicates results are masked due to small numbers to protect student confidentiality.

<sup>'-'</sup> Indicates zero observations reported for this group.

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

<sup>'\*\*'</sup> Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

<sup>'?'</sup> Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

<sup>'###'</sup> Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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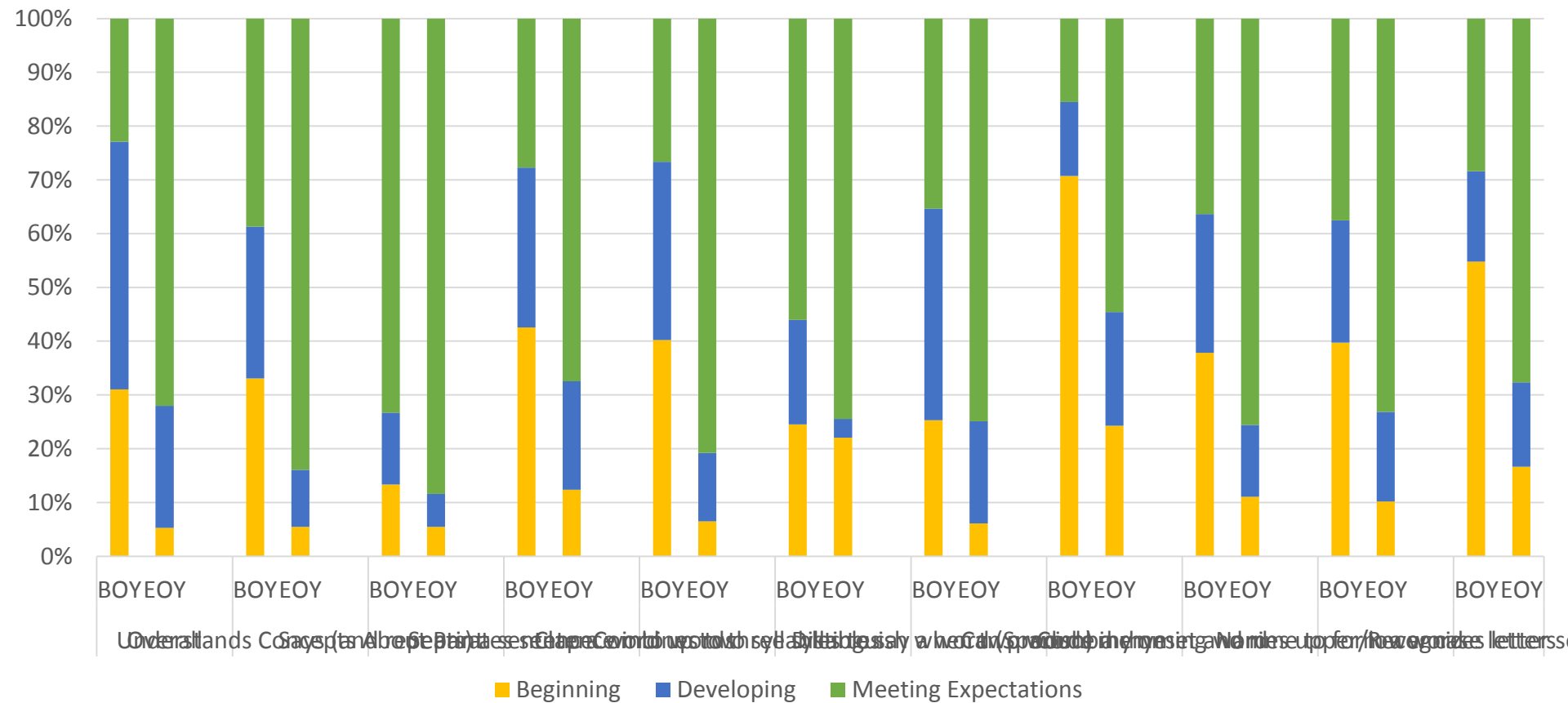
# Early Literacy Inventory – Spanish Early Literacy Inventory 2015-16

Board Report

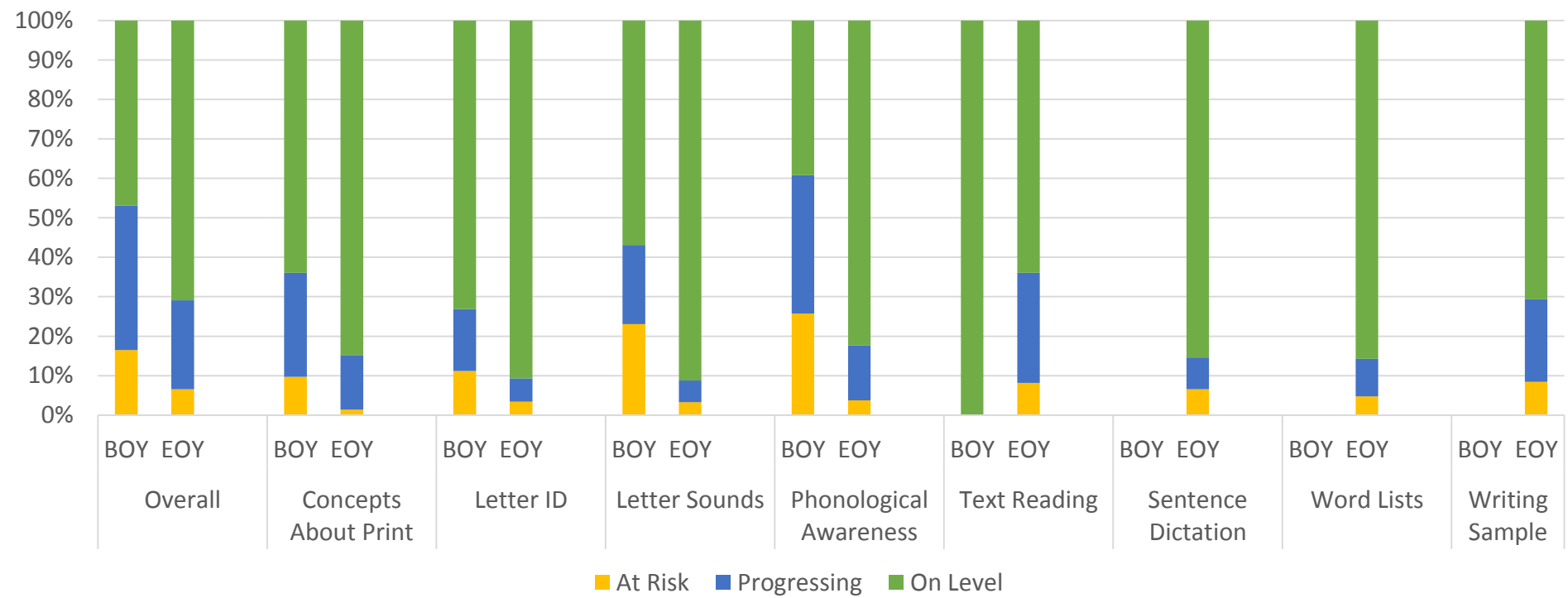
December 13, 2016

Marcia Kellum & Carmen Lipscomb

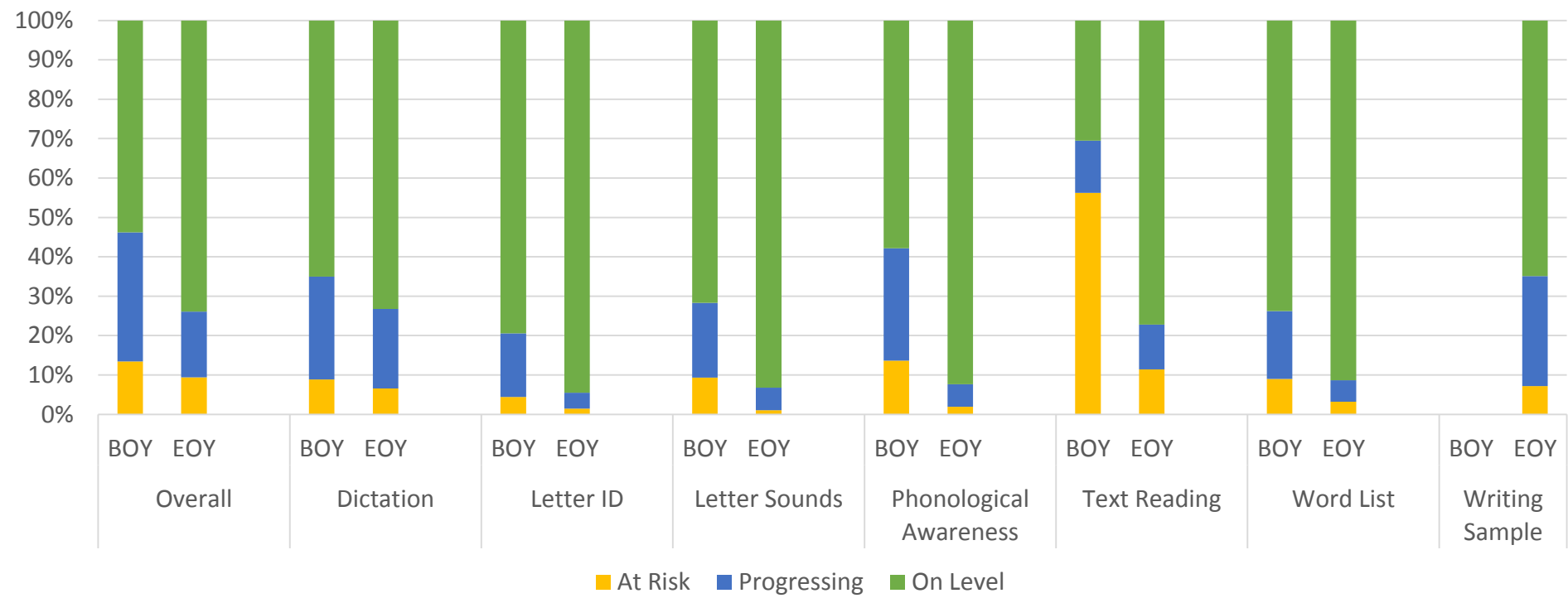
### PreK 2015-16



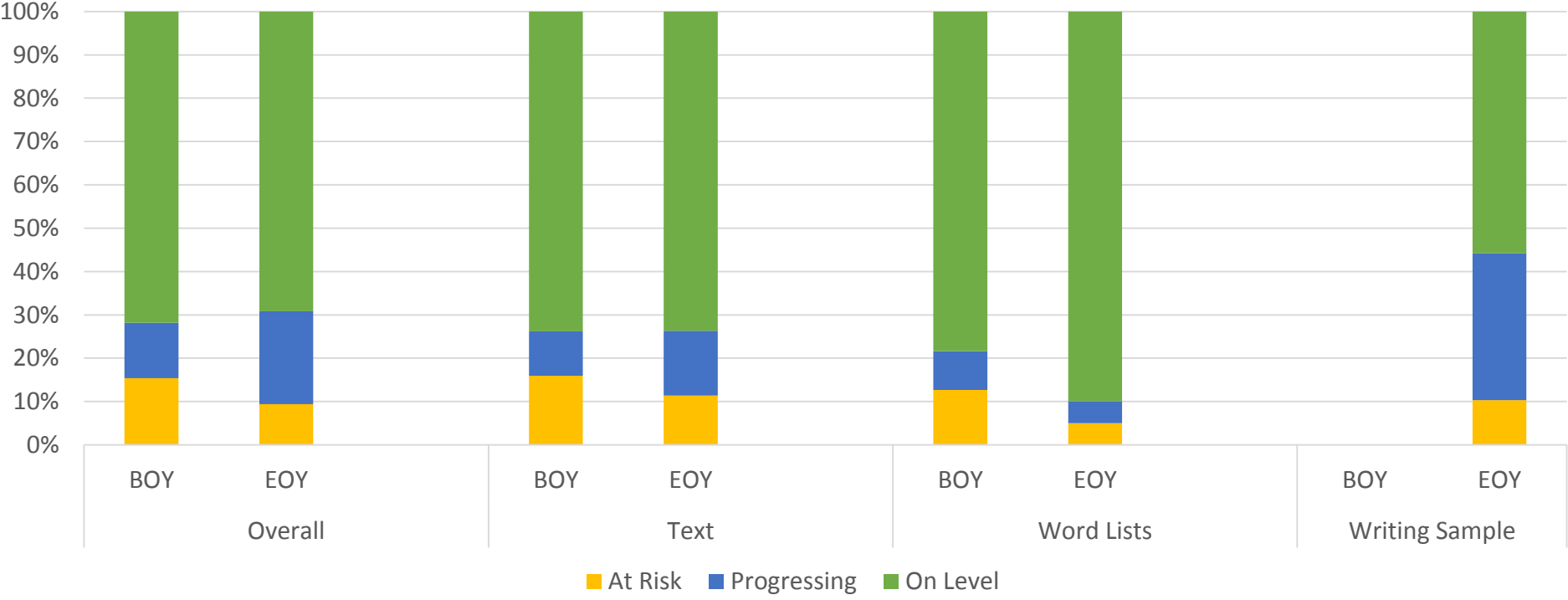
## Kindergarten ELI, 2015-16



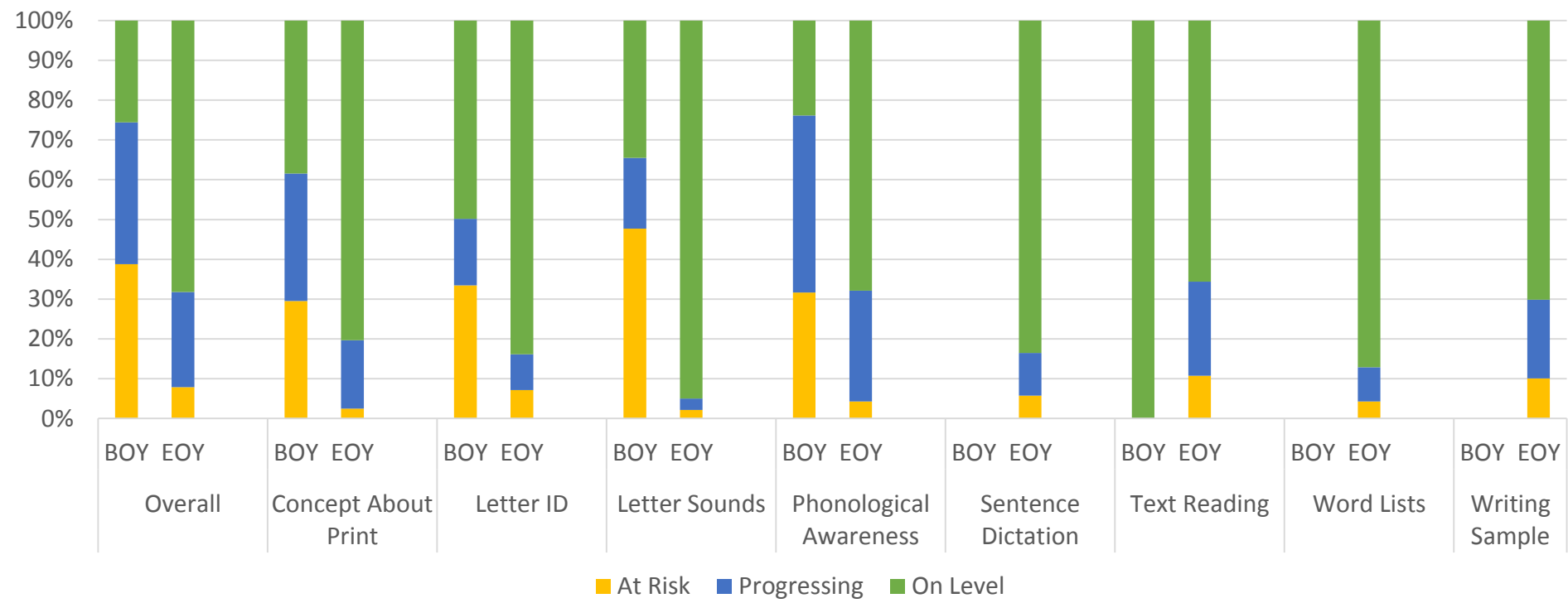
### 1st Grade ELI, 2015-16



### 2nd Grade ELI, 2015-16

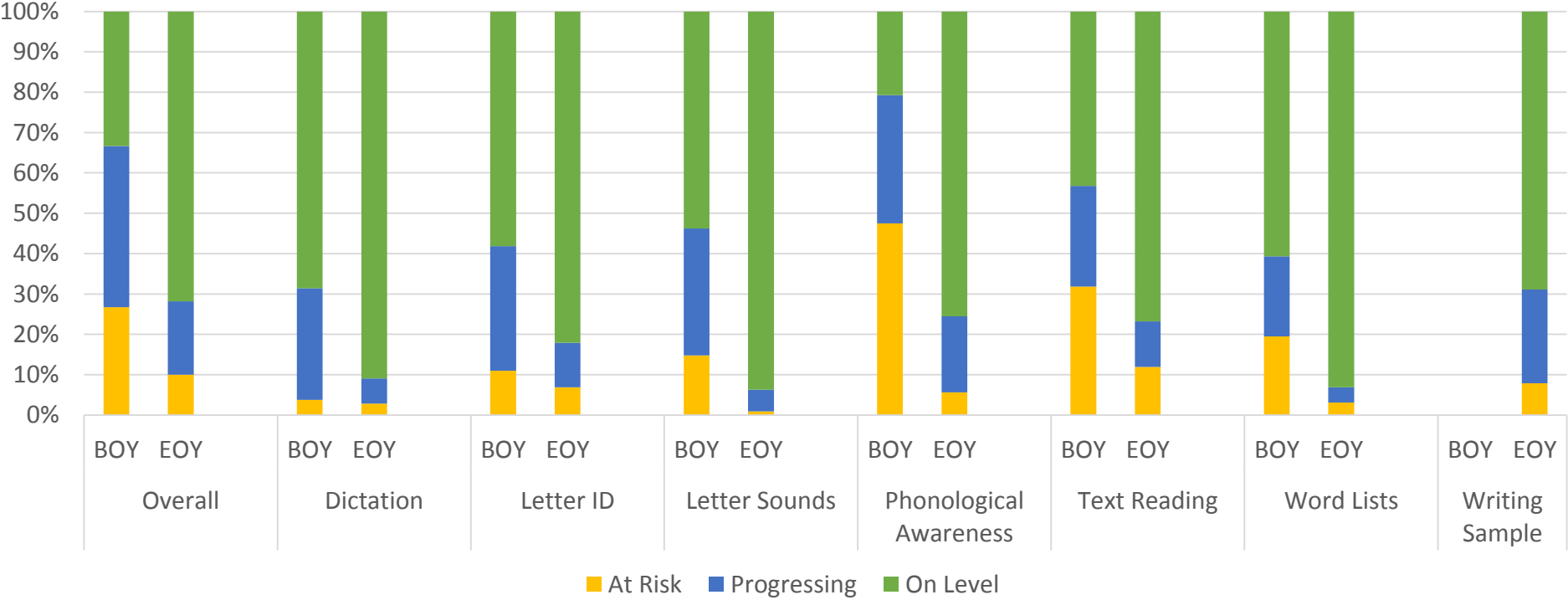


### Kindergarten SELI, 2015-16

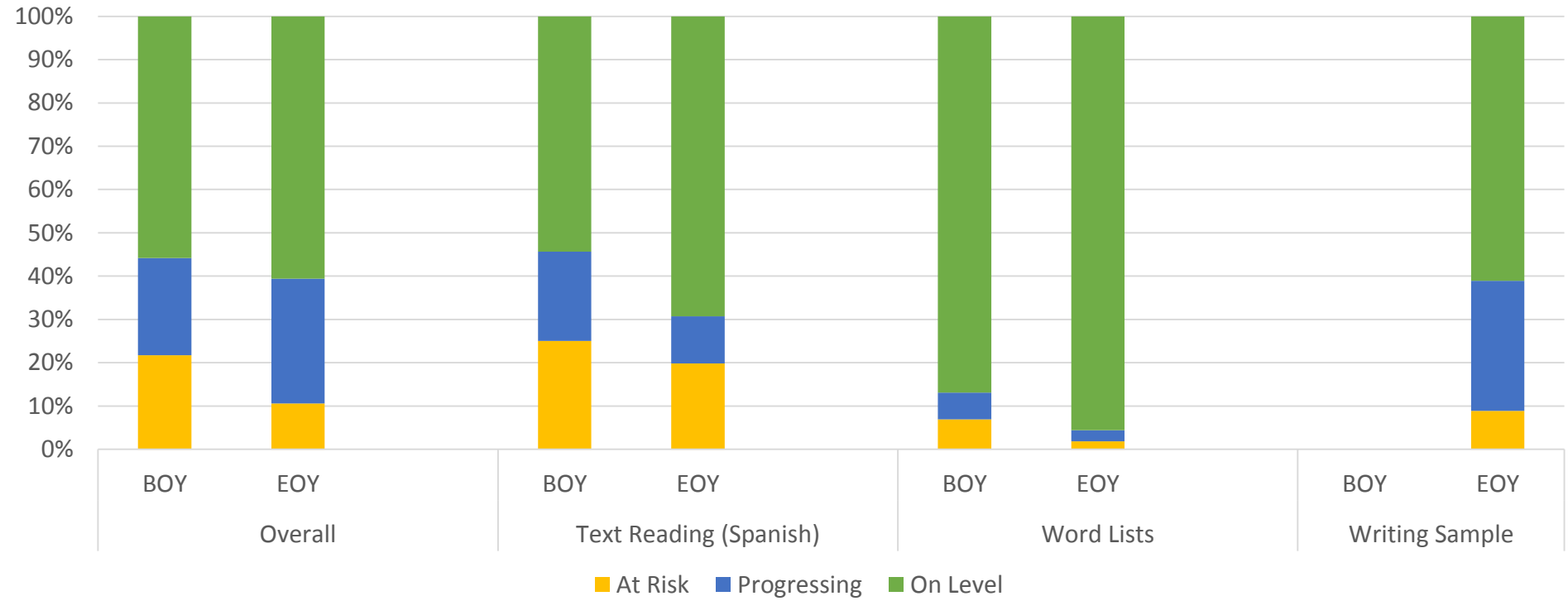




### 1st Grade SELI, 2015-16



## 2nd Grade SELI, 2015-16



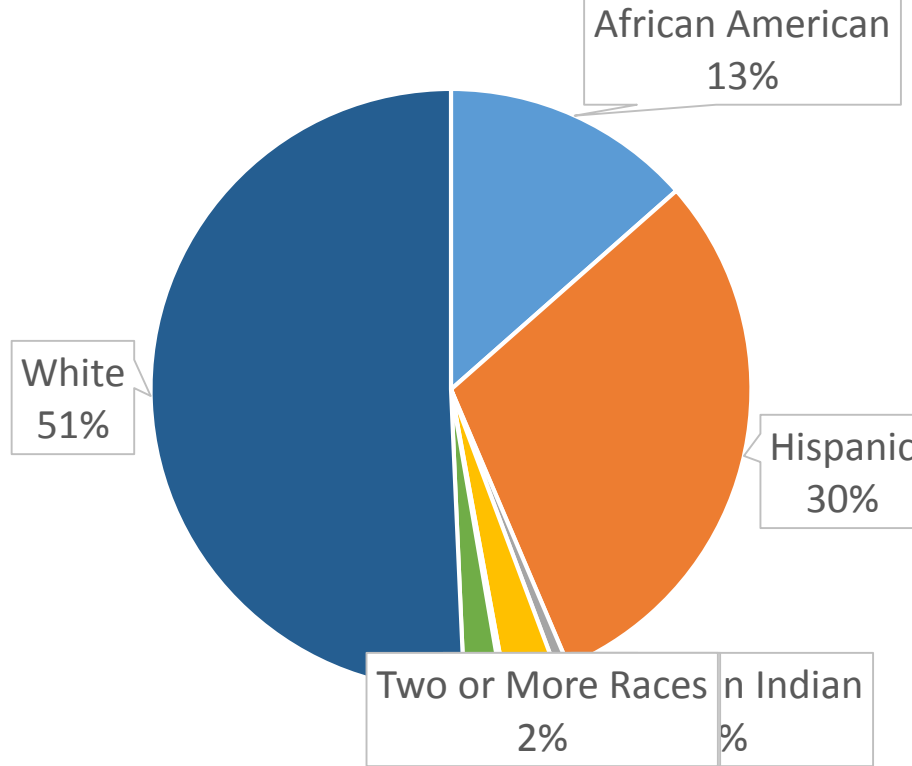
# Texas Academic Performance Report

Denton ISD Board Meeting

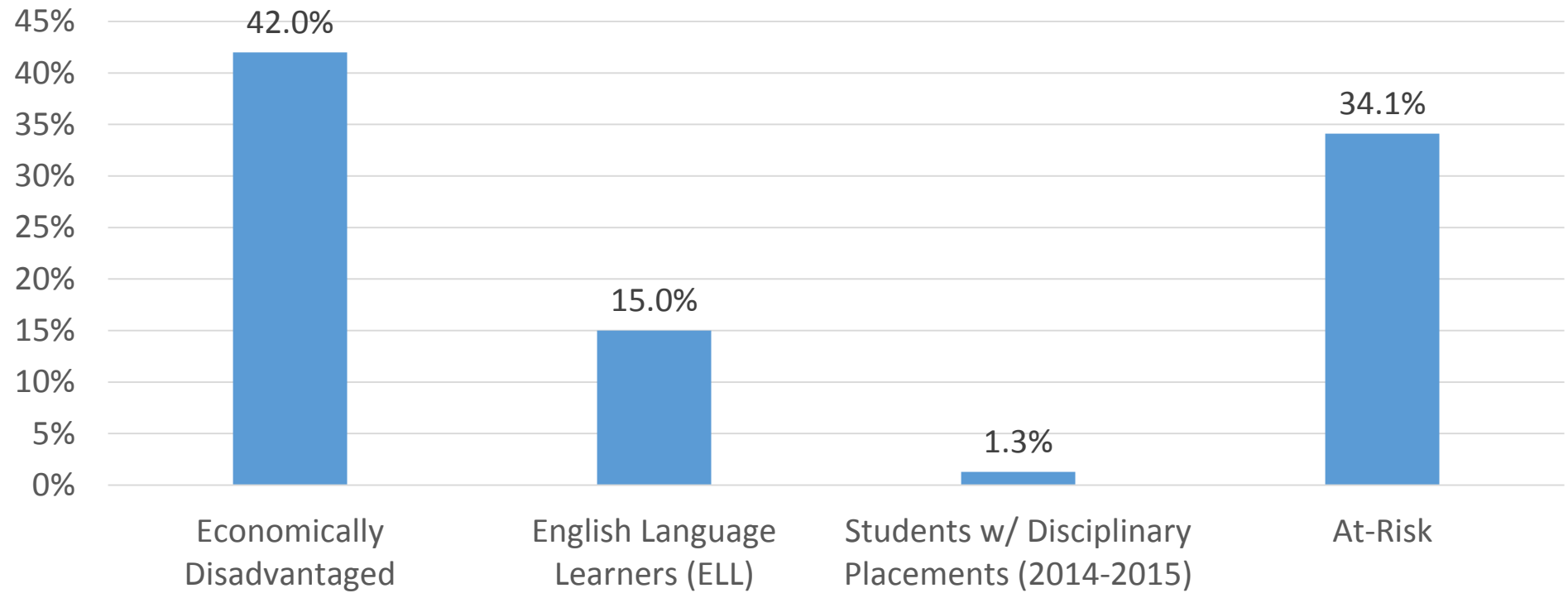
December 13, 2016

Lyneille Meza

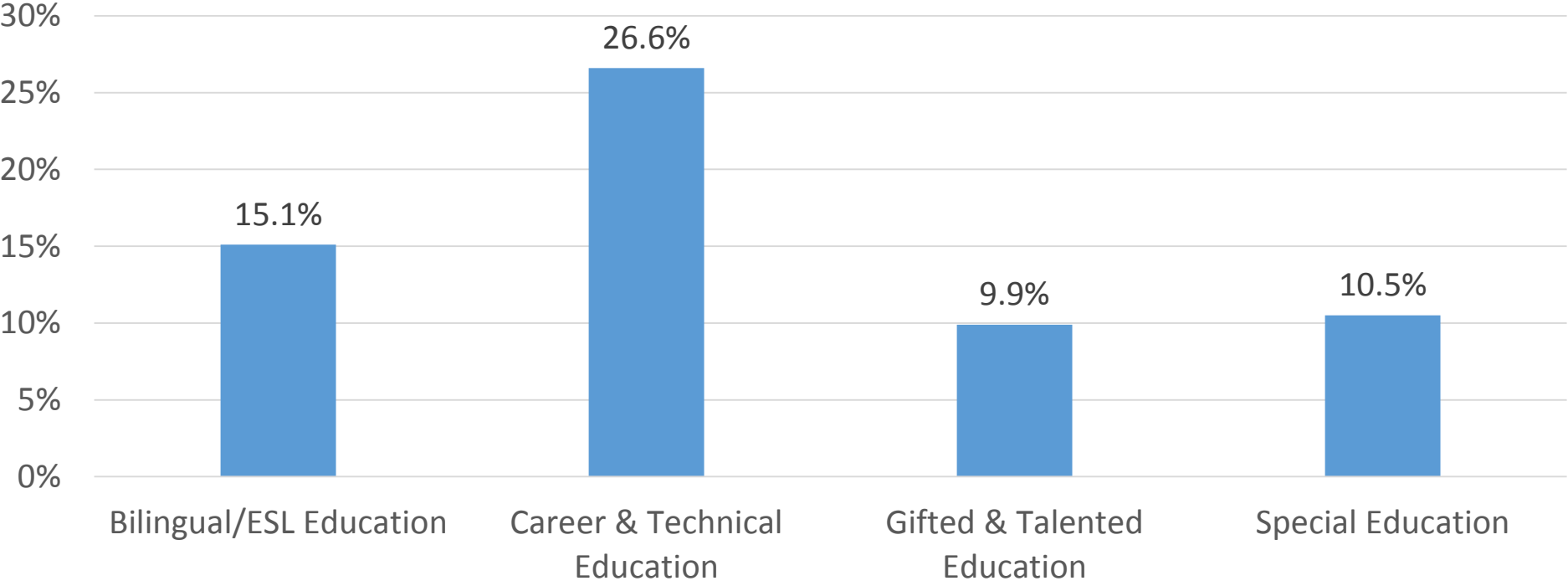
# 2015-16 District Profile - Student Ethnic Distribution



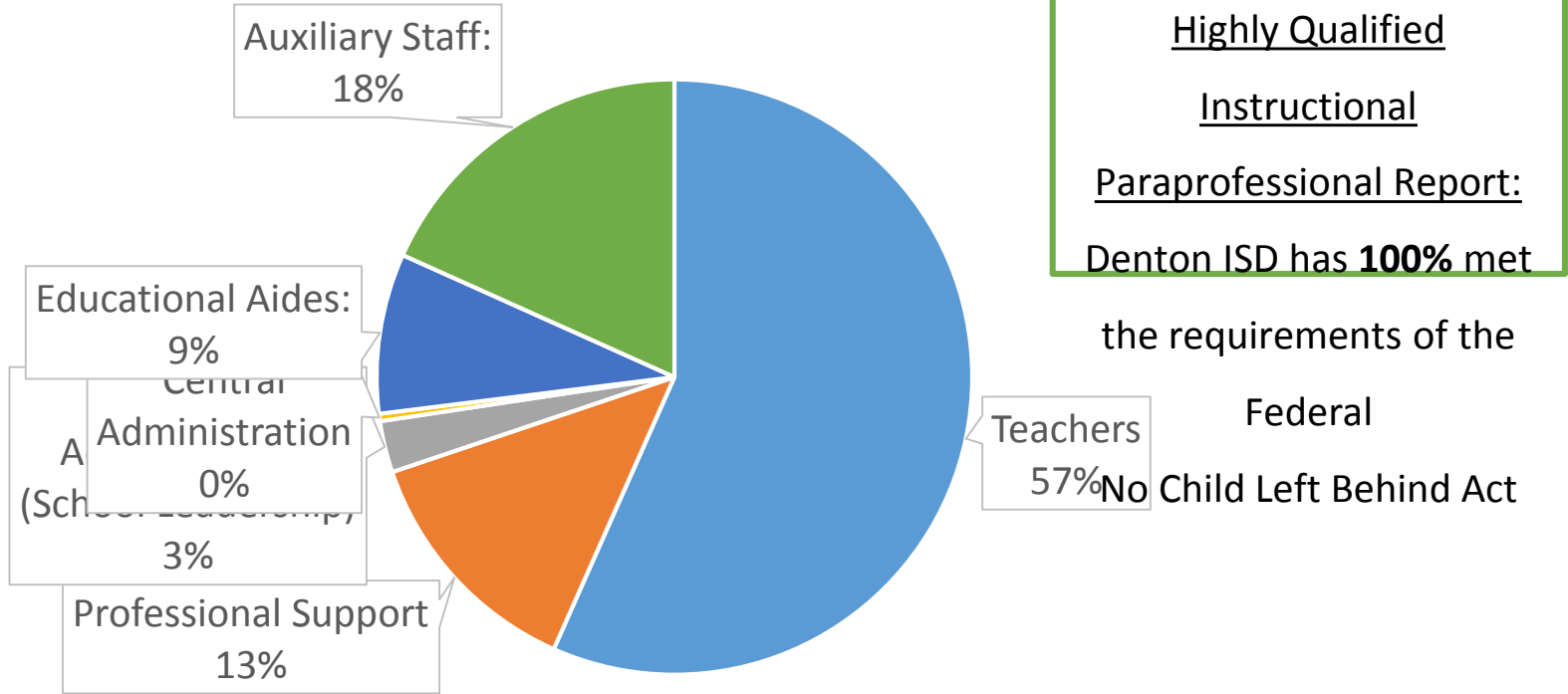
## 2015-16 District Profile - Student Demographics



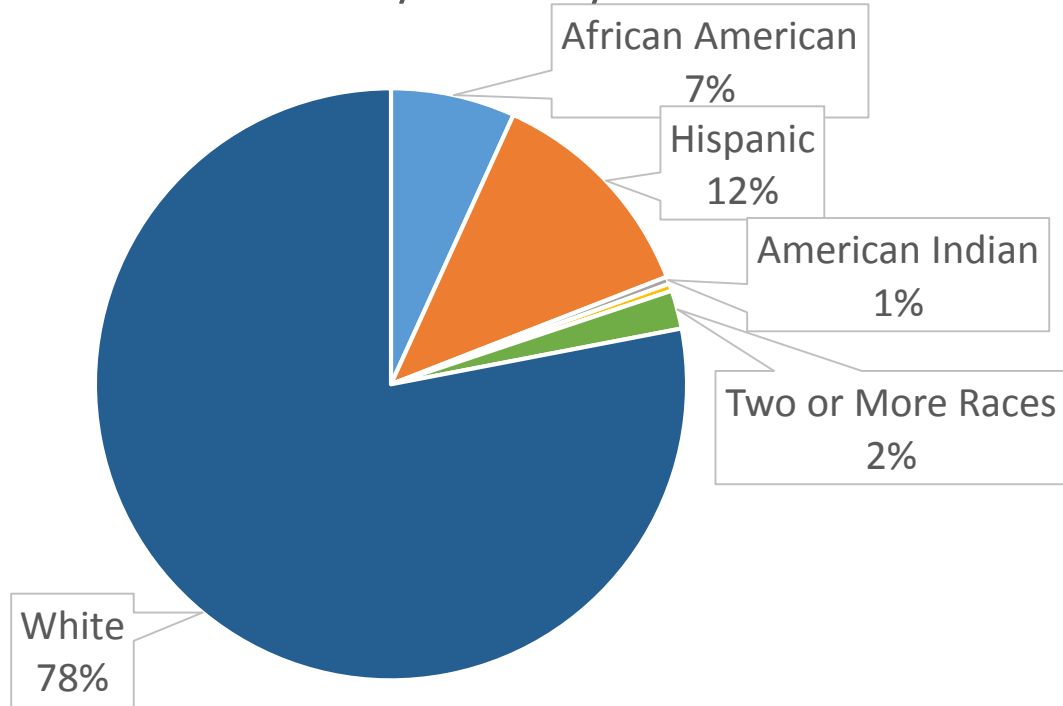
# Student Enrollment by Program



# District Profile - Staff

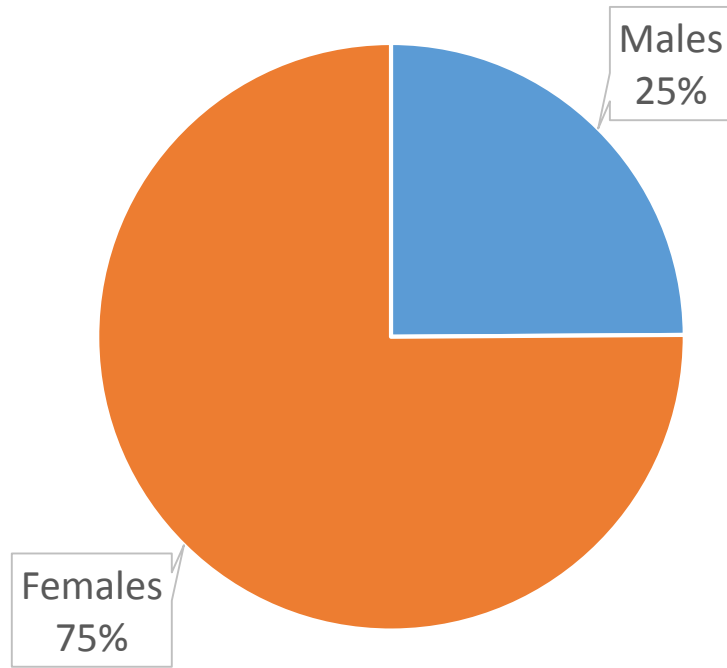


# Teachers by Ethnicity

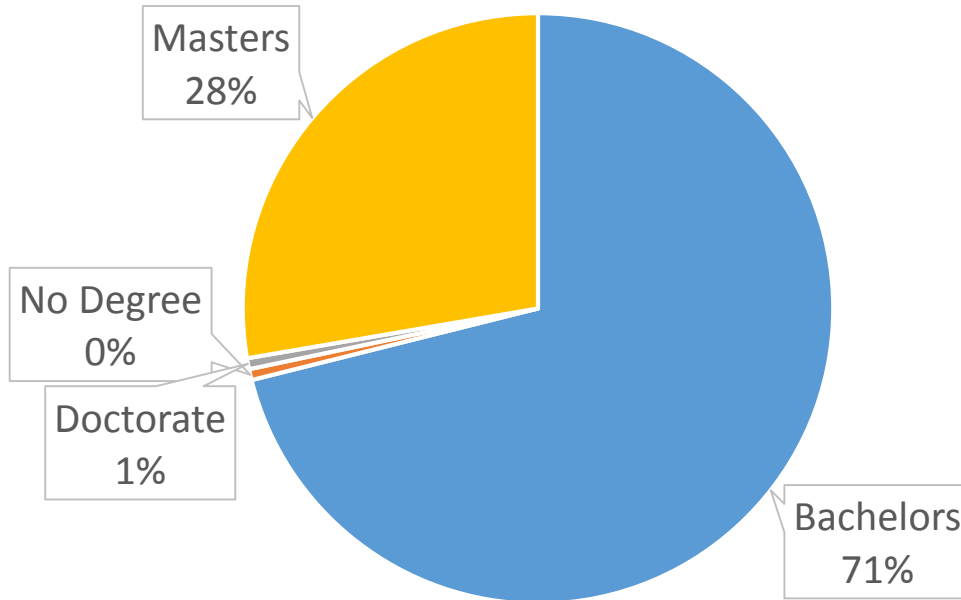




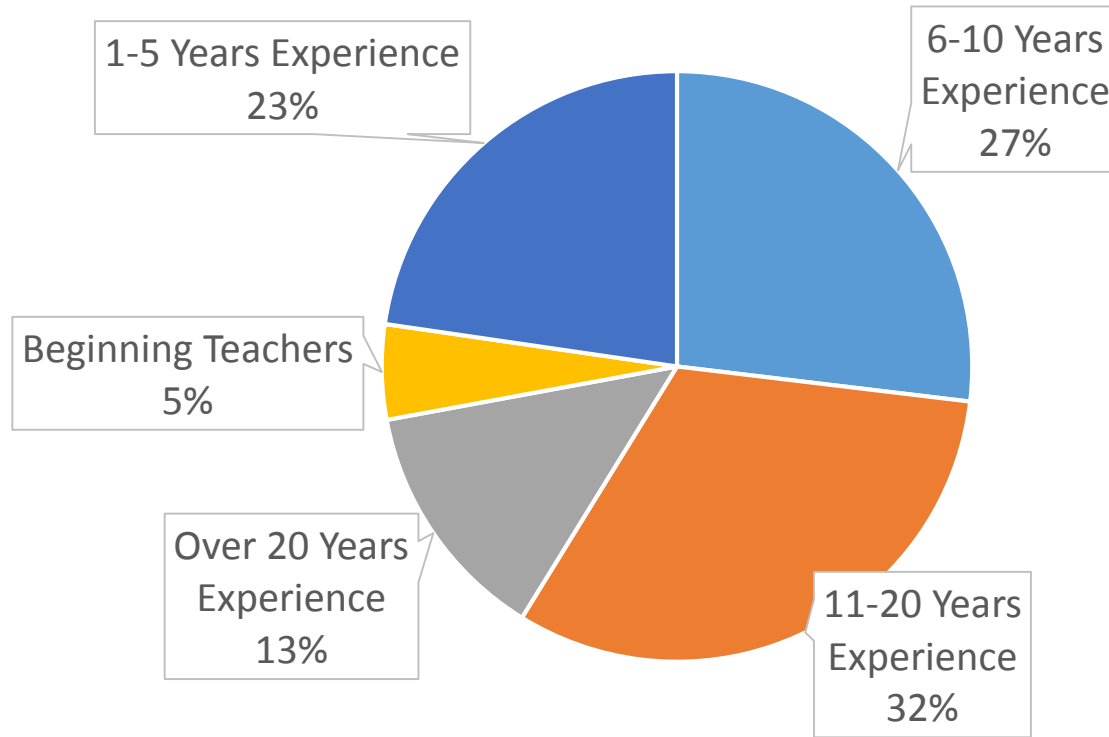
## Teachers by Gender



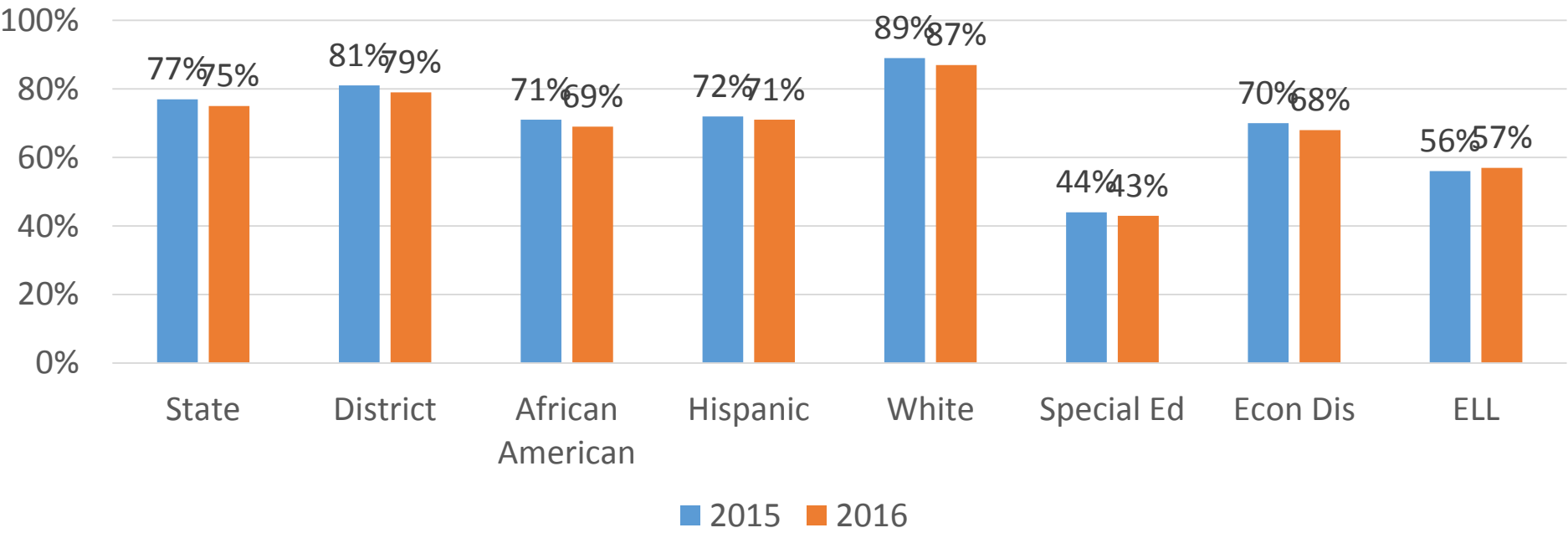
# Teachers by Highest Degree Held



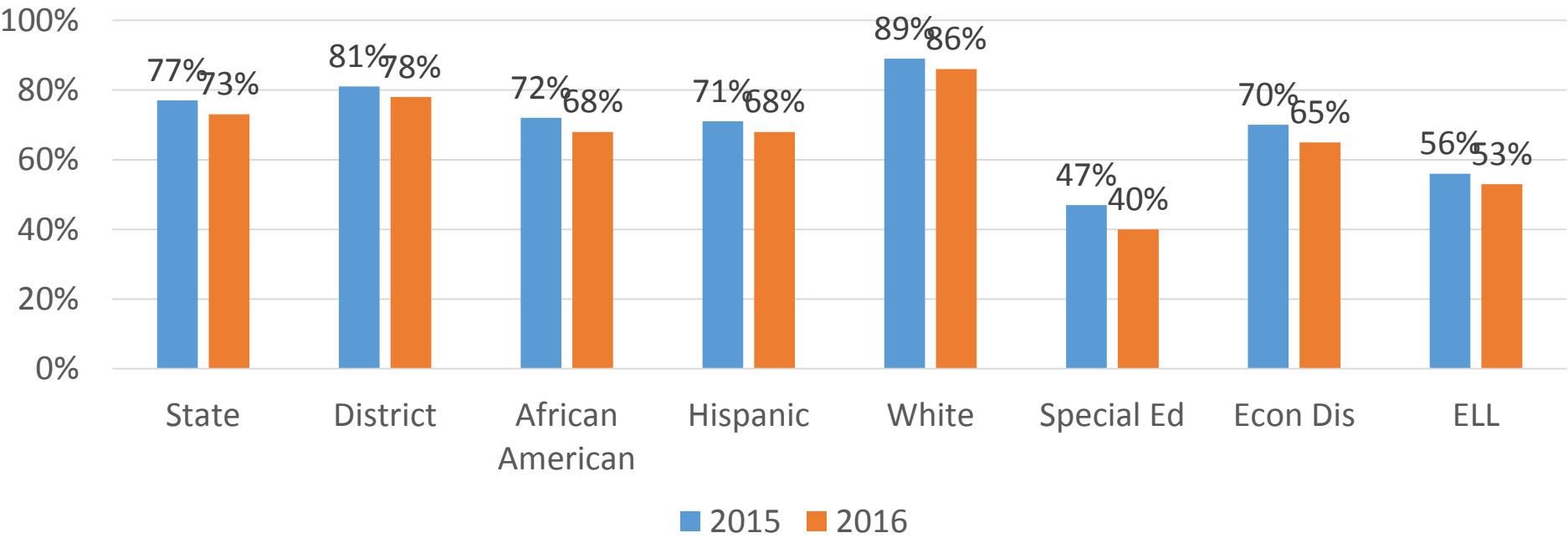
## Teachers by Years of Experience



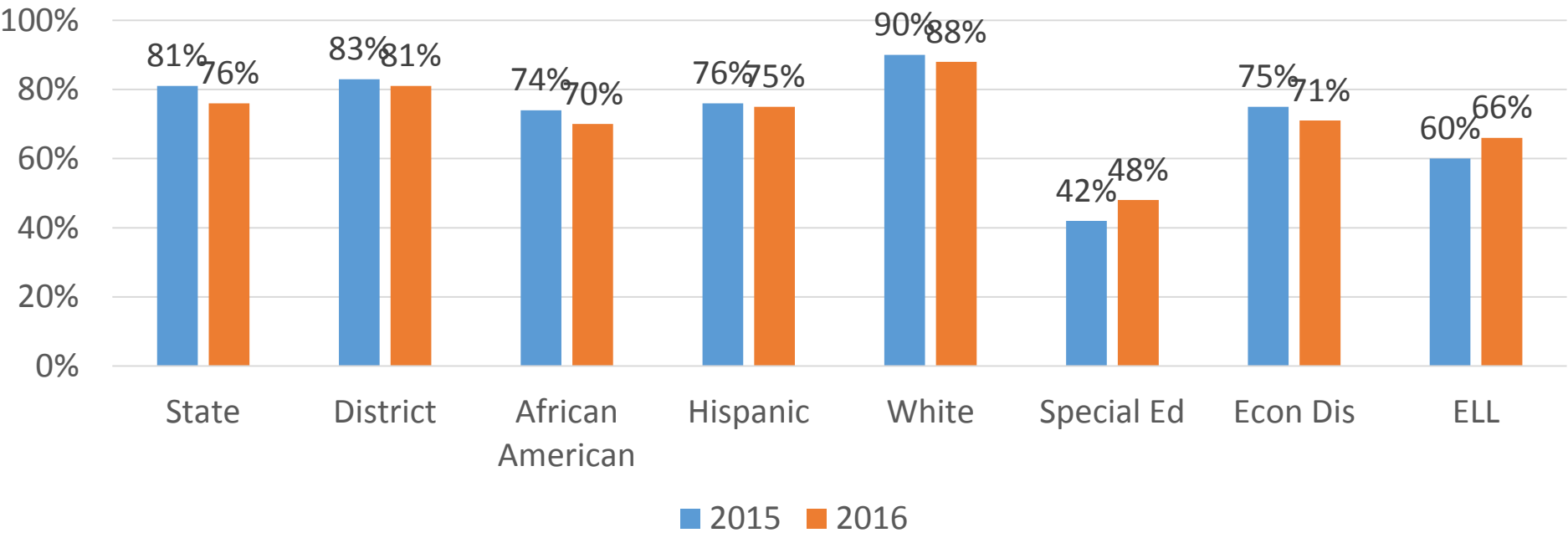
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, All Subjects



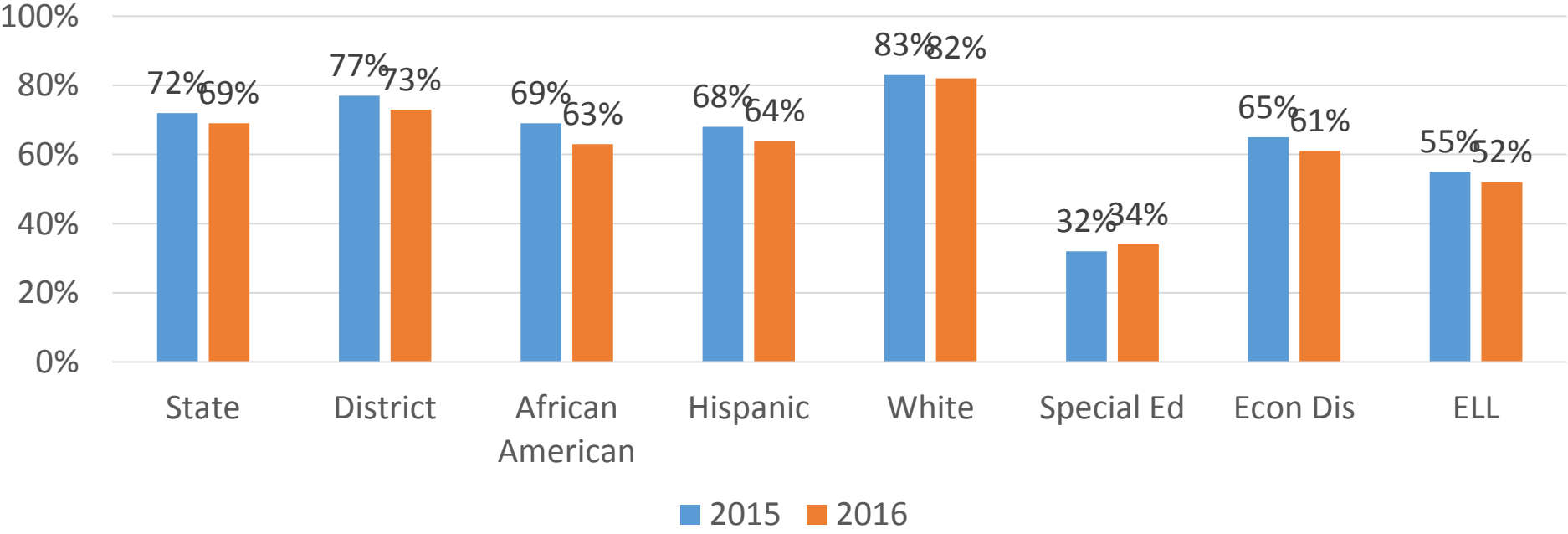
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Reading



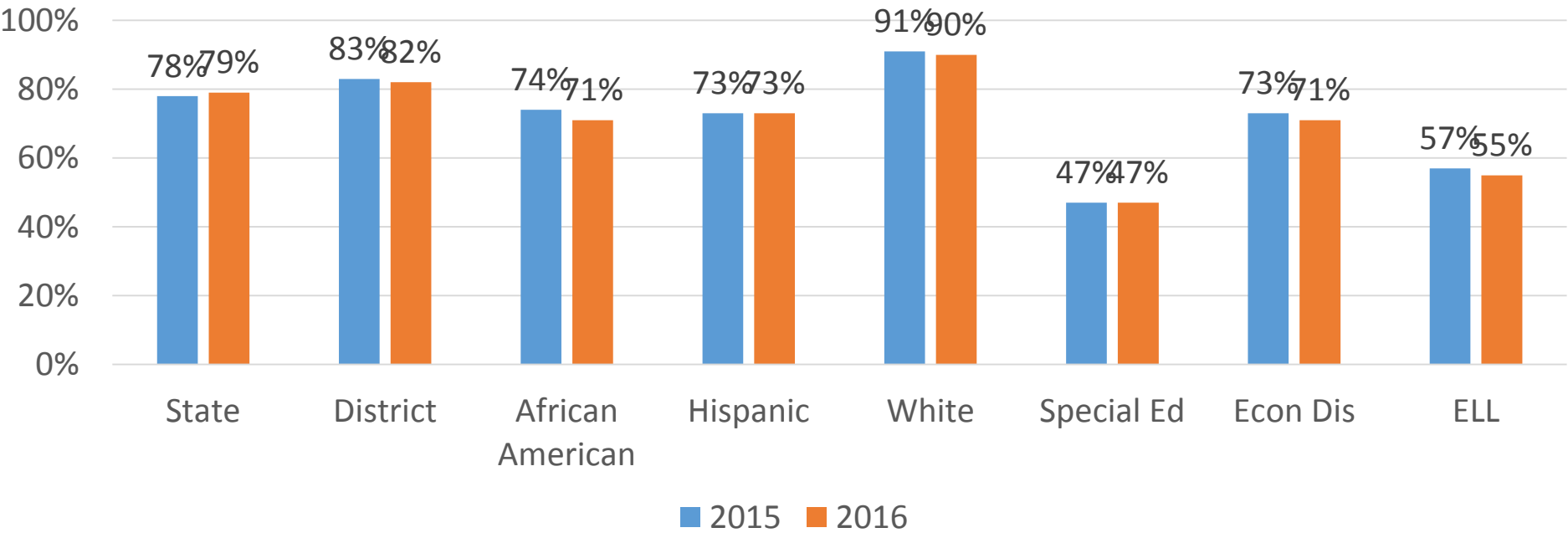
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Mathematics



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

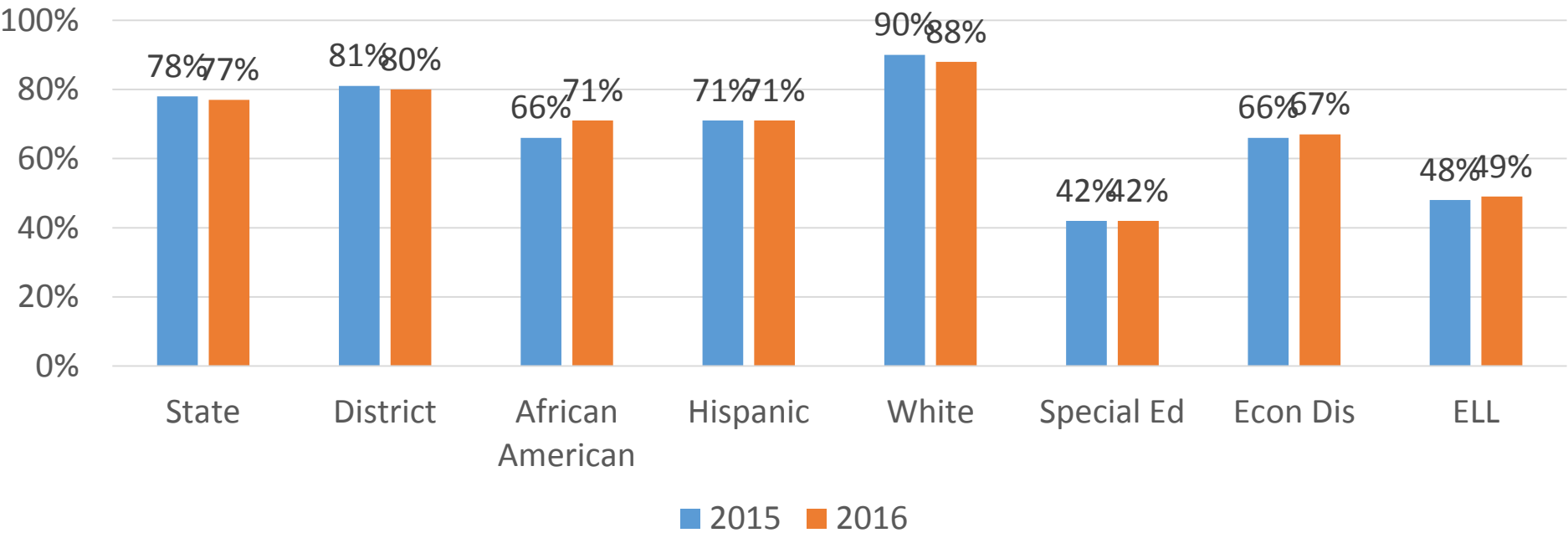


# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Science

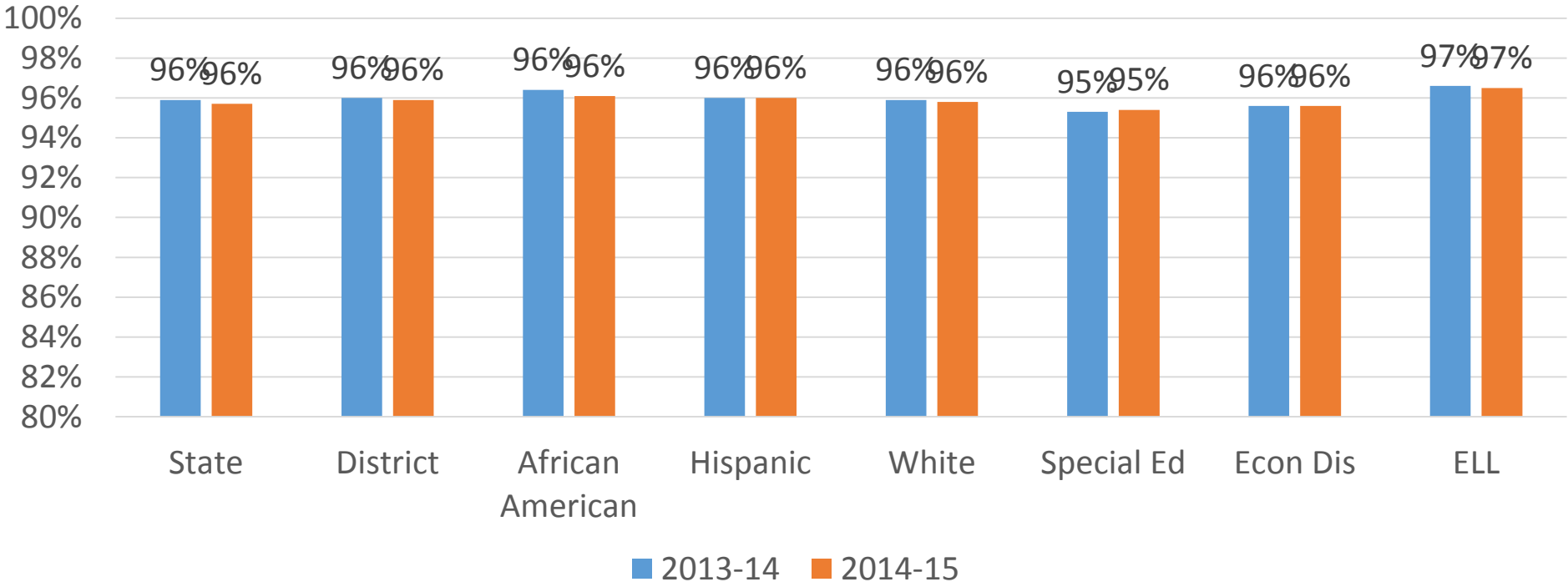




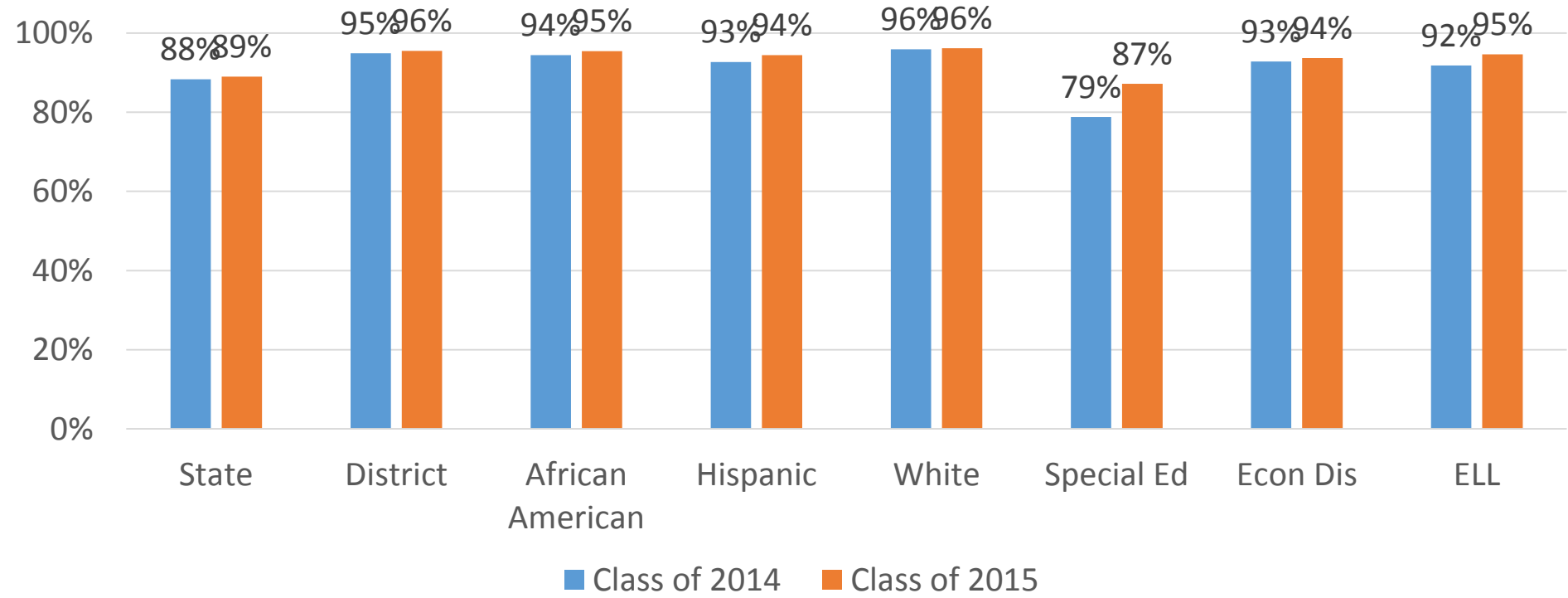
# STAAR Percent at Phase-in Satisfactory Standard or Above, All Grades, Social Studies



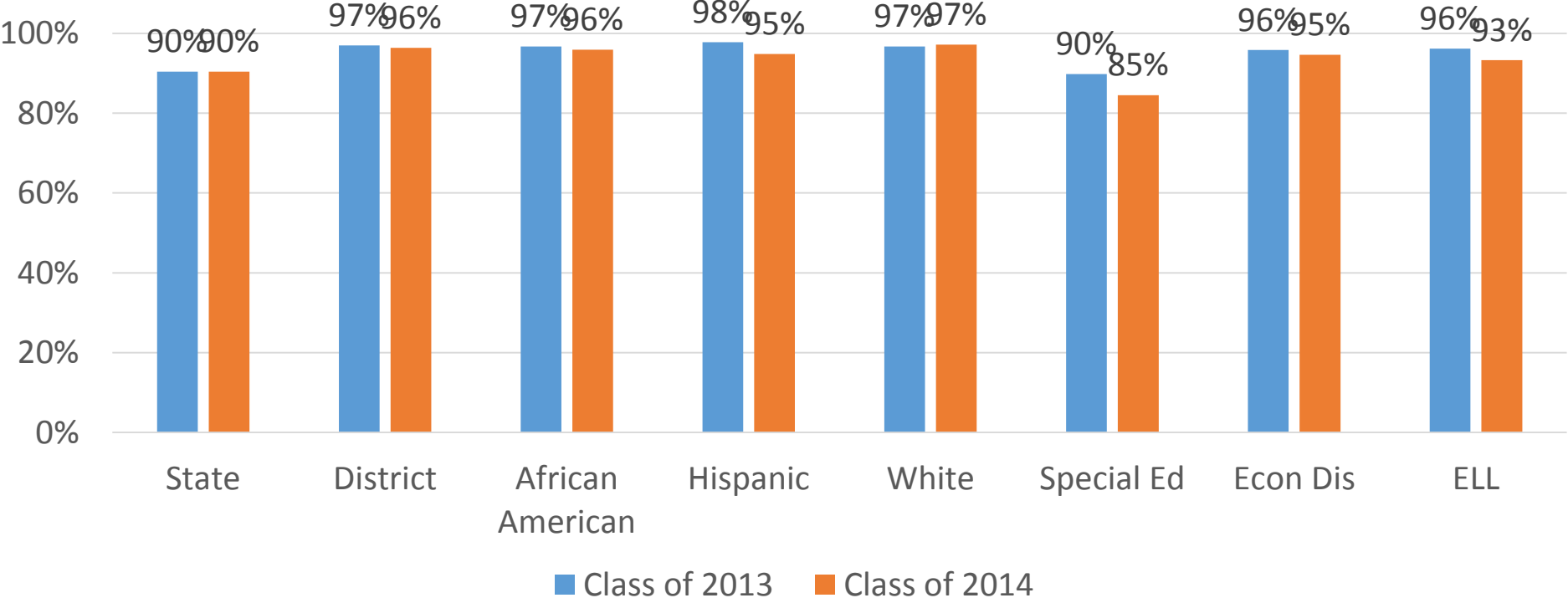
# Attendance Rate



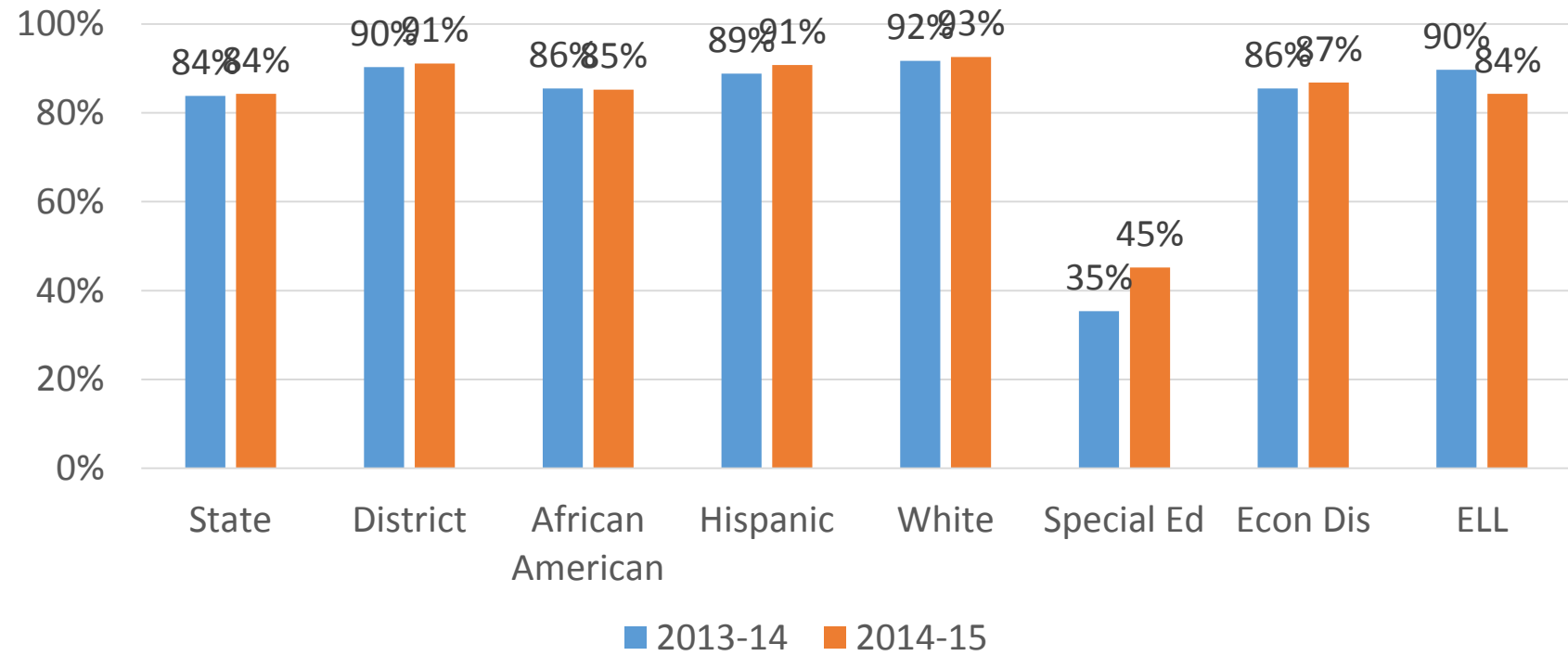
### 4-Year Longitudinal Rate (Gr 9-12) Graduated



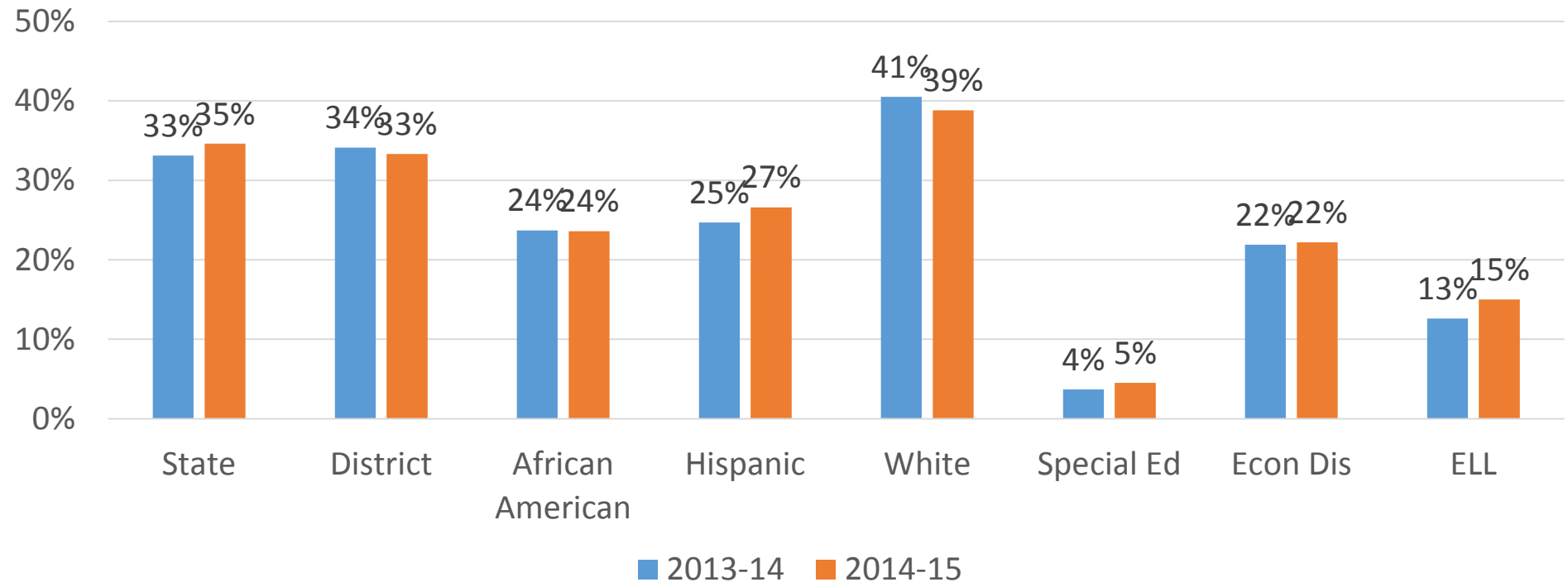
### 5-Year Longitudinal Rate (Gr 9-12) Graduated



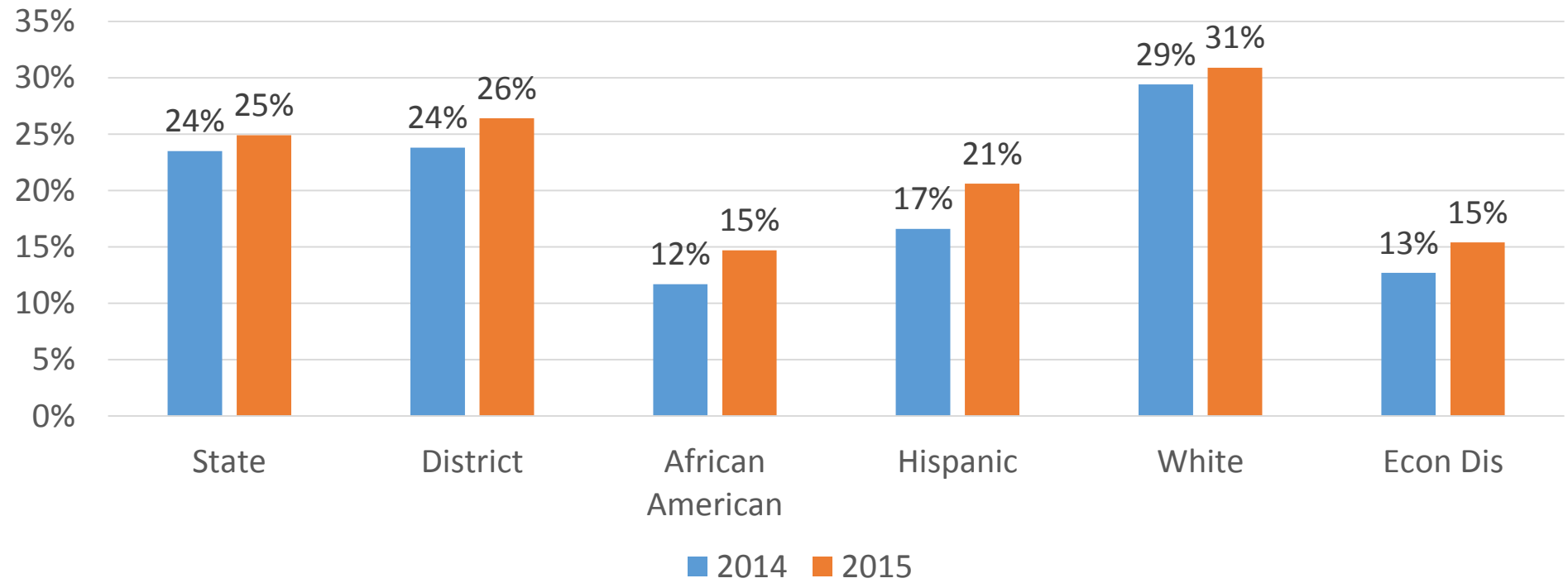
## RHSP/DAP Graduates (Annual Rate)



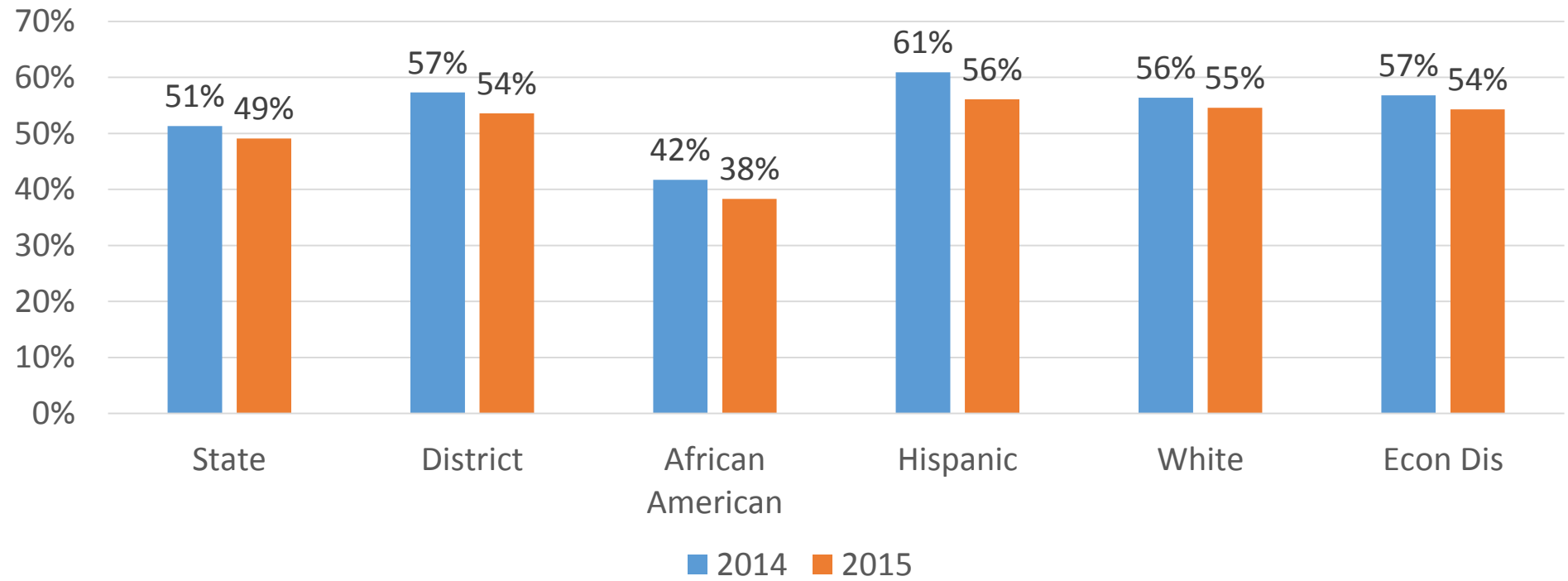
## Advanced Course/Dual Enrollment Completion, Grades 9-12



## AP/IB Results - Participation

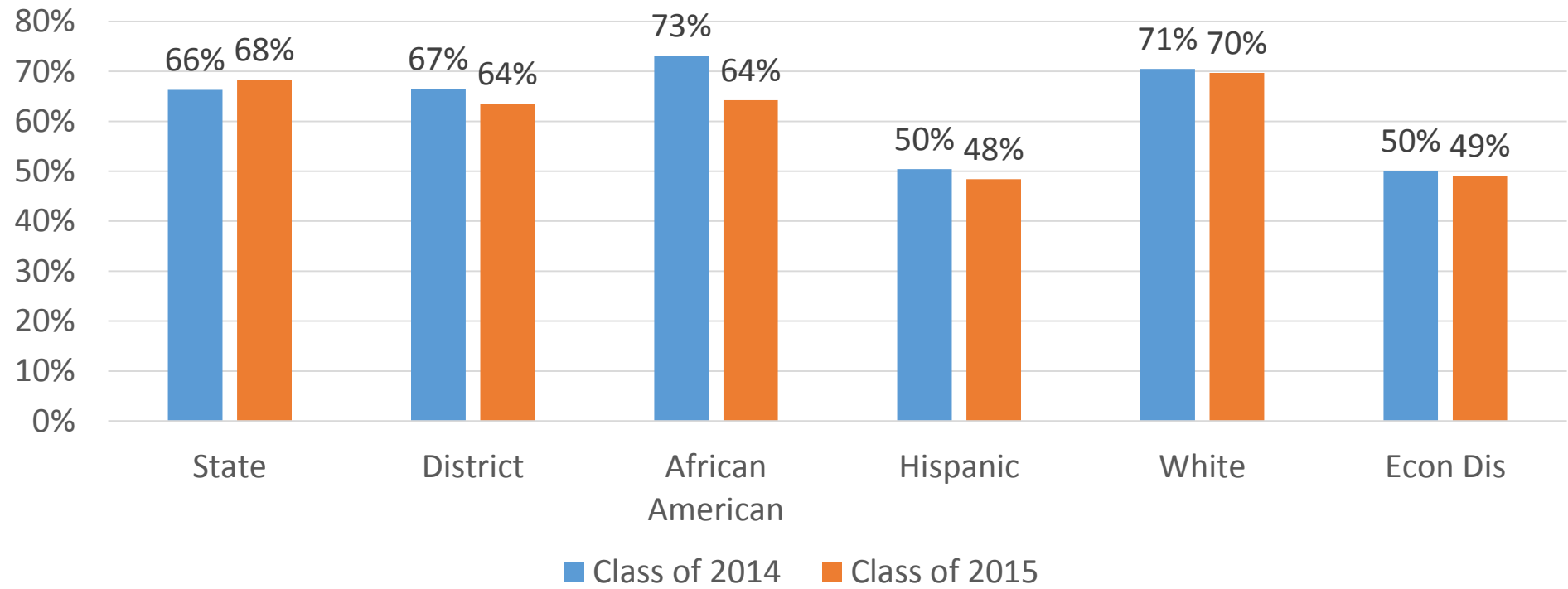


## AP/IB Results- At/Above Criterion

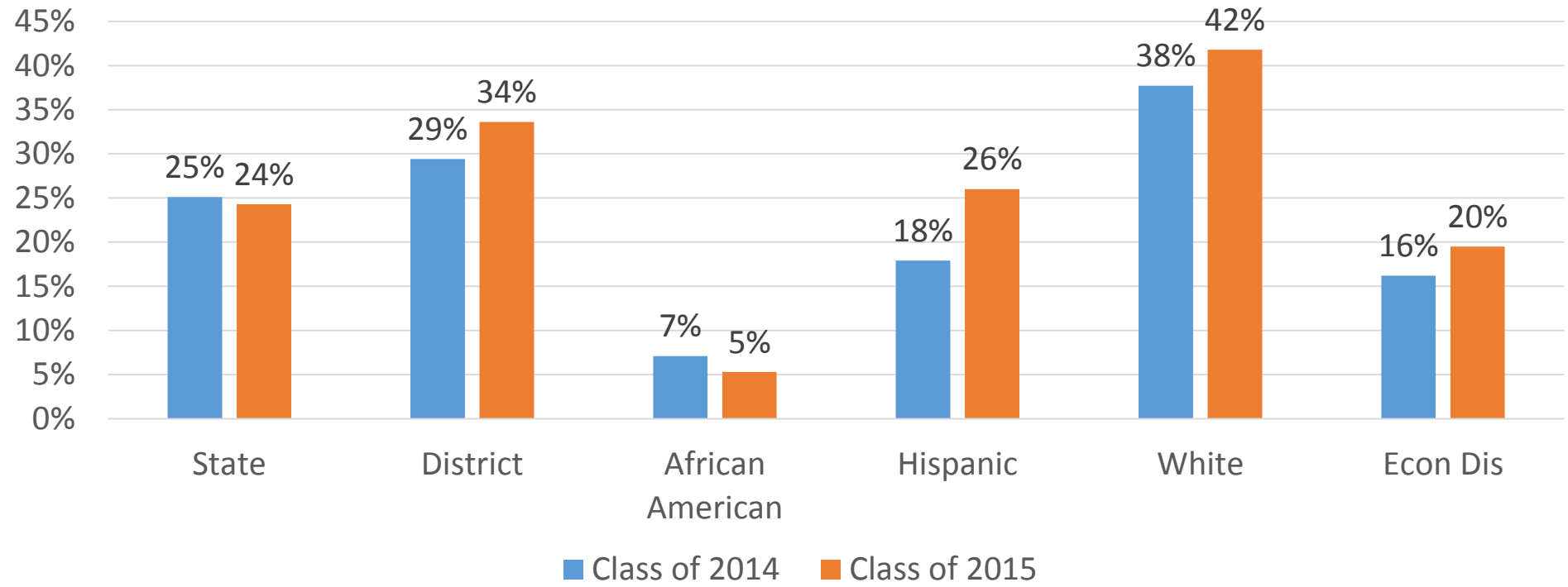




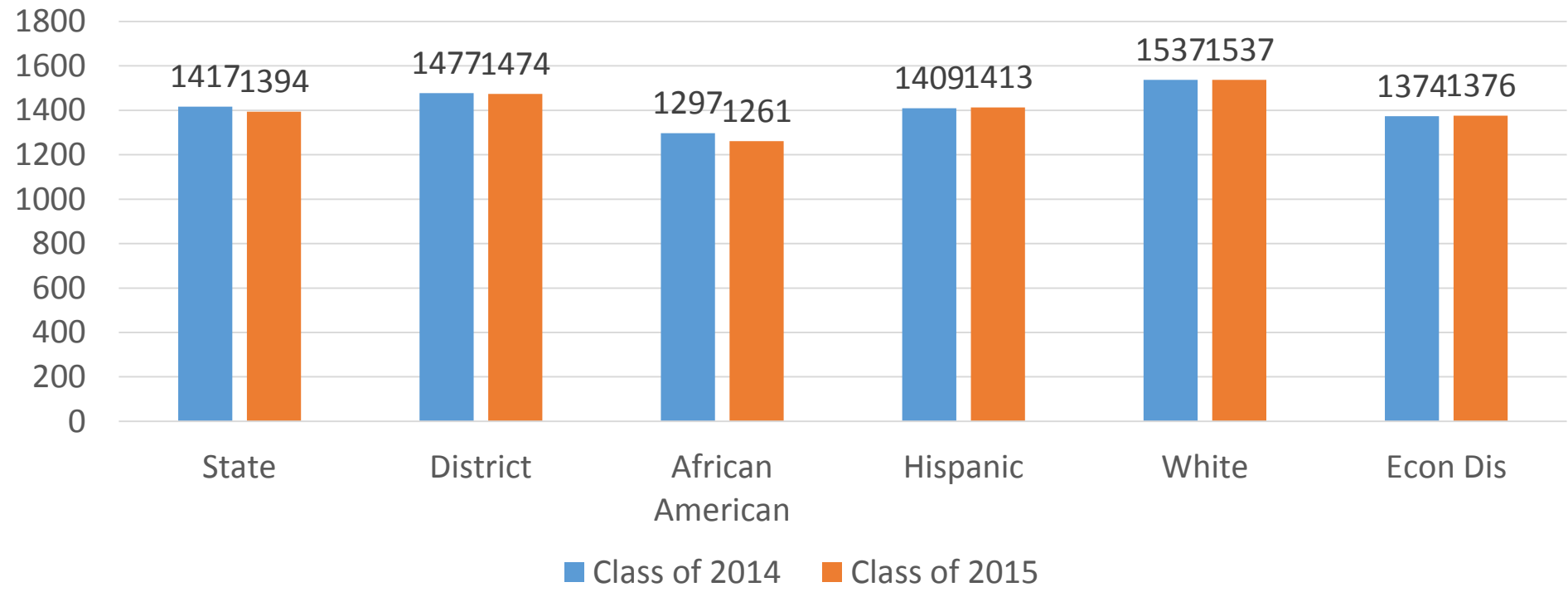
### SAT/ACT Results - Tested



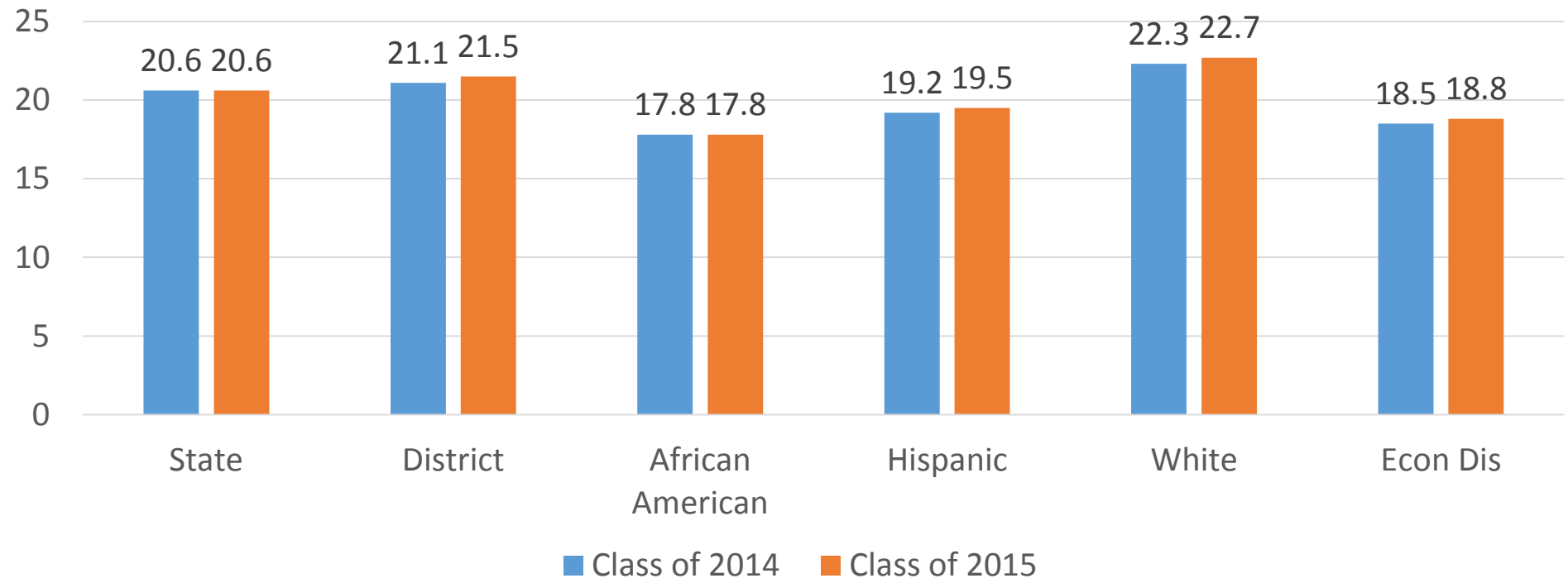
## SAT/ACT Results - At/Above Criterion



# Average SAT Score



## Average ACT Score





# Denton ISD Parent and Family Engagement Policy



**Denton ISD PDC  
Federal & State Programs  
1212 Bolivar Street  
Denton, TX 76201  
(940) 369-0650**

## Purpose of the Policy

Because school age children spend 70% of their waking hours (including weekends and holidays) outside of school, parental involvement and engagement is essential to the success of children in school. While volunteering at school is beneficial, and attending parent-teacher conferences, school events, and parent involvement activities are important, "the most significant type of involvement is what parents do at home. By monitoring, supporting and advocating, parents can be engaged in ways that ensure that their children have every opportunity for success." Involvement encompasses: setting goals with children and fostering achievement of those goals, accessing and using children's academic scores to ensure they're on track, frequently viewing the parent portal, developing a relationship with children's teachers and keeping in touch with them often, and advocating for improvements in the school building and with local, state, and federal officials to ensure schools have the resources they need to provide a world class education to every student."



## Parental Involvement Research

Extensive research demonstrates "a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages. The benefits for students include:

- higher grade point averages and scores on standardized tests or rating scales,
- enrollment in more challenging academic programs,
- more classes passed and credits earned,
- better attendance,
- improved behavior at home and at school, and
- better social skills and adaptation to school."





## Ways to Be Involved and Engaged in Our Schools

- Ready Rosie and Bringing Up are online resources for parents that offers instant, interactive, and consistent parent-child engagement activities aligned to our reading and math curriculum. These programs are provided by Denton ISD at no charge to parents whose child(ren) attend campuses that receive Title I funds. Ready Rosie is designed to serve children from birth to age six; and Bringing Up is designed for parents of students from kindergarten to third grade. If you've ever asked, "How can I help my child at home?" these are THE resources for you!
- Attend parent-teacher conferences.
- Attend school activities with your child(ren).
- Volunteer at your child(ren)'s school(s). Visit your child(ren)'s school for more details.
- Serve on the Parent-Teacher Association (PTA) at your child(ren)'s school.
- Talk, read, and play with your child(ren). Talking about anything leads learning about everything Readers get their start on the lap of a parent. Playing ignites learning, creativity, and curiosity.

### Development of the Parent and Family Engagement Policy

According to the Every Student Succeeds Act, "Each local education agency (LEA) shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy." Additionally, each school served under Title I shall "jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents." Further, each school shall "involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy." This brochure is our way of informing parents of our family engagement policies.

### Title I Annual Meetings

Each school served under Title I shall "convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under

Title I and to explain the requirements of Title I, and the right of the parents to be involved."

### School-Parent Compacts

Each school served under Title I shall "jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards."

### Districtwide Program Plan

Each LEA shall involve parents and family members in jointly developing the LEA plan (i.e. district improvement plan). Further, each school served under Title I shall "involve parents, in an organized, ongoing, and timely way, in the joint development of the school-wide program plan." Parent representatives serve on our Educational Improvement Council (EIC) and assist in the development of the district improvement plan.

**Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.**



# DISTRICT OF INNOVATION PLAN



# DENTON

## INDEPENDENT SCHOOL DISTRICT

Under the **Texas Education Code Chapter 12A: Districts of Innovation**, Denton ISD has identified the following requirements imposed by the Texas Education Code that inhibit the goals of the Denton ISD Innovation Plan:

### FIRST DAY OF INSTRUCTION

**Texas Education Code:**

**Sec. 25.0811. FIRST DAY OF INSTRUCTION**

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.0811>

*“A school district may not begin instruction for students for a school year before the fourth Monday in August.”*

**Board Policy:**

EB: SCHOOL YEAR

EB (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=EB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=EB(LEGAL).pdf)

EB (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=EB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=EB(LOCAL).pdf)

**Rationale:**

Denton ISD believes the local community should decide what is best for its students in setting the first day of instruction. By claiming exemption from Sec. 25.0811, the district shall determine the first day of instruction for its students on an annual basis with input from stakeholders. Regardless of whether any adjustments or changes are made to the current start date law, Denton ISD believes this issue to be a local decision as opposed to a state mandate.

### CERTIFICATION

**Texas Education Code:**

**Sec. 21.003. CERTIFICATION REQUIRED**

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.003>

*“A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued.”*

Sec. 21.044. EDUCATOR PREPARATION

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.044>

Sec. 21.053. PRESENTATION AND RECORDING OF CERTIFICATES

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.053>

Sec. 21.055. SCHOOL DISTRICT TEACHING PERMIT

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.055>

Sec. 21.057. PARENTAL NOTIFICATION

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.057>

**Board Policy:**

DBA: EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CREDENTIALS AND RECORDS

DBA (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=DBA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DBA(LEGAL).pdf)

DBA (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=DBA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DBA(LOCAL).pdf)

DK: ASSIGNMENT AND SCHEDULES

DK (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=DK\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DK(LEGAL).pdf)

DK (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=DK\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DK(LOCAL).pdf)

DK (EXHIBIT) [http://pol.tasb.org/Policy/Download/383?filename=DK\(XHIBIT\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DK(XHIBIT).pdf)

**Rationale:**

Denton ISD believes school district leadership should decide what is best for its students in determining the candidate best suited to teach career and technical education (CTE) courses; science, technology, engineering, and mathematics (STEM) courses; dual credit coursework; etc. By claiming exemption from Sec. 21.044 the district shall have the right to recruit individuals from certain trades, industries, and vocations with industry knowledge and real world experience and consider qualifications based on experience, industry certification, etc. District leadership including principals, CTE administrators, human resource department members, etc. shall determine whether it is in the best interest of its students to certify individuals based on these factors rather than appeal to the Commissioner of Education as stated in Sec. 21.055. Further, the district shall establish local criteria for training and locally certifying individuals rather than adhere strictly to mandates outlined in Sec. 21.053. In doing so, parental notification of “inappropriately certified or uncertified teachers” under Sec. 21.057 would no longer be necessary. Regardless of whether any adjustments or changes are made to the certification laws, Denton ISD believes this issue to be a local decision as opposed to a state mandate.

## **SITE-BASED DECISION-MAKING**

**Texas Education Code:**

Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.251>

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.252>

Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.253>

Sec. 11.255. DROPOUT PREVENTION REVIEW

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.11.htm#11.255>

*"To implement the process at the district level, administration should consider the following critical success factors [which include but are not limited to]: Extensive and continuous training prior to and during implementation within the school district. Training should include, but not be limited to, developing skills on*



*consensus building, brainstorming, problem solving, managing change and interpersonal communication skills such as conflict resolution, value clarification and negotiation. An extensive amount of time will be spent changing role definitions, training school district staff, educating the community, establishing objectives, developing and implementing programs and monitoring program success.*”

### **Board Policy:**

BQ: PLANNING AND DECISION-MAKING PROCESS

BQ (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=BQ\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=BQ(LEGAL).pdf)

BQ (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=BQ\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=BQ(LOCAL).pdf)

BQA: PLANNING AND DECISION-MAKING PROCESS DISTRICT-LEVEL

BQA (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=BQA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=BQA(LEGAL).pdf)

BQA (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=BQA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=BQA(LOCAL).pdf)

BQB: PLANNING AND DECISION-MAKING PROCESS CAMPUS-LEVEL

BQB (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=BQB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=BQB(LEGAL).pdf)

BQB (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=BQB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=BQB(LOCAL).pdf)

### **Rationale:**

According to the [\*Site-based Decision Making Update 14: A Module of the Texas Education Agency \(TEA\) Financial Accountability System Resource Guide \(FASRG\)\*](#),

“Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

The basic premise of site-based decision making is that the most effective decisions are made by those who will actually implement the decisions.”

The implementation process for site-based decision making occurs at two levels – district and campus. From a district standpoint, perhaps the guide says it best,

“The belief is that people involved at the campus level have a greater opportunity to identify problems, develop problem resolution and change strategy than people located off-campus. Site-based decision making concepts also recognize that people at the campus level are more likely to internalize change and to support its implementation if they are involved in the decision making than if they are not.”

And research would show this to be the case, but most notably and noticeably at the “campus level” and particularly with the principal and teacher leadership working collaboratively. Because of the breadth and depth of the inner workings of a large school district, it is much more difficult to ascertain its effectiveness in a large, fast-growth district. According to the *FASRG*,

"To implement the process at the district level, administration should consider the following critical success factors [which include, but are not limited to]:

- Extensive and continuous training prior to and during implementation within the school district. Training should include, but not be limited to, developing skills on consensus building, brainstorming, problem solving, managing change and interpersonal communication skills such as conflict resolution, value clarification, and negotiation.
- An extensive amount of time will be spent changing role definitions, training school district staff, educating the community, establishing objectives, developing and implementing programs and monitoring program success."

"Extensive and continuous training" and "an extensive amount of time" would indeed be necessary for all stakeholders, but is it practical? According to Sec. 11.252, (e), “The district-level committee established under Section 11.251 shall hold **at least one public meeting per year.**” Denton ISD board policy BQA (LOCAL) further states, “The chairperson of the council shall set its agenda and shall schedule **at least two meetings per year;**

additional meetings may be held at the call of the chairperson.” Currently, Denton ISD holds *six* meetings yearly. However, considering the education code and board policy require members to address, at a minimum, the areas of planning, budgeting, curriculum, staffing patterns, staff development, school organization as well as a host of other responsibilities identified in additional sections of the education code; one (or even six) meetings is insufficient to *discuss* the required topics much less have sufficient (or "extensive") training to equip members to have meaningful dialogue and input. With district site-based management committee topping 60 members including a teacher rep from each of the 40 campuses, it is quite a daunting task. Consider the amount of “extensive training” it would require a classroom teacher representative to endure to have the knowledge to offer constructive feedback on the district budget currently in excess of \$200 million. Frankly, not only is it unfathomable, it isn’t reasonable to expect such a far-reaching viewpoint. ***If trained to address all the areas listed in law, “extensive training” would become “excessive training.”*** If a district went so far as to provide this level of training, it could be rendered pointless. Board policy BQA (LOCAL), states, “The council shall serve *exclusively* in an advisory role except that the council shall approve staff development of a Districtwide nature.” Therefore, any recommendation made by a well-informed committee could be deemed unusable and the investment of time for naught.

While all stakeholders are represented, it is often a difficult task for parent, community, and business reps to offer a voice in a broad sense. Although each offers perspective, feedback is typically more representative of individual perspective than as an advocate for those in similar roles (i.e. a business rep should ideally speak on behalf of local businesses based on feedback from other business members). Outside representatives have proven valuable in the manner in which the EIC has operated over the past several years, which has served as a discussion-based group on a variety of topics. Over time, both district- and campus-level parents of students enrolled in the district, community members, and business and industry representatives have expressed concerns feeling they had little to contribute to the overall conversation in the traditional format of these committees. Because so much is to be considered as a part of the district and campus improvement plan (including federal and state law), leaders (both principals and teacher leaders) must have deep conversation prior to the site-based management committee meetings. As a result, the committee is merely a rubber-stamp committee with considerable de jure power but little de facto power.

In addition a comprehensive needs assessment, measurable performance objectives, strategies, resources (including staff), and evaluative measures, the number of strategies mandated in Sec. 11.252 are excessive and bring to mind the exhaustive list of the ever increasing burden on America’s public schools (<http://www.jamievollmer.com/pdf/the-list.pdf>) crafted by author Jamie Vollmer. Mandates include, but are not limited to, instructional methods for addressing the needs of student groups not achieving their full potential;

- methods for addressing the needs of students for special programs, such as
  - suicide prevention,
  - conflict resolution,
  - violence prevention, or
  - dyslexia treatment programs;
  - dropout reduction;
  - integration of technology in instructional and administrative programs;
  - discipline management;
  - staff development for professional staff of the district;
  - career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
  - accelerated education;
- strategies for providing to middle school, junior high school, and high school students, those students' teachers and counselors, and those students' parents information about:
  - higher education admissions and financial aid opportunities;
  - the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;

- the need for students to make informed curriculum choices to be prepared for success beyond high school;
- and sources of information on higher education admissions and financial aid;
- goals and objectives for the coordinated health program at the campus based on:
  - student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
  - student academic performance data;
  - student attendance rates;
  - the percentage of students who are educationally disadvantaged;
  - the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(1); and
  - any other indicator recommended by the local school advisory council.

***While the components to be addressed are critical, the district has other means to address these matters.***

Finally, Denton ISD uses the *FranklinCovey Leadership: Great Leaders, Great Teams, Great Results* model for improvement planning. Based upon the four disciplines of execution, Denton ISD improvement plans focus on “Wildly Important Goals (WIGs).” A Wildly Important Goal is described by FranklinCovey as “a goal that makes all the difference. Failure to achieve this goal renders any other achievements inconsequential.” Research demonstrates “great leaders realize they can execute only two or three goals with excellence at one time. There will always be more good ideas than the capacity to execute.” Jim Collins, author of *Good to Great* said, “The enemy of the great is the good. Organizations have to say no to good ideas. The law of diminishing return shows when an organization has two to three goals, it is likely to achieve the goals. With four to ten goals, the organization is likely to only achieve one to two; and it is unlikely to achieve any of the goals when there are more than ten goals.” Therefore, these mandates are antithetical.

As a result, Denton ISD is claiming exemption from the specific provisions of Sec. 11.251 – 11.255 and shall determine the processes and memberships of its site-based management committees. While Denton ISD will continue to develop district and campus improvement plans based upon a comprehensive needs assessment, the district is claiming exemption from the specific mandates of these sections and shall determine the contents of its plans while honoring federal mandates that cannot be excluded. Regardless of whether any adjustments or changes are made to site-based decision-making rules and laws, Denton ISD believes this issue to be a local decision as opposed to a state mandate.

## MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

### **Texas Education Code:**

Sec. 25.092. MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm#25.092>

*“A student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.”*

### **Board Policy:**

FEC: ATTENDANCE FOR CREDIT

FEC (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=FEC\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=FEC(LEGAL).pdf)

FEC (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=FEC\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=FEC(LOCAL).pdf)

**Rationale:**

Denton ISD believes 90% is an arbitrary percentage emphasizing “seat time” over content mastery. By claiming exemption from Sec. 25.092, the district can abstain from penalizing students who miss class time due to extra- and co-curricular activities, academic activities, and/or other extenuating circumstances enabling the district to accommodate students with legitimate scheduling conflicts while reducing dropouts and increasing the number of qualifying graduates. Note that relief from Sec. 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League (UIL) rules. Furthermore, in no way does this exemption limit a teacher's right to determine the finality of a grade in accordance with Texas Education Code Sec. 28.214 nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Sec. 28.216. Regardless of whether any adjustments or changes are made to the minimum attendance for class credit or final grade laws, Denton ISD believes this issue to be a local decision as opposed to a state mandate.

**RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA****Texas Education Code:**

Sec. 21.351. RECOMMENDED APPRAISAL PROCESS AND PERFORMANCE CRITERIA <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.351>

*“The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers.”*

Sec. 21.354. APPRAISAL OF CERTAIN ADMINISTRATORS  
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.354>

*“The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of various classifications of school administrators.”*

Sec. 21.3541. APPRAISAL AND PROFESSIONAL DEVELOPMENT SYSTEM FOR PRINCIPALS  
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.3541>

*“The commissioner by rule shall establish and shall administer a comprehensive appraisal and professional development system for principals.”*

**Board Policy:**

DNA: PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

DNA (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=DNA\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DNA(LEGAL).pdf)

DNA (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=DNA\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DNA(LOCAL).pdf)

DNB: PERFORMANCE APPRAISAL EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

DNB (LEGAL) [http://pol.tasb.org/Policy/Download/383?filename=DNB\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DNB(LEGAL).pdf)

DNB (LOCAL): PERFORMANCE APPRAISAL EVALUATION OF CAMPUS ADMINISTRATORS

DNB (LOCAL) [http://pol.tasb.org/Policy/Download/383?filename=DNB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/383?filename=DNB(LOCAL).pdf)

**Rationale:**

Denton ISD believes it is essential to maintain flexibility in using a variety of measurements, including goal setting, observations, student growth progress toward learning objectives, and other formative assessments in determining the performance of its educators. By claiming exemption from Sec. 21.351, 23.354, and 23.3541, the

district can determine locally the most appropriate appraisal instrument to evaluate its educators. Regardless of whether any adjustments or changes are made to the state-mandated appraisal system and laws, Denton ISD believes this issue to be a local decision as opposed to a state mandate.