

Denton Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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| Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce | 26 |
| Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life | 28 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

(Please see TAPR Report for 2018-2019 in addendums for specific demographic information regarding testing, attendance, graduation, etc.)

Denton Independent School District has been committed to providing a quality education since it was founded in 1882. The district – located about 25 miles north of Dallas and Fort Worth – encompasses 186 square miles and contains all or parts of 18 cities, communities or major developments. Denton ISD includes four comprehensive high schools, eight middle schools, 24 elementary schools, two early childhood centers, an alternative high school, an advanced technology complex and other specialized schools and centers.

Not only does the school district community support outstanding school facilities, it demands excellence in its educational programs. It is truly an educational community where citizens are highly engaged in education – especially with two major universities and a community college within its boundaries.

The higher education facilities include:

- University of North Texas
- Texas Woman's University
- North Central Texas College

The presence of three institutions of higher learning within the district sets a professional learning climate that engages everyone in the community. For example, with UNT boasting one of the best music programs in the nation, the district is one of only 10 percent of school districts nationwide that offers orchestra at the elementary level.

Demographics Strengths

Knowing how important the teacher is to student achievement, Denton ISD has worked to retain our teachers and continue to provide quality professional development. When our staff continues to learn and grow professionally, they are able to directly impact the positive success of students and their achievement in the classroom. Teachers in Denton ISD have an average of 11.1 years of experience and 7.2 of those years have been spent in Denton ISD. That means while they may have started elsewhere, Denton ISD has been able to recruit and keep our valued teachers to raise the level of experience for our students to have the absolute best.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton ISD is a fast growth district **Root Cause:** With the addition of many new students, and projections for this to continue, Denton ISD continues to acquire land and build new schools. While this growth is exciting, it also brings on challenges of staffing, training, and professional development. All of this continues even during a global pandemic.

Student Learning

Student Learning Summary

(Please see TAPR Report for 2018-2019 in addendums for specific demographic information regarding student learning)

Student Learning Strengths

Denton ISD continues to be a leader in student achievement around the state and the region. Our teachers have prepared students for success in life and our students have shown to be successful on our state assessments.

In ALL grades and ALL subjects, Denton ISD students have outperformed the state average and the region 11 average at the Approaches, Meets, and Masters Grade Level.

In ALL grades and ALL subjects, Denton ISD Bilingual students have outperformed the state average and the region 11 average at the Approaches, Meets, and Masters Grade Level.

Our district has also led the state and region in participation with 100% of our students participating in the STAAR assessment, two years in a row.

In each of the following categories, Denton ISD leads the state and the region:

Attendance rate, Annual Dropout Rate (Grades 7-8 AND 9-12), 4-Year, 5-Year, and 6-Year Extended Longitudinal Rate, 4-Year Federal Graduation Rate, and RHSP/DAP/FHSP/DLA

Our CCMR graduates continue to lead the state and region in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: COVID-19 has added instructional challenges to our campuses. **Root Cause:** Because of COVID-19, quality assessment data is lacking as a result of minimal assessments being given. We have become so data driven to make instructional decisions in closing achievement gaps. Add to this the school closures, the new modality of remote instruction, and the fear of a pandemic and campuses are having to work feverishly to gather data on students. Social emotional learning has become the forefront of our concerns.

District Processes & Programs

District Processes & Programs Summary

Denton ISD has created an innovative program designed at identifying future teachers at an early age. This program seeks to provide students with a career path that will then transfer into a future, hopefully inside Denton ISD.

VISION

A program that provides a career path for Denton ISD students to become Denton ISD teachers.

MISSION

Teach Denton creates a talent pool that offers career opportunities for Denton Students who exhibit natural teacher talents and traits.

OBJECTIVES

Identify Denton ISD Students, in grade K-12, who exhibit natural talents and traits.

Provide mentor support to those identified Denton ISD Students who would be excellent candidates for Teach Denton.

Increase the number of students in education & training classes at the Advanced Technology Center.

Monitor the number of former Denton ISD students who then return to their childhood communities as teachers.

Increase diversity of new teachers hired to reflect the demographics of the community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 19, 2020

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: Goal Progress Measure 2.1

The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Math** Diagnostic will increase from 79% to 95% by June 2024

HB3 Goal

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

| Strategy 1: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC) Funding Sources: Personnel - Title II, Part A - \$630,725 | Formative Reviews | | |
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| Strategy 2: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials. Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery. Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I. | Formative Reviews | | |
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Goal 1: Teaching & Learning





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Performance Objective 2: Goal Progress Measure 2.2

The percent of K students that score on grade level or above in Math on Primary Numeracy will increase from 84% to 90% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

| Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers | Formative Reviews | | |
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| Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC) Funding Sources: Personnel - Title II, Part A - \$630,725 | Formative Reviews | | |
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| Strategy 3: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials. Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery. Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I. | Formative Reviews | | |
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Performance Objective 3: Goal Progress Measure 2.3

The percent of 1st grade students that score on or above grade level in Math on Primary Numeracy will increase from 57% to 90% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

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Performance Objective 4: Goal Progress Measure 2.4

The percent of 2nd grade students that score on or above grade level in Math on Primary Numeracy will increase from 55% to 90% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

| Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers | Formative Reviews | | |
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| Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC) Funding Sources: Personnel - Title II, Part A - \$630,725 | Formative Reviews | | |
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| Strategy 3: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials. Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery. Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I. | Formative Reviews | | |
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Performance Objective 5: The percent of 3rd grade students that score Meets grade level or above on the STAAR test will increase from 47% to 60% by June 2024.

Evaluation Data Sources: Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

| Strategy 1: Expect full implementation of curriculum initiatives on each campus by instructional leaders Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers | Formative Reviews | | |
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| Strategy 2: Provide supplemental district instructional coaches to campuses that receive Title I funds; and an early childhood coach to support students in the transition from preschool to kindergarten Strategy's Expected Result/Impact: Local assessment including, but not limited to Early Literacy Inventory; Spanish Early Literacy Inventory; Division of Curriculum, Instruction, and Staff Development Balanced Scorecard Staff Responsible for Monitoring: District instructional coaches; early childhood coach (ECC) Funding Sources: Personnel - Title II, Part A - \$630,725 | Formative Reviews | | |
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| Strategy 3: Expect full implementation of curriculum initiatives on each campus by instructional leaders Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Division of Curriculum, Instruction, and Staff Development; Division of Academic Programs; principals; teachers | Formative Reviews | | |
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| Strategy 5: Utilize PLC time in content and grade level teams to align expectations for mastery of essentials. Strategy's Expected Result/Impact: Establishing the expectations for mastery will help clarify what "quality" looks like in terms of measuring mastery. Staff Responsible for Monitoring: Teachers, department leaders, principals, academic programs, C&I. | Formative Reviews | | |
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Performance Objective 6: The percentage of Pre-K students that score "On Track" on the Circle Progress Monitoring Emergent Literacy** Diagnostic will increase from 63% to 90% by June 2024

HB3 Goal

Evaluation Data Sources: Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

Goal 1: Teaching & Learning

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Performance Objective 7: The percent of K students that can read on grade level will increase from 70% to 90% by June 2024.

HB3 Goal

Evaluation Data Sources: Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

Goal 1: Teaching & Learning

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Performance Objective 8: The percent of 1st grade students on grade level or above in reading comprehension will increase from 73% to 90% by June 2024.

HB3 Goal

Evaluation Data Sources: Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

Goal 1: Teaching & Learning

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Performance Objective 9: The percent of 2nd grade students on grade level or above in reading comprehension will increase from 72% to 90% by June 2024.

HB3 Goal

Evaluation Data Sources: Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

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Performance Objective 10: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 43% to 60% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Reading 3; Report Card, Reading Level; IStation, Comprehension

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: 100% of teachers, administrators, and counselors will be trained on school safety by December 2020.

Evaluation Data Sources: Sign in sheets, agendas

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|--|--------------------------|------------|------------|
| Strategy 1: Address safety planning, enforcement of protective orders, school based alternatives to protective orders. Strategy's Expected Result/Impact: School staff will be equipped to meet the needs of the students and parents in relationship to school safety. Staff Responsible for Monitoring: Dr. Jeff Russell | Formative Reviews | | |
| | Dec | Mar | May |
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| Strategy 2: Perform safety and security audit to meet TEC 37.108 Strategy's Expected Result/Impact: This will show any areas of focus for our safety and security team to address. Staff Responsible for Monitoring: Dr. Jeff Russell | Formative Reviews | | |
| | Dec | Mar | May |
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| Strategy 3: Ensure Multi-hazard plan is in place for TEC 37.018. Strategy's Expected Result/Impact: Provide safety in portable building, safety for disabled, natural disaster safety, chain of command procedures Staff Responsible for Monitoring: Dr. Jeff Russell | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4: 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 should take to obtain assistance and intervention; and available counseling options for students affected by sexual abuse or other maltreatment. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 2: School and district staff will be informed on trauma care practices addressing Board Policy FFBA (Legal) and FFBA (Local).

Evaluation Data Sources: Climate and Culture Survey, Student Risk Survey, addition of counselors at elementary campuses

| | | | |
|---|--------------------------|------------|------------|
| Strategy 1: Implement restorative practice Strategy's Expected Result/Impact: School staff, parents, and students will have a unified approach to discipline. Staff Responsible for Monitoring: Counselors, administrators, teachers | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2: Implement social emotional learning practices, screener, and MTSS behavioral tier support Strategy's Expected Result/Impact: Help identify students at risk and provide practical support for aiding students SE health. Staff Responsible for Monitoring: Counselors, administrators, teachers | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3: Provide training for staff, students, and parents related to the identification and intervention of students who are at risk of suicide Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4: Provide training and responsive services for all students regarding conflict resolution, sexual harassment, and violence prevention and intervention. Strategy's Expected Result/Impact: End of the year surveys indicate increased acceptance of all students and increased empathy, hopefulness and engagement in the student population; increased awareness of resources for assistance (i.e. campus SRO, community resources, and adults on campuses); increased collaboration between counselors, nurses, SROs, and administrators in addressing social emotional concerns; 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. Staff Responsible for Monitoring: Director of Counseling; Elementary Counseling Coordinator; school counselors; student assistance counselors; principals | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5: Address abuse and maltreatment of children to include increasing staff, student, and parental awareness of prevention techniques, knowledge of warning signs, and reporting procedures. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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 | Formative Reviews | | |
|---|-------------------|-----|-----|
| | Dec | Mar | May |
| | | | |
| Strategy 6: Adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: District homeless liaison, social workers, school counselors, principals; registrars; secretaries Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Travel in district - Title I, Part A - \$7,697 | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7: 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Coordinator of Social Services; homebound instructors; social workers; school counselors; teachers, Campus Attendance Committee; parents/guardians | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: Growth & Management


In pursuit of excellence, we will:


- * Recruit, employ and retain high quality teachers
- * Remain committed to providing equitable and outstanding opportunities for every student on every campus
- * Work with the community in planning and facility development
- * Utilize citizens' advisory committees to focus on short and long-term tasks
- * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- * Demonstrate effective and efficient management of district resources
- * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce


Performance Objective 1: 100% of our campus staff will have taken the Clifton Strengths Assessment by December 2020.


Evaluation Data Sources: Employees will have their report showing their top 5 strengths.

| Strategy 1: Expect all current staff and all new staff to complete the assessment during the first 3 weeks of school. Strategy's Expected Result/Impact: Denton ISD is a Strengths community that values Strengths-based leadership. A Strengths approach is about helping people understand how to leverage the most natural aspects of who they are as they attempt to tackle the different challenges they face. A Strengths approach creates a common language. It makes a connection that everyone can understand. It helps people discover areas where they have the most potential to grow and succeed. These Strengths Themes describe your talent DNA. Together, these themes explain a simple but profound element of human behavior: what's right with people. Individually, each theme gives you a way to describe what you naturally do best or what you might need help from others to accomplish. All Denton ISD employees are asked to take the CliftonStrengths assessment to uncover their top five unique combination of talent themes called Strengths. Staff Responsible for Monitoring: Campus Principal | Formative Reviews | | |
|---|-------------------|-----|-----|
| | Dec | Mar | May |
| | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 3: Growth & Management


In pursuit of excellence, we will:


- * Recruit, employ and retain high quality teachers
- * Remain committed to providing equitable and outstanding opportunities for every student on every campus
- * Work with the community in planning and facility development
- * Utilize citizens' advisory committees to focus on short and long-term tasks
- * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- * Demonstrate effective and efficient management of district resources
- * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce


Performance Objective 2: Denton ISD HR will reduce the 0-5 year teacher turnover rates to 15% by the year 2022.


Evaluation Data Sources: HR records, Teacher service records, TTESS evaluation data.

| Strategy 1: Reduce 0-5 year teacher turnover rates by creating leadership opportunities for advancement of diverse candidates while partnering with Dallas Baptist University to create a Principal Preparation Program. This will include learning and performing extensive practice in the area of instructional leadership. Additionally, we will create a pool for future diverse leaders from our teaching staff which will give our new and current staff an incentive to stay with Denton ISD. Strategy's Expected Result/Impact: To have 100% of the 10 principal residents to complete relevant coursework and obtain principal certification by June 30, 2021. Denton ISD and Dallas Baptist University will work to identify, select, and prepare ten (10) principal residents from 10 specifically diverse and targeted campuses through a competitive selection process to earn both a principal and T-TESS certification and Master's degree. Principal residents completing this program commit to serving Denton ISD for 3 years following graduation. Staff Responsible for Monitoring: Campus Principals, Executive Director of Human Resources, Dallas Baptist University | Formative Reviews | | |
|---|-------------------|-----|-----|
| | Dec | Mar | May |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 64% to 92% by August 2024.

HB3 Goal

Evaluation Data Sources: TAPR Report

| | | | |
|--|--------------------------|------------|------------|
| Strategy 1: * Utilizing a continuous improvement model, we will strive to ensure college, career, and military readiness outcomes for every student. Strategy's Expected Result/Impact: Every student will have a measure of where they stand towards CCMR. Staff Responsible for Monitoring: CCMR Committee, Campus Principals | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2: * Maximize HB3 outcomes to ensure the greatest opportunities for students to meet college, career, and military readiness standards. Strategy's Expected Result/Impact: Every student will have a measure of where they stand towards CCMR. Staff Responsible for Monitoring: CCMR Committee, Campus Principals | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3: * Develop a District-wide graduate profile outlining the accomplishment opportunities every student will have prior to graduation. Strategy's Expected Result/Impact: Students will be actively involved in monitoring their profile. Staff Responsible for Monitoring: Campus Principals, Counselors | Formative Reviews | | |
| | Dec | Mar | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

District Educational Improvement Council

| Committee Role | Name | Position |
|-----------------------------|------------------|-------------------------------------|
| District-level Professional | Dan Ford | Executive Director C&I |
| District-level Professional | Mike Mattingly | Associate Superintendent of C&I |
| District-level Professional | Chris Shade | Director of Federal Programs |
| District-level Professional | Lyneille Meza | Director of Data and Accountability |
| Classroom Teacher | Payton Andress | Hodge Elementary |
| Classroom Teacher | Kim Arbaugh | Wilson Elementary |
| Classroom Teacher | Stacy Archer | Davis School |
| Classroom Teacher | Darla Arnold | Hawk Elementary |
| Classroom Teacher | Lydia Boomer | Providence Elementary |
| Classroom Teacher | Chris Born | Calhoun Middle School |
| Classroom Teacher | Amanda Brewer | Braswell High School |
| Classroom Teacher | Bonnie Bynum | Blanton Elementary |
| Classroom Teacher | Brandi Caldwell | W.S. Ryan Elementary |
| Classroom Teacher | Adriana Cavazos | Strickland Middle School |
| Classroom Teacher | John Curtis | Fred Moore High School |
| Classroom Teacher | Taheerah Flores | Nelson Elementary |
| Classroom Teacher | Joe Fritz | Crownover Middle School |
| Classroom Teacher | Katy Hay Watkins | Alexander Elementary |
| Classroom Teacher | Julie Holland | McMath Middle School |
| Classroom Teacher | Scott Johnston | Bell Elementary |
| Classroom Teacher | Matthew Joice | Harpool Middle School |
| Classroom Teacher | Lisa Jones | Evers Park Elementary |
| Classroom Teacher | Karla Kelly | Paloma Creek Elementary |
| Classroom Teacher | Kassidy Kirkland | Navo Middle School |
| Classroom Teacher | Jodi Kleppe | Pecan Creek Elementary |
| Classroom Teacher | Robert Lamon | Ryan High School |
| Classroom Teacher | Melissa Leonard | EP Rayzor Elementary |

| Committee Role | Name | Position |
|-----------------------------|-------------------|--------------------------|
| Classroom Teacher | Kimber Lucas | Cross Oaks Elementary |
| Classroom Teacher | Elisabeth Mallory | Stephens Elementary |
| Classroom Teacher | Cody Malone | Rodriguez Middle School |
| Classroom Teacher | Wendy Mason | Houston Elementary |
| Classroom Teacher | Kelley McGee | Borman Elementary |
| Classroom Teacher | Yolanda McKinney | Savannah Elementary |
| Classroom Teacher | Terri Metzler | Gonzalez SYC |
| Classroom Teacher | Will Milne | ATC |
| Classroom Teacher | Amber Morris | Ginnings Elementary |
| Classroom Teacher | Selee Ranchos | Newton Rayzor EL |
| Classroom Teacher | Tania Seda | Myers Middle School |
| Classroom Teacher | Brenda Sielski | Ann Windle SYC |
| Classroom Teacher | Will Smith | Denton High School |
| Classroom Teacher | Janet Spector | Sparks Campus |
| Classroom Teacher | Isabel Villarreal | Rivera Elementary |
| Classroom Teacher | Kathy Witty | Adkins Elementary |
| Classroom Teacher | Beverly Wright | McNair Elmentary |
| Administrator | Claudia Calvo | Ginnings Elementary |
| Administrator | Jeff Smith | Harpool Middle School |
| Non-classroom Professional | Noel Hill | Librarian Representative |
| Parent | Aimee Jones | Parent Representative |
| Community Representative | Jennifer Collins | Community Representative |
| District-level Professional | Jamie Wilson | Superintendent |
| District-level Professional | Richard Valenta | Deputy Superintendent |

District Funding Summary

| Title I, Part A | | | | | |
|------------------|-----------|----------|--------------------|--------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 6 | Travel in district | | \$7,697.00 |
| Sub-Total | | | | | \$7,697.00 |
| Title II, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Personnel | | \$630,725.00 |
| 1 | 2 | 2 | Personnel | | \$630,725.00 |
| 1 | 3 | 2 | Personnel | | \$630,725.00 |
| 1 | 4 | 2 | Personnel | | \$630,725.00 |
| 1 | 5 | 2 | Personnel | | \$630,725.00 |
| 1 | 5 | 4 | Personnel | | \$630,725.00 |
| Sub-Total | | | | | \$3,784,350.00 |
| Grand Total | | | | | \$3,792,047.00 |

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

District Number: **061901**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Meets Requirements

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

| | | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|--|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 77% | 77% | 67% | 68% | 85% | 67% | 80% | * | 75% | 52% | 63% | 78% | 73% | 67% | 66% |
| | 2018 | 77% | 79% | 82% | 70% | 76% | 88% | 75% | 93% | 50% | 82% | 54% | 86% | 82% | 81% | 72% | 72% |
| At Meets Grade Level or Above | 2019 | 45% | 46% | 45% | 35% | 34% | 54% | 33% | 47% | * | 45% | 24% | 30% | 46% | 41% | 32% | 30% |
| | 2018 | 43% | 46% | 45% | 29% | 35% | 54% | 67% | 57% | 50% | 51% | 26% | 41% | 46% | 41% | 31% | 30% |
| At Masters Grade Level | 2019 | 27% | 29% | 27% | 16% | 18% | 35% | 22% | 32% | * | 34% | 11% | 18% | 28% | 23% | 15% | 12% |
| | 2018 | 25% | 27% | 24% | 14% | 15% | 31% | 33% | 37% | 13% | 31% | 11% | 12% | 25% | 21% | 14% | 12% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 79% | 79% | 80% | 73% | 74% | 87% | 89% | 90% | * | 79% | 53% | 82% | 82% | 75% | 72% | 76% |
| | 2018 | 78% | 78% | 81% | 72% | 77% | 85% | 83% | 90% | 75% | 84% | 49% | 83% | 81% | 79% | 72% | 77% |
| At Meets Grade Level or Above | 2019 | 49% | 49% | 49% | 32% | 38% | 59% | 56% | 62% | * | 57% | 32% | 51% | 50% | 45% | 37% | 39% |
| | 2018 | 47% | 47% | 48% | 34% | 40% | 56% | 42% | 71% | 50% | 51% | 26% | 46% | 49% | 45% | 37% | 41% |
| At Masters Grade Level | 2019 | 25% | 25% | 24% | 11% | 17% | 31% | 22% | 37% | * | 28% | 12% | 21% | 25% | 20% | 15% | 16% |
| | 2018 | 23% | 23% | 22% | 14% | 16% | 27% | 33% | 34% | 13% | 22% | 9% | 20% | 23% | 19% | 15% | 18% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 75% | 77% | 66% | 70% | 84% | 92% | 86% | 63% | 89% | 49% | 84% | 78% | 75% | 67% | 63% |
| | 2018 | 73% | 75% | 78% | 61% | 71% | 85% | 60% | 91% | 89% | 83% | 43% | 76% | 80% | 73% | 65% | 65% |
| At Meets Grade Level or Above | 2019 | 44% | 45% | 47% | 35% | 36% | 57% | 50% | 62% | 38% | 43% | 25% | 51% | 47% | 46% | 34% | 30% |
| | 2018 | 46% | 49% | 52% | 30% | 43% | 62% | 40% | 72% | 78% | 64% | 25% | 42% | 55% | 47% | 38% | 35% |
| At Masters Grade Level | 2019 | 22% | 23% | 23% | 15% | 15% | 31% | 8% | 40% | 13% | 16% | 8% | 21% | 23% | 24% | 14% | 12% |
| | 2018 | 24% | 26% | 27% | 15% | 20% | 34% | 30% | 47% | 33% | 40% | 10% | 21% | 29% | 25% | 18% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 75% | 81% | 70% | 79% | 86% | 75% | 86% | 75% | 77% | 52% | 88% | 82% | 78% | 74% | 77% |
| | 2018 | 78% | 79% | 82% | 62% | 83% | 87% | 70% | 99% | 67% | 90% | 52% | 86% | 86% | 75% | 75% | 82% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | 54% | 37% | 48% | 62% | 58% | 78% | 50% | 66% | 31% | 56% | 56% | 50% | 42% | 49% |
| | 2018 | 49% | 49% | 51% | 29% | 45% | 60% | 40% | 77% | 56% | 57% | 28% | 53% | 54% | 46% | 38% | 46% |
| At Masters Grade Level | 2019 | 28% | 28% | 34% | 19% | 25% | 42% | 33% | 65% | 25% | 43% | 18% | 35% | 35% | 31% | 24% | 29% |
| | 2018 | 27% | 27% | 29% | 13% | 23% | 35% | 0% | 54% | 44% | 37% | 12% | 28% | 31% | 24% | 20% | 24% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 67% | 67% | 72% | 61% | 66% | 78% | 67% | 79% | 63% | 68% | 35% | 74% | 73% | 69% | 61% | 63% |
| | 2018 | 63% | 64% | 69% | 50% | 65% | 75% | 40% | 86% | 67% | 79% | 29% | 71% | 70% | 66% | 57% | 61% |
| At Meets Grade Level or Above | 2019 | 35% | 36% | 40% | 29% | 30% | 49% | 33% | 59% | 50% | 36% | 19% | 31% | 39% | 41% | 28% | 30% |
| | 2018 | 39% | 41% | 45% | 30% | 37% | 52% | 10% | 72% | 56% | 52% | 20% | 44% | 46% | 43% | 31% | 32% |
| At Masters Grade Level | 2019 | 11% | 11% | 13% | 8% | 9% | 17% | 17% | 25% | 13% | 14% | 8% | 6% | 13% | 14% | 8% | 9% |
| | 2018 | 11% | 12% | 12% | 6% | 9% | 15% | 0% | 26% | 22% | 25% | 5% | 6% | 13% | 12% | 7% | 10% |
| Grade 5 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 87% | 91% | 82% | 89% | 94% | 90% | 93% | 90% | 91% | 62% | 88% | 92% | 88% | 85% | 86% |
| | 2018 | 84% | 86% | 89% | 84% | 86% | 93% | 94% | 96% | * | 90% | 58% | 93% | 91% | 87% | 83% | 83% |
| At Meets Grade Level or Above | 2019 | 54% | 57% | 63% | 44% | 56% | 72% | 40% | 80% | 70% | 63% | 32% | 60% | 66% | 56% | 49% | 51% |
| | 2018 | 54% | 56% | 59% | 48% | 48% | 68% | 50% | 67% | * | 69% | 29% | 56% | 61% | 54% | 45% | 43% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

| | | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|--------------|----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| At Masters Grade Level | 2019 | 29% | 32% | 35% | 19% | 26% | 45% | 20% | 51% | 40% | 43% | 13% | 26% | 36% | 33% | 22% | 19% |
| | 2018 | 26% | 28% | 28% | 18% | 20% | 35% | 19% | 31% | * | 39% | 12% | 31% | 29% | 26% | 18% | 16% |
| Grade 5 Mathematics ^A | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 90% | 94% | 86% | 95% | 96% | 90% | 97% | 80% | 100% | 74% | 95% | 96% | 90% | 91% | 94% |
| | 2018 | 91% | 91% | 94% | 88% | 95% | 96% | 100% | 100% | * | 93% | 78% | 98% | 96% | 90% | 91% | 93% |
| At Meets Grade Level or Above | 2019 | 58% | 58% | 65% | 46% | 61% | 74% | 40% | 79% | 60% | 63% | 34% | 65% | 70% | 55% | 54% | 61% |
| | 2018 | 58% | 57% | 65% | 51% | 61% | 70% | 75% | 84% | * | 64% | 37% | 70% | 68% | 57% | 55% | 60% |
| At Masters Grade Level | 2019 | 36% | 37% | 43% | 21% | 38% | 52% | 10% | 64% | 40% | 48% | 18% | 43% | 48% | 33% | 33% | 42% |
| | 2018 | 30% | 29% | 32% | 21% | 28% | 38% | 25% | 54% | * | 37% | 16% | 43% | 35% | 26% | 25% | 31% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 75% | 79% | 57% | 75% | 88% | 70% | 87% | 80% | 78% | 47% | 81% | 83% | 71% | 70% | 72% |
| | 2018 | 76% | 76% | 80% | 66% | 72% | 88% | 81% | 93% | * | 82% | 57% | 81% | 81% | 77% | 71% | 69% |
| At Meets Grade Level or Above | 2019 | 49% | 50% | 54% | 31% | 46% | 66% | 20% | 64% | 60% | 63% | 28% | 60% | 58% | 47% | 42% | 41% |
| | 2018 | 41% | 42% | 44% | 34% | 35% | 52% | 31% | 55% | * | 45% | 25% | 49% | 46% | 39% | 34% | 34% |
| At Masters Grade Level | 2019 | 24% | 25% | 27% | 12% | 19% | 34% | 0% | 42% | 40% | 39% | 12% | 26% | 29% | 22% | 18% | 17% |
| | 2018 | 17% | 17% | 17% | 9% | 10% | 24% | 6% | 30% | * | 17% | 9% | 19% | 18% | 16% | 11% | 10% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 71% | 74% | 65% | 64% | 83% | 75% | 93% | * | 77% | 31% | 84% | 75% | 71% | 62% | 56% |
| | 2018 | 69% | 72% | 76% | 65% | 66% | 84% | 77% | 95% | * | 75% | 43% | 73% | 76% | 73% | 63% | 61% |
| At Meets Grade Level or Above | 2019 | 37% | 40% | 43% | 34% | 31% | 52% | 38% | 59% | * | 55% | 18% | 51% | 44% | 39% | 29% | 21% |
| | 2018 | 39% | 42% | 45% | 32% | 32% | 56% | 23% | 69% | * | 49% | 27% | 41% | 46% | 41% | 30% | 25% |
| At Masters Grade Level | 2019 | 18% | 19% | 20% | 13% | 12% | 27% | 13% | 34% | * | 26% | 7% | 20% | 21% | 17% | 11% | 8% |
| | 2018 | 19% | 21% | 21% | 14% | 12% | 29% | 8% | 38% | * | 23% | 8% | 15% | 23% | 17% | 12% | 9% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 83% | 73% | 79% | 88% | 100% | 100% | * | 85% | 50% | 85% | 84% | 80% | 75% | 77% |
| | 2018 | 77% | 79% | 80% | 67% | 74% | 88% | 93% | 100% | * | 81% | 57% | 81% | 82% | 75% | 70% | 71% |
| At Meets Grade Level or Above | 2019 | 47% | 49% | 46% | 32% | 37% | 56% | 44% | 78% | * | 54% | 20% | 55% | 49% | 39% | 33% | 34% |
| | 2018 | 44% | 47% | 45% | 30% | 35% | 55% | 43% | 83% | * | 49% | 24% | 51% | 47% | 40% | 29% | 29% |
| At Masters Grade Level | 2019 | 21% | 23% | 19% | 10% | 13% | 24% | 0% | 52% | * | 23% | 10% | 21% | 21% | 16% | 10% | 11% |
| | 2018 | 18% | 20% | 17% | 9% | 10% | 22% | 7% | 55% | * | 13% | 10% | 20% | 18% | 13% | 7% | 9% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 78% | 81% | 73% | 76% | 87% | 73% | 97% | * | 88% | 40% | 85% | 83% | 78% | 71% | 68% |
| | 2018 | 74% | 77% | 82% | 74% | 74% | 88% | 88% | 97% | * | 84% | 44% | 80% | 82% | 81% | 70% | 67% |
| At Meets Grade Level or Above | 2019 | 49% | 52% | 56% | 43% | 43% | 68% | 67% | 79% | * | 66% | 22% | 51% | 58% | 51% | 39% | 34% |
| | 2018 | 48% | 52% | 56% | 44% | 42% | 66% | 59% | 83% | * | 58% | 23% | 58% | 57% | 53% | 39% | 35% |
| At Masters Grade Level | 2019 | 29% | 32% | 34% | 25% | 22% | 45% | 27% | 59% | * | 41% | 8% | 31% | 37% | 28% | 20% | 15% |
| | 2018 | 29% | 32% | 35% | 24% | 21% | 45% | 41% | 57% | * | 37% | 7% | 31% | 37% | 30% | 20% | 15% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 74% | 80% | 67% | 74% | 89% | 73% | 97% | * | 84% | 42% | 80% | 83% | 74% | 69% | 67% |
| | 2018 | 72% | 72% | 79% | 67% | 71% | 87% | 67% | 97% | * | 78% | 43% | 81% | 80% | 76% | 67% | 68% |
| At Meets Grade Level or Above | 2019 | 43% | 41% | 48% | 32% | 36% | 61% | 47% | 85% | * | 54% | 20% | 45% | 51% | 40% | 31% | 30% |
| | 2018 | 40% | 39% | 49% | 31% | 35% | 60% | 27% | 86% | * | 51% | 19% | 50% | 51% | 43% | 33% | 33% |
| At Masters Grade Level | 2019 | 17% | 15% | 19% | 10% | 12% | 25% | 7% | 53% | * | 25% | 8% | 15% | 21% | 14% | 9% | 8% |

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| | | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|--------------|----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| Grade 7 Writing | 2018 | 18% | 17% | 23% | 12% | 14% | 29% | 27% | 66% | * | 20% | 8% | 16% | 24% | 18% | 12% | 13% |
| At Approaches Grade Level or Above | 2019 | 70% | 72% | 76% | 64% | 68% | 84% | 67% | 97% | * | 79% | 33% | 74% | 77% | 72% | 63% | 61% |
| | 2018 | 69% | 73% | 75% | 65% | 64% | 84% | 82% | 96% | * | 73% | 32% | 74% | 76% | 74% | 62% | 56% |
| At Meets Grade Level or Above | 2019 | 42% | 45% | 49% | 36% | 37% | 61% | 67% | 78% | * | 45% | 19% | 38% | 51% | 43% | 33% | 27% |
| | 2018 | 43% | 48% | 51% | 38% | 37% | 62% | 41% | 76% | * | 53% | 15% | 46% | 51% | 49% | 34% | 29% |
| At Masters Grade Level | 2019 | 18% | 20% | 21% | 13% | 12% | 29% | 40% | 43% | * | 25% | 9% | 13% | 22% | 18% | 12% | 9% |
| | 2018 | 15% | 17% | 16% | 10% | 8% | 22% | 29% | 37% | * | 22% | 5% | 14% | 18% | 14% | 8% | 6% |
| Grade 8 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 87% | 90% | 83% | 85% | 95% | 88% | 95% | * | 92% | 56% | 96% | 91% | 85% | 82% | 78% |
| | 2018 | 86% | 88% | 91% | 86% | 85% | 95% | 100% | 97% | * | 97% | 51% | 94% | 91% | 88% | 81% | 79% |
| At Meets Grade Level or Above | 2019 | 55% | 57% | 60% | 43% | 48% | 72% | 63% | 81% | * | 47% | 21% | 60% | 62% | 54% | 43% | 34% |
| | 2018 | 49% | 52% | 59% | 47% | 47% | 68% | 71% | 74% | * | 67% | 22% | 53% | 61% | 54% | 39% | 34% |
| At Masters Grade Level | 2019 | 28% | 30% | 33% | 20% | 21% | 44% | 19% | 54% | * | 22% | 5% | 31% | 35% | 28% | 18% | 12% |
| | 2018 | 27% | 29% | 34% | 25% | 23% | 40% | 57% | 50% | * | 39% | 6% | 28% | 35% | 28% | 18% | 12% |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 88% | 89% | 79% | 88% | 93% | 85% | 100% | * | 81% | 58% | 91% | 90% | 86% | 83% | 86% |
| | 2018 | 86% | 86% | 90% | 85% | 87% | 93% | 91% | 97% | * | 94% | 53% | 89% | 92% | 86% | 84% | 85% |
| At Meets Grade Level or Above | 2019 | 57% | 57% | 56% | 44% | 46% | 67% | 54% | 80% | * | 53% | 20% | 59% | 57% | 52% | 42% | 41% |
| | 2018 | 51% | 51% | 54% | 38% | 45% | 65% | 55% | 66% | * | 61% | 19% | 45% | 58% | 45% | 38% | 39% |
| At Masters Grade Level | 2019 | 17% | 17% | 16% | 7% | 11% | 21% | 8% | 44% | * | 14% | 5% | 15% | 17% | 11% | 8% | 7% |
| | 2018 | 15% | 15% | 17% | 12% | 9% | 24% | 9% | 26% | * | 24% | 6% | 16% | 19% | 14% | 9% | 7% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 84% | 73% | 76% | 92% | 94% | 93% | * | 78% | 49% | 83% | 86% | 80% | 73% | 67% |
| | 2018 | 76% | 78% | 80% | 68% | 73% | 88% | 86% | 90% | * | 85% | 36% | 79% | 82% | 75% | 66% | 63% |
| At Meets Grade Level or Above | 2019 | 51% | 53% | 56% | 42% | 41% | 69% | 69% | 76% | * | 42% | 20% | 52% | 58% | 50% | 39% | 29% |
| | 2018 | 52% | 55% | 59% | 40% | 48% | 70% | 64% | 78% | * | 61% | 19% | 55% | 61% | 53% | 39% | 37% |
| At Masters Grade Level | 2019 | 25% | 27% | 29% | 17% | 16% | 39% | 25% | 54% | * | 19% | 6% | 32% | 31% | 22% | 15% | 11% |
| | 2018 | 28% | 30% | 35% | 17% | 25% | 46% | 43% | 58% | * | 21% | 7% | 30% | 37% | 30% | 20% | 17% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 70% | 71% | 58% | 61% | 80% | 69% | 89% | * | 58% | 35% | 77% | 72% | 67% | 56% | 50% |
| | 2018 | 65% | 68% | 70% | 58% | 60% | 79% | 64% | 87% | * | 79% | 28% | 64% | 71% | 66% | 52% | 47% |
| At Meets Grade Level or Above | 2019 | 37% | 39% | 38% | 24% | 25% | 49% | 38% | 65% | * | 25% | 17% | 44% | 40% | 32% | 23% | 17% |
| | 2018 | 36% | 39% | 40% | 25% | 30% | 50% | 57% | 57% | * | 36% | 13% | 38% | 43% | 33% | 22% | 18% |
| At Masters Grade Level | 2019 | 21% | 22% | 23% | 13% | 14% | 31% | 19% | 44% | * | 8% | 5% | 25% | 25% | 18% | 11% | 8% |
| | 2018 | 21% | 23% | 23% | 14% | 16% | 29% | 36% | 39% | * | 24% | 6% | 21% | 25% | 17% | 10% | 8% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 71% | 70% | 60% | 61% | 81% | 69% | 84% | 80% | * | 25% | 53% | 72% | 65% | 56% | 50% |
| | 2018 | 65% | 69% | 70% | 57% | 60% | 81% | 52% | 93% | 67% | - | 24% | 67% | 72% | 63% | 57% | 51% |
| At Meets Grade Level or Above | 2019 | 50% | 54% | 56% | 41% | 44% | 70% | 59% | 76% | 80% | * | 14% | 34% | 58% | 50% | 37% | 31% |
| | 2018 | 44% | 49% | 50% | 33% | 40% | 64% | 10% | 79% | 67% | - | 9% | 40% | 53% | 43% | 34% | 25% |
| At Masters Grade Level | 2019 | 11% | 11% | 15% | 8% | 8% | 22% | 17% | 35% | 30% | * | 2% | 4% | 16% | 12% | 5% | 1% |
| | 2018 | 7% | 7% | 9% | 4% | 5% | 13% | 0% | 28% | 0% | - | 2% | 5% | 10% | 7% | 3% | 0% |

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|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 71% | 69% | 59% | 59% | 81% | 52% | 79% | 83% | * | 27% | 54% | 72% | 62% | 56% | 45% |
| | 2018 | 67% | 71% | 70% | 57% | 61% | 82% | 68% | 84% | 57% | * | 19% | 53% | 72% | 64% | 56% | 43% |
| At Meets Grade Level or Above | 2019 | 49% | 53% | 51% | 37% | 38% | 66% | 24% | 63% | 67% | * | 14% | 33% | 54% | 41% | 34% | 24% |
| | 2018 | 48% | 53% | 53% | 38% | 42% | 68% | 28% | 77% | 43% | * | 9% | 30% | 55% | 48% | 36% | 21% |
| At Masters Grade Level | 2019 | 8% | 9% | 9% | 4% | 4% | 13% | 0% | 21% | 0% | * | 3% | 1% | 10% | 5% | 4% | 0% |
| | 2018 | 8% | 9% | 7% | 3% | 4% | 10% | 4% | 23% | 0% | * | 3% | 1% | 8% | 6% | 4% | 2% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 85% | 86% | 79% | 83% | 90% | 82% | 99% | 100% | - | 51% | 82% | 89% | 80% | 79% | 81% |
| | 2018 | 83% | 85% | 85% | 76% | 82% | 90% | 71% | 99% | 86% | - | 44% | 84% | 87% | 79% | 75% | 79% |
| At Meets Grade Level or Above | 2019 | 61% | 62% | 64% | 51% | 57% | 73% | 59% | 90% | 60% | - | 21% | 57% | 68% | 53% | 49% | 52% |
| | 2018 | 55% | 58% | 59% | 43% | 52% | 69% | 57% | 86% | 86% | - | 11% | 45% | 64% | 48% | 44% | 47% |
| At Masters Grade Level | 2019 | 37% | 38% | 42% | 28% | 36% | 51% | 45% | 72% | 20% | - | 6% | 32% | 47% | 31% | 28% | 28% |
| | 2018 | 32% | 31% | 35% | 22% | 28% | 43% | 33% | 70% | 57% | - | 6% | 27% | 39% | 25% | 22% | 23% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | 87% | 84% | 80% | 93% | 90% | 99% | 89% | - | 54% | 89% | 89% | 84% | 78% | 72% |
| | 2018 | 87% | 89% | 87% | 82% | 80% | 93% | 88% | 97% | 86% | - | 54% | 85% | 89% | 83% | 78% | 72% |
| At Meets Grade Level or Above | 2019 | 62% | 66% | 64% | 50% | 53% | 76% | 62% | 84% | 89% | - | 18% | 56% | 68% | 55% | 46% | 38% |
| | 2018 | 59% | 63% | 61% | 45% | 46% | 76% | 44% | 89% | 71% | - | 18% | 50% | 65% | 52% | 44% | 35% |
| At Masters Grade Level | 2019 | 25% | 28% | 26% | 15% | 19% | 34% | 33% | 48% | 33% | - | 3% | 18% | 29% | 19% | 12% | 9% |
| | 2018 | 24% | 26% | 25% | 13% | 14% | 35% | 6% | 58% | 14% | - | 5% | 14% | 28% | 17% | 13% | 7% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 93% | 94% | 93% | 91% | 89% | 97% | 88% | 97% | 100% | * | 69% | 92% | 94% | 90% | 88% | 78% |
| | 2018 | 92% | 93% | 93% | 90% | 90% | 96% | 96% | 95% | * | - | 65% | 94% | 94% | 92% | 88% | 78% |
| At Meets Grade Level or Above | 2019 | 73% | 76% | 75% | 64% | 65% | 87% | 59% | 85% | 80% | * | 37% | 67% | 77% | 70% | 61% | 43% |
| | 2018 | 70% | 74% | 72% | 54% | 61% | 83% | 79% | 90% | * | - | 34% | 57% | 74% | 66% | 58% | 36% |
| At Masters Grade Level | 2019 | 45% | 48% | 45% | 30% | 35% | 57% | 41% | 63% | 40% | * | 14% | 33% | 46% | 41% | 31% | 15% |
| | 2018 | 40% | 44% | 43% | 25% | 29% | 55% | 61% | 67% | * | - | 12% | 29% | 44% | 38% | 28% | 8% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 79% | 81% | 71% | 75% | 88% | 78% | 92% | 82% | 81% | 46% | 80% | 82% | 77% | 71% | 69% |
| | 2018 | 77% | 79% | 81% | 70% | 75% | 87% | 79% | 94% | 78% | 84% | 46% | 80% | 82% | 77% | 70% | 69% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 54% | 40% | 43% | 65% | 50% | 74% | 61% | 52% | 22% | 50% | 56% | 48% | 39% | 36% |
| | 2018 | 48% | 51% | 53% | 38% | 43% | 63% | 47% | 75% | 62% | 55% | 21% | 48% | 55% | 47% | 38% | 35% |
| At Masters Grade Level | 2019 | 24% | 25% | 26% | 15% | 18% | 34% | 20% | 47% | 29% | 28% | 8% | 22% | 28% | 21% | 15% | 13% |
| | 2018 | 22% | 23% | 24% | 14% | 16% | 31% | 24% | 45% | 25% | 28% | 8% | 20% | 25% | 20% | 14% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 77% | 78% | 68% | 70% | 86% | 73% | 88% | 84% | 84% | 41% | 76% | 79% | 74% | 67% | 63% |
| | 2018 | 74% | 76% | 79% | 68% | 71% | 87% | 76% | 93% | 73% | 84% | 41% | 77% | 80% | 75% | 68% | 64% |
| At Meets Grade Level or Above | 2019 | 48% | 51% | 52% | 39% | 41% | 64% | 47% | 69% | 59% | 53% | 21% | 46% | 55% | 47% | 37% | 32% |
| | 2018 | 46% | 50% | 52% | 37% | 41% | 63% | 41% | 72% | 65% | 59% | 20% | 45% | 54% | 47% | 36% | 31% |
| At Masters Grade Level | 2019 | 21% | 22% | 24% | 14% | 15% | 32% | 14% | 41% | 27% | 31% | 7% | 19% | 25% | 21% | 13% | 9% |
| | 2018 | 19% | 21% | 22% | 13% | 14% | 29% | 21% | 39% | 22% | 34% | 7% | 17% | 23% | 19% | 12% | 10% |

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|------------------------------------|------|-------|--------------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 82% | 85% | 75% | 82% | 90% | 85% | 95% | 79% | 84% | 54% | 86% | 87% | 80% | 78% | 80% |
| | 2018 | 81% | 82% | 84% | 74% | 81% | 89% | 82% | 97% | 80% | 86% | 54% | 86% | 86% | 80% | 76% | 79% |
| At Meets Grade Level or Above | 2019 | 52% | 52% | 55% | 39% | 46% | 65% | 52% | 79% | 55% | 58% | 25% | 55% | 58% | 48% | 41% | 44% |
| | 2018 | 50% | 50% | 53% | 37% | 45% | 62% | 49% | 80% | 60% | 55% | 24% | 53% | 56% | 47% | 39% | 42% |
| At Masters Grade Level | 2019 | 26% | 27% | 29% | 16% | 22% | 36% | 20% | 56% | 27% | 30% | 11% | 26% | 31% | 23% | 19% | 21% |
| | 2018 | 24% | 24% | 25% | 15% | 19% | 32% | 21% | 53% | 33% | 26% | 10% | 25% | 27% | 20% | 16% | 18% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 70% | 74% | 62% | 67% | 81% | 67% | 88% | 73% | 74% | 34% | 74% | 75% | 71% | 62% | 62% |
| | 2018 | 66% | 69% | 72% | 58% | 64% | 79% | 67% | 91% | 70% | 76% | 31% | 72% | 73% | 70% | 59% | 59% |
| At Meets Grade Level or Above | 2019 | 38% | 40% | 44% | 33% | 33% | 55% | 52% | 68% | 64% | 41% | 19% | 35% | 45% | 42% | 31% | 28% |
| | 2018 | 41% | 45% | 48% | 34% | 37% | 57% | 30% | 74% | 60% | 53% | 18% | 45% | 49% | 46% | 32% | 31% |
| At Masters Grade Level | 2019 | 14% | 16% | 17% | 11% | 11% | 23% | 30% | 34% | 27% | 20% | 8% | 10% | 18% | 16% | 10% | 9% |
| | 2018 | 13% | 15% | 14% | 8% | 8% | 18% | 19% | 31% | 20% | 24% | 5% | 10% | 15% | 13% | 8% | 8% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 84% | 73% | 77% | 91% | 87% | 93% | 85% | 78% | 50% | 84% | 86% | 78% | 74% | 71% |
| | 2018 | 80% | 81% | 83% | 73% | 75% | 90% | 85% | 93% | 91% | 83% | 50% | 82% | 84% | 79% | 72% | 68% |
| At Meets Grade Level or Above | 2019 | 54% | 57% | 58% | 42% | 47% | 70% | 55% | 75% | 75% | 54% | 22% | 56% | 62% | 51% | 42% | 36% |
| | 2018 | 51% | 53% | 55% | 40% | 43% | 66% | 46% | 75% | 73% | 51% | 21% | 51% | 57% | 48% | 39% | 35% |
| At Masters Grade Level | 2019 | 25% | 27% | 27% | 15% | 18% | 36% | 23% | 48% | 35% | 30% | 7% | 26% | 30% | 21% | 15% | 12% |
| | 2018 | 23% | 25% | 26% | 13% | 16% | 35% | 17% | 50% | 18% | 18% | 7% | 20% | 28% | 20% | 14% | 11% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 82% | 76% | 75% | 88% | 79% | 93% | 100% | 63% | 49% | 82% | 84% | 78% | 71% | 62% |
| | 2018 | 78% | 81% | 81% | 74% | 75% | 87% | 86% | 91% | 86% | 79% | 45% | 76% | 82% | 78% | 69% | 59% |
| At Meets Grade Level or Above | 2019 | 55% | 57% | 56% | 45% | 45% | 67% | 48% | 76% | 67% | 33% | 25% | 52% | 59% | 50% | 41% | 28% |
| | 2018 | 53% | 57% | 56% | 40% | 45% | 66% | 71% | 72% | 43% | 36% | 23% | 45% | 58% | 48% | 39% | 25% |
| At Masters Grade Level | 2019 | 33% | 35% | 34% | 22% | 24% | 44% | 30% | 54% | 33% | 13% | 9% | 28% | 36% | 28% | 21% | 11% |
| | 2018 | 31% | 34% | 33% | 20% | 22% | 42% | 52% | 52% | 29% | 24% | 9% | 24% | 35% | 27% | 19% | 8% |

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|--|------|-------|-----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 60 | 61 | 57 | 57 | 65 | 55 | 66 | 57 | 48 | 53 | 69 | 62 | 58 | 55 | 54 |
| | 2018 | 63 | 64 | 63 | 63 | 62 | 63 | 56 | 73 | 67 | 62 | 60 | 66 | 64 | 61 | 63 | 62 |
| Grade 4 Mathematics | 2019 | 65 | 65 | 73 | 63 | 71 | 76 | 82 | 84 | 93 | 76 | 69 | 76 | 73 | 71 | 68 | 73 |
| | 2018 | 65 | 66 | 67 | 58 | 67 | 69 | 50 | 82 | 67 | 76 | 60 | 73 | 69 | 64 | 64 | 69 |
| Grade 5 ELA/Reading | 2019 | 81 | 81 | 84 | 83 | 85 | 85 | 60 | 87 | 65 | 84 | 83 | 83 | 84 | 86 | 84 | 86 |
| | 2018 | 80 | 80 | 82 | 84 | 84 | 81 | 67 | 79 | * | 83 | 86 | 82 | 83 | 82 | 84 | 86 |
| Grade 5 Mathematics | 2019 | 83 | 83 | 89 | 89 | 89 | 90 | 50 | 91 | 70 | 91 | 85 | 92 | 90 | 88 | 90 | 90 |
| | 2018 | 81 | 80 | 83 | 86 | 86 | 81 | 84 | 88 | * | 84 | 85 | 83 | 84 | 83 | 85 | 88 |
| Grade 6 ELA/Reading | 2019 | 42 | 44 | 45 | 41 | 39 | 50 | 47 | 63 | * | 44 | 31 | 45 | 46 | 44 | 38 | 34 |
| | 2018 | 47 | 49 | 50 | 42 | 44 | 56 | 33 | 67 | * | 49 | 42 | 49 | 52 | 45 | 43 | 43 |
| Grade 6 Mathematics | 2019 | 54 | 58 | 47 | 40 | 40 | 53 | 25 | 75 | * | 53 | 37 | 52 | 47 | 46 | 37 | 35 |
| | 2018 | 56 | 61 | 48 | 44 | 43 | 52 | 36 | 75 | * | 42 | 54 | 47 | 48 | 47 | 42 | 41 |
| Grade 7 ELA/Reading | 2019 | 77 | 78 | 79 | 76 | 77 | 81 | 100 | 90 | * | 82 | 63 | 86 | 80 | 78 | 75 | 78 |
| | 2018 | 76 | 76 | 79 | 74 | 82 | 79 | 77 | 85 | * | 78 | 65 | 76 | 80 | 77 | 77 | 83 |
| Grade 7 Mathematics | 2019 | 63 | 61 | 66 | 59 | 62 | 71 | 61 | 77 | * | 76 | 45 | 69 | 68 | 63 | 60 | 59 |
| | 2018 | 67 | 66 | 70 | 65 | 67 | 73 | 62 | 88 | * | 70 | 57 | 69 | 71 | 66 | 66 | 71 |
| Grade 8 ELA/Reading | 2019 | 77 | 77 | 76 | 72 | 73 | 79 | 69 | 85 | * | 78 | 72 | 81 | 77 | 74 | 74 | 73 |
| | 2018 | 79 | 78 | 80 | 81 | 79 | 79 | 96 | 83 | * | 95 | 76 | 84 | 79 | 80 | 80 | 77 |
| Grade 8 Mathematics | 2019 | 84 | 81 | 83 | 81 | 84 | 84 | 83 | 86 | * | 80 | 72 | 87 | 84 | 82 | 82 | 84 |
| | 2018 | 81 | 75 | 81 | 86 | 79 | 80 | 80 | 84 | * | 85 | 72 | 87 | 80 | 83 | 80 | 81 |
| End of Course English II | 2019 | 69 | 69 | 66 | 67 | 61 | 68 | 59 | 71 | * | - | 54 | 56 | 66 | 64 | 61 | 58 |
| | 2018 | 67 | 66 | 64 | 62 | 61 | 67 | 66 | 68 | 60 | * | 45 | 59 | 65 | 62 | 60 | 56 |
| End of Course Algebra I | 2019 | 75 | 76 | 77 | 70 | 74 | 80 | 75 | 91 | * | - | 38 | 75 | 80 | 68 | 69 | 71 |
| | 2018 | 72 | 74 | 73 | 65 | 70 | 77 | 68 | 91 | 100 | - | 30 | 69 | 75 | 67 | 64 | 67 |
| All Grades Both Subjects | 2019 | 69 | 69 | 70 | 66 | 67 | 73 | 64 | 81 | 67 | 71 | 59 | 72 | 71 | 68 | 66 | 66 |
| | 2018 | 69 | 70 | 70 | 67 | 68 | 71 | 66 | 80 | 79 | 70 | 62 | 70 | 71 | 68 | 67 | 69 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 69 | 66 | 65 | 71 | 65 | 78 | 59 | 67 | 59 | 70 | 69 | 67 | 65 | 64 |
| | 2018 | 69 | 69 | 70 | 67 | 69 | 71 | 67 | 75 | 71 | 71 | 63 | 69 | 71 | 68 | 68 | 68 |
| All Grades Mathematics | 2019 | 70 | 70 | 72 | 66 | 69 | 75 | 62 | 84 | 75 | 74 | 58 | 74 | 73 | 69 | 67 | 68 |
| | 2018 | 70 | 70 | 70 | 67 | 68 | 72 | 64 | 85 | 86 | 69 | 61 | 70 | 71 | 68 | 66 | 69 |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

| | | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 41% | 45% | 40% | 44% | 49% | 38% | 68% | * | 53% | 23% | 41% | 42% |
| | 2018 | 38% | 39% | 45% | 41% | 42% | 52% | 55% | 69% | * | 46% | 24% | 41% | 41% |
| Mathematics | 2019 | 45% | 44% | 50% | 45% | 50% | 55% | 40% | 64% | 60% | 45% | 33% | 48% | 48% |
| | 2018 | 47% | 46% | 53% | 47% | 53% | 56% | * | 94% | * | 53% | 35% | 50% | 52% |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 80% | 84% | 69% | 81% | 90% | 90% | 91% | 90% | 83% | 45% | 74% | 74% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 20% | 16% | 31% | 19% | 10% | 10% | 9% | 10% | 17% | 55% | 26% | 26% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 86% | 87% | 91% | 82% | 89% | 94% | 90% | 91% | 90% | 91% | 59% | 84% | 84% |
| Grade 5 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 83% | 84% | 88% | 74% | 87% | 92% | 90% | 95% | 80% | 96% | 58% | 83% | 87% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 17% | 16% | 12% | 26% | 13% | 8% | 10% | 5% | 20% | 4% | 42% | 17% | 13% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 90% | 90% | 94% | 86% | 95% | 96% | 90% | 99% | 80% | 100% | 72% | 91% | 94% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 97% | * | - | * | - | - | - | - | - | - | - | * |
| Grade 8 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 80% | 83% | 73% | 76% | 90% | 88% | 94% | * | 78% | 40% | 71% | 57% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 20% | 17% | 27% | 24% | 10% | 13% | 6% | * | 22% | 60% | 29% | 43% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 85% | 87% | 89% | 83% | 84% | 95% | 88% | 95% | * | 92% | 52% | 81% | 68% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 99% | 99% | * | * | - | - | - | - | - | - | - | * | - |
| Grade 8 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 82% | 83% | 84% | 72% | 81% | 90% | 77% | 100% | * | 81% | 46% | 76% | 72% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 18% | 17% | 16% | 28% | 19% | 10% | 23% | 0% | * | 19% | 54% | 24% | 28% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 88% | 88% | 89% | 79% | 88% | 93% | 85% | 100% | * | 81% | 56% | 83% | 83% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 98% | 99% | * | * | - | - | - | - | - | - | - | * | - |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL |
|---|------|-------|-----------|------------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 79% | 81% | 76% | - | - | 79% | 75% | 59% | 65% | 57% | 69% | 63% | 64% |
| | 2018 | 77% | 79% | 81% | 75% | - | - | 74% | 75% | 54% | 62% | 50% | 66% | 61% | 61% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 54% | 40% | - | - | 36% | 40% | 23% | 33% | 20% | 46% | 28% | 28% |
| | 2018 | 48% | 51% | 53% | 38% | - | - | 38% | 38% | 18% | 29% | 15% | 38% | 25% | 26% |
| At Masters Grade Level | 2019 | 24% | 25% | 26% | 18% | - | - | 11% | 19% | 7% | 15% | 4% | 15% | 10% | 10% |
| | 2018 | 22% | 23% | 24% | 17% | - | - | 15% | 17% | 5% | 10% | 3% | 14% | 9% | 9% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 77% | 78% | 72% | - | - | 77% | 72% | 51% | 62% | 47% | 64% | 56% | 56% |
| | 2018 | 74% | 76% | 79% | 73% | - | - | 78% | 72% | 47% | 63% | 43% | 64% | 56% | 56% |
| At Meets Grade Level or Above | 2019 | 48% | 51% | 52% | 35% | - | - | 34% | 36% | 19% | 29% | 16% | 41% | 23% | 24% |
| | 2018 | 46% | 50% | 52% | 33% | - | - | 37% | 33% | 15% | 26% | 11% | 36% | 21% | 21% |
| At Masters Grade Level | 2019 | 21% | 22% | 24% | 13% | - | - | 9% | 14% | 5% | 12% | 2% | 9% | 7% | 7% |
| | 2018 | 19% | 21% | 22% | 14% | - | - | 17% | 13% | 4% | 9% | 2% | 10% | 7% | 7% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 82% | 85% | 83% | - | - | 82% | 83% | 73% | 76% | 72% | 76% | 77% | 77% |
| | 2018 | 81% | 82% | 84% | 85% | - | - | 83% | 85% | 67% | 74% | 64% | 80% | 74% | 74% |
| At Meets Grade Level or Above | 2019 | 52% | 52% | 55% | 49% | - | - | 39% | 50% | 33% | 40% | 30% | 53% | 38% | 38% |
| | 2018 | 50% | 50% | 53% | 48% | - | - | 48% | 48% | 26% | 38% | 21% | 47% | 35% | 35% |
| At Masters Grade Level | 2019 | 26% | 27% | 29% | 28% | - | - | 14% | 30% | 12% | 22% | 7% | 24% | 17% | 17% |
| | 2018 | 24% | 24% | 25% | 24% | - | - | 19% | 25% | 9% | 16% | 6% | 27% | 15% | 15% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 70% | 74% | 66% | - | - | 67% | 66% | 51% | 52% | 50% | 78% | 57% | 57% |
| | 2018 | 66% | 69% | 72% | 62% | - | - | 61% | 62% | 39% | 44% | 37% | 38% | 49% | 49% |
| At Meets Grade Level or Above | 2019 | 38% | 40% | 44% | 29% | - | - | 41% | 28% | 18% | 24% | 16% | 67% | 23% | 23% |
| | 2018 | 41% | 45% | 48% | 32% | - | - | 25% | 33% | 11% | 19% | 7% | 25% | 20% | 20% |
| At Masters Grade Level | 2019 | 14% | 16% | 17% | 7% | - | - | 4% | 7% | 5% | 8% | 4% | 22% | 6% | 6% |
| | 2018 | 13% | 15% | 14% | 11% | - | - | 11% | 11% | 1% | 3% | 0% | 0% | 6% | 5% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 84% | 72% | - | - | 100% | 71% | 60% | 63% | 60% | 60% | 63% | 63% |
| | 2018 | 80% | 81% | 83% | 64% | - | - | 56% | 66% | 53% | 56% | 52% | 65% | 57% | 57% |
| At Meets Grade Level or Above | 2019 | 54% | 57% | 58% | 37% | - | - | 25% | 38% | 22% | 34% | 18% | 35% | 26% | 26% |
| | 2018 | 51% | 53% | 55% | 31% | - | - | 29% | 31% | 18% | 24% | 16% | 41% | 22% | 23% |
| At Masters Grade Level | 2019 | 25% | 27% | 27% | 15% | - | - | 17% | 15% | 6% | 14% | 4% | 10% | 8% | 8% |
| | 2018 | 23% | 25% | 26% | 7% | - | - | 2% | 8% | 5% | 7% | 4% | 12% | 6% | 6% |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 82% | 82% | - | - | - | - | - | 50% | 25% | 52% | 75% | 50% | 50% |
| | 2018 | 78% | 81% | 81% | - | - | - | - | - | 48% | 24% | 51% | 40% | 48% | 47% |
| At Meets Grade Level or Above | 2019 | 55% | 57% | 56% | - | - | - | - | - | 17% | 6% | 18% | 50% | 17% | 18% |
| | 2018 | 53% | 57% | 56% | - | - | - | - | - | 15% | 0% | 17% | 20% | 15% | 15% |
| At Masters Grade Level | 2019 | 33% | 35% | 34% | - | - | - | - | - | 4% | 0% | 4% | 17% | 4% | 4% |
| | 2018 | 31% | 34% | 33% | - | - | - | - | - | 3% | 0% | 3% | 0% | 3% | 3% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | 70% | 74% | - | - | 65% | 75% | 61% | 71% | 57% | 73% | 64% | 64% |
| | 2018 | 69% | 70% | 70% | 76% | - | - | 73% | 76% | 64% | 77% | 60% | 75% | 68% | 68% |
| All Grades ELA/Reading | 2019 | 68% | 68% | 69% | 66% | - | - | 59% | 67% | 61% | 67% | 59% | 74% | 62% | 63% |
| | 2018 | 69% | 69% | 70% | 73% | - | - | 67% | 74% | 66% | 76% | 63% | 73% | 68% | 68% |
| All Grades Mathematics | 2019 | 70% | 70% | 72% | 81% | - | - | 70% | 82% | 60% | 74% | 55% | 71% | 66% | 66% |
| | 2018 | 70% | 70% | 70% | 78% | - | - | 77% | 78% | 62% | 77% | 57% | 78% | 67% | 67% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 41% | 45% | 52% | - | - | 56% | 52% | 40% | 36% | 41% | 29% | 42% | 42% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL |
|-------------|------|--------------|------------------|-----------------|----------------------------|----------------------------|---------------------------|------------------------|------------------------|------------|--------------------|---------------------|------------------------|--------------------------|-----------------|
| Mathematics | 2018 | 38% | 39% | 45% | 48% | - | - | 50% | 48% | 38% | 43% | 37% | * | 41% | 41% |
| | 2019 | 45% | 44% | 50% | 51% | - | - | 67% | 49% | 47% | 50% | 46% | 57% | 48% | 48% |
| | 2018 | 47% | 46% | 53% | 72% | - | - | 65% | 74% | 45% | 47% | 44% | * | 52% | 52% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Participation

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 92% | 94% | 97% | 94% | 92% | 90% | 96% | 94% | 93% | 90% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 4% | 8% | 4% | 3% | 6% | 4% | 10% | 4% | 5% | 6% | 5% |
| Other Exclusions | 1% | 1% | 1% | 0% | 2% | 0% | 0% | 4% | 0% | 0% | 1% | 1% | 5% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2018 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 90% | 94% | 96% | 97% | 93% | 96% | 94% | 94% | 92% | 91% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | 5% | 10% | 4% | 3% | 3% | 4% | 4% | 5% | 4% | 6% | 3% |
| Other Exclusions | 1% | 1% | 1% | 0% | 2% | 0% | 1% | 3% | 0% | 0% | 1% | 1% | 5% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

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 | EL (Current) |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|--------------|
| Attendance Rate | | | | | | | | | | | | | |
| 2017-18 | 95.4% | 95.5% | 96.0% | 96.1% | 95.9% | 95.9% | 95.9% | 97.4% | 94.3% | 95.8% | 95.0% | 95.5% | 96.4% |
| 2016-17 | 95.7% | 95.8% | 96.1% | 96.4% | 96.1% | 96.0% | 95.6% | 97.5% | 95.5% | 95.6% | 95.2% | 95.8% | 96.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2017-18 | 0.4% | 0.5% | 0.1% | 0.1% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | 0.1% | 0.0% |
| 2016-17 | 0.3% | 0.3% | 0.0% | 0.2% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.0% | 0.2% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2017-18 | 1.9% | 1.6% | 0.3% | 0.7% | 0.4% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.6% | 0.5% | 0.1% |
| 2016-17 | 1.9% | 1.4% | 0.5% | 1.0% | 0.5% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 1.1% | 0.9% | 0.7% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.6% | 96.1% | 93.5% | 96.0% | 96.6% | 100.0% | 100.0% | - | 100.0% | 91.1% | 94.1% | 92.5% |
| Received TxCHSE | 0.4% | 0.5% | 0.4% | 0.3% | 0.0% | 0.6% | 0.0% | 0.0% | - | 0.0% | 0.0% | 0.3% | 0.0% |
| Continued HS | 3.8% | 4.2% | 2.0% | 3.8% | 2.5% | 1.3% | 0.0% | 0.0% | - | 0.0% | 2.4% | 2.6% | 5.0% |
| Dropped Out | 5.7% | 4.7% | 1.5% | 2.4% | 1.4% | 1.5% | 0.0% | 0.0% | - | 0.0% | 6.5% | 3.0% | 2.5% |
| Graduates and TxCHSE | 90.4% | 91.1% | 96.5% | 93.9% | 96.0% | 97.2% | 100.0% | 100.0% | - | 100.0% | 91.1% | 94.4% | 92.5% |
| Graduates, TxCHSE, and Continuers | 94.3% | 95.3% | 98.5% | 97.6% | 98.6% | 98.5% | 100.0% | 100.0% | - | 100.0% | 93.5% | 97.0% | 97.5% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 89.7% | 90.5% | 94.7% | 91.8% | 93.1% | 96.1% | 100.0% | 97.9% | 100.0% | 93.8% | 87.9% | 92.3% | 92.6% |
| Received TxCHSE | 0.4% | 0.4% | 0.4% | 0.0% | 0.9% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Continued HS | 4.0% | 4.3% | 2.4% | 3.4% | 2.8% | 2.0% | 0.0% | 0.0% | 0.0% | 6.3% | 8.6% | 3.7% | 1.6% |
| Dropped Out | 5.9% | 4.7% | 2.5% | 4.9% | 3.2% | 1.6% | 0.0% | 2.1% | 0.0% | 0.0% | 3.6% | 4.0% | 5.7% |
| Graduates and TxCHSE | 90.1% | 90.9% | 95.1% | 91.8% | 94.0% | 96.4% | 100.0% | 97.9% | 100.0% | 93.8% | 87.9% | 92.3% | 92.6% |
| Graduates, TxCHSE, and Continuers | 94.1% | 95.3% | 97.5% | 95.1% | 96.8% | 98.4% | 100.0% | 97.9% | 100.0% | 100.0% | 96.4% | 96.0% | 94.3% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 93.2% | 96.6% | 94.4% | 95.2% | 97.9% | 100.0% | 97.9% | 100.0% | 100.0% | 95.6% | 95.8% | 94.2% |
| Received TxCHSE | 0.6% | 0.6% | 0.6% | 0.8% | 0.9% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% | 0.0% |
| Continued HS | 1.1% | 1.2% | 0.1% | 0.0% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.7% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 5.0% | 2.6% | 4.9% | 3.9% | 1.5% | 0.0% | 2.1% | 0.0% | 0.0% | 3.6% | 3.9% | 5.8% |
| Graduates and TxCHSE | 92.6% | 93.8% | 97.2% | 95.1% | 96.1% | 98.3% | 100.0% | 97.9% | 100.0% | 100.0% | 95.6% | 96.1% | 94.2% |
| Graduates, TxCHSE, and Continuers | 93.7% | 95.0% | 97.4% | 95.1% | 96.1% | 98.5% | 100.0% | 97.9% | 100.0% | 100.0% | 96.4% | 96.1% | 94.2% |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 91.6% | 92.6% | 97.3% | 96.5% | 96.6% | 98.0% | 100.0% | 97.4% | * | 97.1% | 92.4% | 95.3% | 98.3% |
| Received TxCHSE | 0.7% | 0.7% | 0.4% | 0.0% | 0.4% | 0.2% | 0.0% | 2.6% | * | 0.0% | 0.0% | 0.8% | 0.0% |
| Continued HS | 1.2% | 1.4% | 0.3% | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | * | 2.9% | 3.4% | 0.6% | 0.0% |
| Dropped Out | 6.6% | 5.3% | 2.0% | 3.5% | 2.7% | 1.5% | 0.0% | 0.0% | * | 0.0% | 4.2% | 3.4% | 1.7% |
| Graduates and TxCHSE | 92.2% | 93.3% | 97.7% | 96.5% | 97.1% | 98.3% | 100.0% | 100.0% | * | 97.1% | 92.4% | 96.1% | 98.3% |
| Graduates, TxCHSE, and Continuers | 93.4% | 94.7% | 98.0% | 96.5% | 97.3% | 98.5% | 100.0% | 100.0% | * | 100.0% | 95.8% | 96.6% | 98.3% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 93.3% | 97.5% | 96.5% | 96.4% | 98.3% | 100.0% | 97.4% | * | 100.0% | 95.7% | 95.8% | 97.4% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|--------------|
| Received TxCHSE | 0.8% | 0.8% | 0.4% | 0.0% | 0.4% | 0.4% | 0.0% | 2.6% | * | 0.0% | 0.0% | 0.8% | 0.0% |
| Continued HS | 0.5% | 0.7% | 0.1% | 0.0% | 0.4% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.9% |
| Dropped Out | 6.6% | 5.2% | 2.0% | 3.5% | 2.7% | 1.4% | 0.0% | 0.0% | * | 0.0% | 4.3% | 3.4% | 1.7% |
| Graduates and TxCHSE | 92.9% | 94.1% | 97.9% | 96.5% | 96.9% | 98.6% | 100.0% | 100.0% | * | 100.0% | 95.7% | 96.6% | 97.4% |
| Graduates, TxCHSE, and Continuers | 93.4% | 94.8% | 98.0% | 96.5% | 97.3% | 98.6% | 100.0% | 100.0% | * | 100.0% | 95.7% | 96.6% | 98.3% |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 92.7% | 97.2% | 96.3% | 96.3% | 97.9% | 87.5% | 100.0% | * | 96.3% | 94.9% | 95.9% | 96.4% |
| Received TxCHSE | 1.0% | 0.9% | 0.3% | 0.5% | 0.0% | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.2% | 0.0% |
| Continued HS | 0.6% | 0.7% | 0.1% | 0.0% | 0.4% | 0.0% | 0.0% | 0.0% | * | 0.0% | 1.5% | 0.2% | 0.0% |
| Dropped Out | 6.7% | 5.7% | 2.3% | 3.2% | 3.3% | 1.6% | 12.5% | 0.0% | * | 3.7% | 3.7% | 3.7% | 3.6% |
| Graduates and TxCHSE | 92.8% | 93.6% | 97.5% | 96.8% | 96.3% | 98.4% | 87.5% | 100.0% | * | 96.3% | 94.9% | 96.1% | 96.4% |
| Graduates, TxCHSE, and Continuers | 93.3% | 94.3% | 97.7% | 96.8% | 96.7% | 98.4% | 87.5% | 100.0% | * | 96.3% | 96.3% | 96.3% | 96.4% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | 90.0% | 90.6% | 95.1% | 92.0% | 95.2% | 95.8% | 100.0% | 96.3% | - | 95.7% | 80.4% | 92.7% | 91.3% |
| Class of 2017 | 89.7% | 90.5% | 94.1% | 91.1% | 92.5% | 95.7% | 100.0% | 97.9% | 100.0% | 88.2% | 83.7% | 91.6% | 91.1% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 68.5% | 68.2% | 76.9% | 50.0% | 87.5% | 80.0% | - | * | - | * | * | 70.0% | 60.0% |
| Class of 2017 | 88.5% | 87.8% | 90.5% | 81.0% | 88.7% | 94.0% | 92.3% | 97.9% | 60.0% | 86.7% | 41.0% | 80.8% | 81.7% |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 5.0% | 8.1% | 0.6% | 0.7% | 1.1% | 0.2% | 0.0% | 2.0% | - | 0.0% | 0.9% | 1.3% | 1.4% |
| Class of 2017 | 6.0% | 9.9% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 82.0% | 77.7% | 90.5% | 81.3% | 88.7% | 93.8% | 90.9% | 96.1% | - | 95.2% | 45.9% | 84.2% | 82.9% |
| Class of 2017 | 60.8% | 47.6% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 86.8% | 85.6% | 90.9% | 81.3% | 89.8% | 93.8% | 90.9% | 98.1% | - | 95.5% | 46.4% | 85.2% | 83.4% |
| Class of 2017 | 85.9% | 84.8% | 89.2% | 80.0% | 87.0% | 92.6% | 92.3% | 97.9% | 60.0% | 86.7% | 39.0% | 79.6% | 78.8% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 37.7% | 30.9% | 37.5% | * | * | * | - | - | - | * | - | 40.0% | - |
| 2016-17 | 87.2% | 86.7% | 89.4% | 78.9% | 87.2% | 93.2% | 92.3% | 97.9% | 60.0% | 87.5% | 38.4% | 79.3% | 79.8% |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 4.9% | 7.9% | 0.7% | 0.8% | 1.1% | 0.3% | 0.0% | 1.9% | * | 0.0% | 0.8% | 1.4% | 1.4% |
| 2016-17 | 7.2% | 10.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 81.5% | 76.9% | 89.3% | 80.5% | 87.2% | 92.8% | 83.3% | 96.2% | * | 92.9% | 39.8% | 82.6% | 83.9% |
| 2016-17 | 56.5% | 45.6% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 85.1% | 83.7% | 89.7% | 80.8% | 88.1% | 93.0% | 83.3% | 98.1% | * | 89.7% | 40.6% | 83.6% | 85.3% |
| 2016-17 | 84.0% | 83.0% | 87.6% | 76.8% | 85.6% | 91.2% | 92.3% | 97.9% | 60.0% | 87.5% | 36.1% | 77.6% | 75.2% |

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

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

| | District Count | District Percent | State Count | State Percent |
|--|-------------------|---------------------|----------------|------------------|
| Graduates (2017-18 Annual Graduates) | | | | |
| Total Graduates | 1,835 | 100.0% | 347,893 | 100.0% |
| By Ethnicity: | | | | |
| African American | 267 | 14.6% | 43,502 | 12.5% |
| Hispanic | 569 | 31.0% | 173,272 | 49.8% |
| White | 904 | 49.3% | 107,052 | 30.8% |
| American Indian | 12 | 0.7% | 1,226 | 0.4% |
| Asian | 53 | 2.9% | 15,589 | 4.5% |
| Pacific Islander | 1 | 0.1% | 528 | 0.2% |
| Two or More Races | 29 | 1.6% | 6,724 | 1.9% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 5 | 0.3% | 5,855 | 1.7% |
| Recommended H.S. Program/Distinguished Achievement Program | 3 | 0.2% | 3,538 | 1.0% |
| Foundation H.S. Program (No Endorsement) | 193 | 10.5% | 49,432 | 14.2% |
| Foundation H.S. Program (Endorsement) | 12 | 0.7% | 16,542 | 4.8% |
| Foundation H.S. Program (DLA) | 1,622 | 88.4% | 272,526 | 78.3% |
| Special Education Graduates | 131 | 7.1% | 25,962 | 7.5% |
| Economically Disadvantaged Graduates | 605 | 33.0% | 166,956 | 48.0% |
| LEP Graduates | 145 | 7.9% | 21,359 | 6.1% |
| At-Risk Graduates | 421 | 22.9% | 144,805 | 41.6% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| College, Career, and Military Ready Graduates (Student Achievement) *** | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 65.5% | 62.8% | 65.7% | 52.2% | 64.0% | 70.1% | 50.0% | 78.3% | * | 72.4% | 92.0% | 57.4% | 60.7% |
| College Ready Graduates *** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 50.0% | 49.1% | 46.9% | 28.1% | 39.4% | 56.1% | 25.0% | 69.8% | * | 44.8% | 3.1% | 30.2% | 29.7% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 58.2% | 60.3% | 61.3% | 49.4% | 48.5% | 71.8% | 33.3% | 84.9% | * | 58.6% | 9.2% | 42.6% | 19.3% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 46.0% | 45.4% | 44.8% | 29.6% | 33.9% | 54.8% | 25.0% | 73.6% | * | 41.4% | 3.1% | 27.8% | 15.2% |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 42.1% | 43.0% | 43.2% | 27.0% | 31.8% | 54.0% | 25.0% | 67.9% | * | 41.4% | 2.3% | 24.6% | 10.3% |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 16.4% | 6.3% | 3.0% | 3.3% | 9.2% | 8.3% | 5.7% | * | 3.4% | 0.0% | 1.5% | 0.0% |
| 2016-17 | 19.9% | 15.0% | 5.9% | 3.5% | 3.0% | 8.2% | 0.0% | 4.2% | 20.0% | 0.0% | 0.0% | 3.4% | 0.8% |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.4% | 22.3% | 22.6% | 8.2% | 21.3% | 25.9% | 25.0% | 52.8% | * | 24.1% | 1.5% | 13.6% | 24.1% |
| 2016-17 | 20.1% | 22.7% | 21.4% | 12.6% | 19.0% | 24.0% | 15.4% | 43.8% | 0.0% | 25.0% | 0.7% | 13.9% | 16.5% |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.4% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2016-17 | 0.8% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.0% | 1.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Career/Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 28.7% | 24.5% | 30.2% | 32.4% | 35.5% | 26.3% | 33.3% | 22.6% | * | 37.9% | 92.0% | 36.8% | 37.6% |
| 2016-17 | 13.2% | 10.6% | 15.0% | 12.4% | 15.8% | 15.5% | 3.8% | 15.6% | 30.0% | 9.4% | 14.2% | 14.7% | 16.9% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.8% | 3.4% | 4.6% | 1.9% | 8.1% | 3.2% | 16.7% | 1.9% | * | 6.9% | 0.8% | 6.9% | 6.2% |
| 2016-17 | 2.7% | 1.9% | 3.0% | 1.6% | 3.7% | 3.4% | 0.0% | 0.0% | 0.0% | 0.0% | 2.2% | 3.0% | 4.1% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.7% | 1.9% | 6.6% | 11.6% | 8.4% | 4.3% | 0.0% | 1.9% | * | 10.3% | 90.1% | 11.2% | 13.1% |
| 2016-17 | 1.0% | 0.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 38.7% | 31.7% | 38.0% | 33.0% | 40.4% | 37.9% | 33.3% | 41.5% | * | 31.0% | 34.4% | 40.8% | 42.8% |
| 2016-17 | 17.3% | 12.5% | 22.8% | 20.1% | 25.6% | 22.3% | 7.7% | 27.1% | 20.0% | 18.8% | 24.6% | 23.6% | 29.8% |

District Name: DENTON ISD
 County Name: DENTON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.3% | 4.5% | 4.3% | 6.4% | 4.7% | 3.1% | 8.3% | 0.0% | * | 17.2% | 6.1% | 4.6% | 3.4% |
| 2016-17 | 2.2% | 2.7% | 2.2% | 1.6% | 1.4% | 2.7% | 0.0% | 2.1% | 20.0% | 0.0% | 0.7% | 1.4% | 0.0% |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 2.6% | 2.1% | 2.8% | 4.1% | 3.9% | 2.0% | 0.0% | 0.0% | * | 3.4% | 39.7% | 3.6% | 4.8% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 0.6% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2016-17 | 0.5% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2017-18 | 32.1% | 30.8% | 25.7% | 21.0% | 22.5% | 29.5% | 8.3% | 26.4% | * | 17.2% | 5.3% | 20.7% | 10.3% |
| 2016-17 | 23.4% | 22.4% | 15.5% | 17.3% | 13.5% | 15.4% | 7.7% | 22.9% | 20.0% | 25.0% | 6.7% | 12.5% | 4.1% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 23.7% | 19.0% | 17.7% | 14.2% | 17.0% | 19.7% | 8.3% | 13.2% | * | 10.3% | 1.5% | 14.9% | 10.3% |
| 2016-17 | 19.8% | 16.6% | 12.9% | 10.2% | 14.4% | 12.9% | 7.7% | 16.7% | 0.0% | 6.3% | 4.5% | 11.9% | 7.4% |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 18.1% | 14.7% | 12.2% | 6.7% | 11.1% | 14.7% | 8.3% | 7.5% | * | 10.3% | 0.8% | 8.9% | 4.8% |
| 2016-17 | 12.9% | 11.2% | 7.7% | 5.1% | 7.6% | 8.4% | 0.0% | 12.5% | 0.0% | 6.3% | 2.2% | 6.7% | 1.7% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 58.4% | 48.4% | 54.6% | 50.6% | 55.9% | 55.3% | 50.0% | 52.8% | * | 44.8% | 58.0% | 56.4% | 60.0% |
| 2016-17 | 50.5% | 40.5% | 51.4% | 47.2% | 57.0% | 50.6% | 38.5% | 39.6% | 40.0% | 62.5% | 61.9% | 56.2% | 65.3% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 2.0% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2016-17 | 0.8% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 3.9% | 2.8% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2016-17 | 1.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 0.9% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2016-17 | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 25.8% | 27.2% | 24.9% | 11.5% | 19.7% | 30.5% | 24.2% | 51.3% | * | 35.1% | n/a | 15.7% | n/a |
| 2017 | 26.2% | 28.6% | 26.5% | 14.3% | 22.3% | 31.1% | 16.0% | 50.0% | 0.0% | 27.3% | n/a | 17.6% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 15.3% | 15.8% | 12.4% | 6.4% | 7.4% | 15.7% | 18.2% | 31.3% | * | 27.0% | n/a | 5.7% | n/a |
| 2017 | 15.9% | 16.9% | 13.9% | 9.5% | 8.9% | 16.9% | 12.0% | 32.7% | 0.0% | 13.6% | n/a | 7.2% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 7.3% | 7.9% | 6.8% | 2.6% | 3.7% | 8.7% | 0.0% | 30.4% | * | 5.4% | n/a | 3.2% | n/a |
| 2017 | 7.2% | 8.4% | 6.0% | 2.7% | 4.0% | 7.1% | 0.0% | 23.6% | 0.0% | 6.8% | n/a | 3.3% | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 10.8% | 12.9% | 9.1% | 4.6% | 5.6% | 11.4% | 6.1% | 27.8% | * | 13.5% | n/a | 5.0% | n/a |
| 2017 | 10.9% | 13.5% | 10.5% | 4.4% | 6.4% | 12.8% | 16.0% | 32.7% | 0.0% | 18.2% | n/a | 6.1% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 14.5% | 15.7% | 15.9% | 7.5% | 9.5% | 21.1% | 18.2% | 33.0% | * | 24.3% | n/a | 8.8% | n/a |
| 2017 | 15.0% | 17.0% | 17.1% | 9.9% | 12.9% | 20.6% | 12.0% | 31.8% | 0.0% | 20.5% | n/a | 10.4% | n/a |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 50.7% | 55.1% | 62.4% | 51.4% | 65.4% | 61.6% | 50.0% | 74.6% | - | 61.5% | n/a | 61.2% | n/a |
| 2017 | 49.1% | 53.0% | 57.6% | 48.7% | 59.5% | 56.3% | * | 72.7% | - | 66.7% | n/a | 51.4% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 42.5% | 52.6% | 58.3% | 38.5% | 45.3% | 65.2% | 16.7% | 61.1% | - | 50.0% | n/a | 53.6% | n/a |
| 2017 | 41.3% | 50.7% | 62.0% | 48.1% | 55.4% | 64.7% | * | 72.2% | - | 83.3% | n/a | 51.1% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 52.8% | 55.1% | 54.5% | 37.5% | 39.5% | 58.7% | - | 62.9% | - | * | n/a | 29.8% | n/a |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------------|
| 2017 Science | 51.3% | 51.0% | 54.1% | 53.3% | 31.0% | 57.4% | - | 69.2% | - | * | n/a | 22.0% | n/a |
| 2018 Science | 38.0% | 37.8% | 38.3% | 28.6% | 21.5% | 41.2% | * | 56.3% | - | 60.0% | n/a | 21.9% | n/a |
| 2017 Social Studies | 38.3% | 38.8% | 36.4% | 8.3% | 22.4% | 39.6% | * | 55.6% | - | 37.5% | n/a | 22.7% | n/a |
| 2018 Social Studies | 44.6% | 51.4% | 48.6% | 37.0% | 37.3% | 51.3% | 50.0% | 65.8% | - | 44.4% | n/a | 36.2% | n/a |
| 2017 Social Studies | 41.4% | 46.6% | 37.7% | 29.6% | 29.1% | 41.2% | * | 48.6% | - | 22.2% | n/a | 23.6% | n/a |
| SAT/ACT Results (Annual Graduates) *** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2017-18 | 74.6% | 69.4% | 63.5% | 67.0% | 45.4% | 72.9% | 33.3% | 96.2% | * | 48.3% | n/a | 46.8% | n/a |
| 2016-17 | 73.5% | 68.3% | 63.9% | 61.8% | 47.8% | 70.8% | 76.9% | 85.4% | 40.0% | 81.3% | n/a | 46.4% | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| 2017-18 | 37.9% | 47.1% | 53.6% | 29.6% | 41.1% | 63.4% | * | 68.6% | - | 57.1% | n/a | 31.1% | n/a |
| Average SAT Score (Annual Graduates) *** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 1036 | 1067 | 1104 | 1018 | 1044 | 1140 | * | 1202 | - | 1163 | n/a | 1017 | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2017-18 | 521 | 538 | 559 | 518 | 527 | 579 | * | 592 | - | 605 | n/a | 514 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 515 | 529 | 545 | 501 | 517 | 561 | * | 609 | - | 557 | n/a | 503 | n/a |
| Average ACT Score (Annual Graduates) *** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 22.6 | 22.5 | 19.1 | 21.3 | 23.7 | * | 25.2 | - | 22.1 | n/a | 19.2 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 20.3 | 22.5 | 22.8 | 19.0 | 21.5 | 24.0 | * | 25.2 | - | 22.9 | n/a | 19.1 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 22.2 | 21.7 | 18.4 | 20.7 | 22.7 | * | 25.7 | - | 21.4 | n/a | 19.0 | n/a |
| Science | | | | | | | | | | | | | |
| 2017-18 | 20.9 | 22.7 | 22.6 | 19.8 | 21.3 | 23.6 | * | 24.7 | - | 21.5 | n/a | 19.6 | n/a |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

| | State | Region 11 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|-----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Advanced Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 43.4% | 41.9% | 40.9% | 30.1% | 33.7% | 47.7% | 31.1% | 66.3% | 27.3% | 39.2% | 9.8% | 29.9% | 22.2% |
| 2016-17 | 37.1% | 36.9% | 37.1% | 26.5% | 28.6% | 44.2% | 25.4% | 60.2% | 30.8% | 29.2% | 6.6% | 24.0% | 17.4% |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 17.3% | 16.4% | 12.3% | 8.8% | 6.9% | 16.0% | 12.1% | 25.1% | 0.0% | 13.4% | 1.1% | 5.7% | 1.1% |
| 2016-17 | 16.8% | 16.3% | 12.2% | 9.9% | 7.1% | 15.3% | 6.8% | 20.6% | 8.3% | 14.5% | 0.6% | 5.7% | 0.8% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 19.7% | 15.8% | 11.1% | 11.7% | 19.1% | 10.5% | 32.2% | 0.0% | 9.7% | 0.9% | 9.9% | 5.6% |
| 2016-17 | 19.5% | 19.7% | 15.7% | 10.6% | 10.7% | 19.5% | 8.8% | 27.8% | 8.3% | 10.8% | 1.7% | 9.0% | 5.5% |
| Science | | | | | | | | | | | | | |
| 2017-18 | 21.2% | 21.3% | 21.5% | 17.1% | 17.6% | 24.4% | 15.5% | 36.1% | 0.0% | 24.2% | 6.3% | 15.7% | 12.6% |
| 2016-17 | 5.7% | 6.5% | 7.0% | 3.7% | 3.8% | 9.2% | 5.6% | 16.3% | 0.0% | 7.5% | 0.0% | 2.7% | 1.1% |
| Social Studies | | | | | | | | | | | | | |
| 2017-18 | 22.8% | 24.4% | 28.0% | 18.4% | 19.9% | 34.6% | 20.7% | 55.7% | 18.2% | 27.4% | 2.1% | 17.0% | 6.1% |
| 2016-17 | 21.8% | 23.9% | 28.2% | 20.6% | 19.5% | 34.4% | 16.9% | 51.5% | 0.0% | 23.0% | 1.7% | 16.7% | 5.3% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | |
| 2016-17 | 54.6% | 54.0% | 50.8% | 48.0% | 44.6% | 53.5% | 38.5% | 70.8% | 60.0% | 56.3% | 28.4% | 42.7% | 22.8% |
| 2015-16 | 54.7% | 54.7% | 55.6% | 49.2% | 50.2% | 60.1% | 46.7% | 70.3% | * | 50.0% | 26.7% | 45.6% | 35.1% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | |
| 2016-17 | 59.2% | 66.4% | 60.2% | 36.4% | 47.4% | 70.7% | * | 84.8% | * | 44.4% | 13.2% | 52.1% | 21.4% |
| 2015-16 | 55.7% | 60.5% | 56.0% | 33.0% | 44.4% | 66.4% | 42.9% | 70.4% | * | 46.7% | 0.0% | 39.8% | 17.9% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Student Information

| Student Information | District | | State | |
|---|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Total Students | 29,952 | 100.0% | 5,416,400 | 100.0% |
| Students by Grade: | | | | |
| Early Childhood Education | 53 | 0.2% | 15,122 | 0.3% |
| Pre-Kindergarten | 1,029 | 3.4% | 238,810 | 4.4% |
| Kindergarten | 2,055 | 6.9% | 373,435 | 6.9% |
| Grade 1 | 2,113 | 7.1% | 386,567 | 7.1% |
| Grade 2 | 2,180 | 7.3% | 387,490 | 7.2% |
| Grade 3 | 2,134 | 7.1% | 395,637 | 7.3% |
| Grade 4 | 2,271 | 7.6% | 411,805 | 7.6% |
| Grade 5 | 2,301 | 7.7% | 417,388 | 7.7% |
| Grade 6 | 2,333 | 7.8% | 417,587 | 7.7% |
| Grade 7 | 2,328 | 7.8% | 406,716 | 7.5% |
| Grade 8 | 2,312 | 7.7% | 404,933 | 7.5% |
| Grade 9 | 2,370 | 7.9% | 436,449 | 8.1% |
| Grade 10 | 2,312 | 7.7% | 400,571 | 7.4% |
| Grade 11 | 2,173 | 7.3% | 372,899 | 6.9% |
| Grade 12 | 1,988 | 6.6% | 350,991 | 6.5% |
| Ethnic Distribution: | | | | |
| African American | 4,939 | 16.5% | 684,349 | 12.6% |
| Hispanic | 9,330 | 31.1% | 2,847,629 | 52.6% |
| White | 13,983 | 46.7% | 1,484,069 | 27.4% |
| American Indian | 187 | 0.6% | 20,362 | 0.4% |
| Asian | 1,033 | 3.4% | 242,247 | 4.5% |
| Pacific Islander | 67 | 0.2% | 8,254 | 0.2% |
| Two or More Races | 413 | 1.4% | 129,490 | 2.4% |
| Economically Disadvantaged | 13,621 | 45.5% | 3,283,812 | 60.6% |
| Non-Educationally Disadvantaged | 16,331 | 54.5% | 2,132,588 | 39.4% |
| Section 504 Students | 3,388 | 11.3% | 354,440 | 6.5% |
| English Learners (EL) | 4,418 | 14.8% | 1,054,596 | 19.5% |
| Students w/ Disciplinary Placements (2017-18) | 357 | 1.1% | 75,963 | 1.4% |
| Students w/ Dyslexia | 775 | 2.6% | 194,074 | 3.6% |
| At-Risk | 10,588 | 35.3% | 2,713,848 | 50.1% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 3,301 | | 521,908 | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 1,132 | 34.3% | 221,426 | 42.4% |
| Students with Physical Disabilities | 833 | 25.2% | 114,118 | 21.9% |
| Students with Autism | 352 | 10.7% | 71,373 | 13.7% |
| Students with Behavioral Disabilities | 961 | 29.1% | 107,604 | 20.6% |
| Students with Non-Categorical Early Childhood | 23 | 0.7% | 7,387 | 1.4% |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Student Information

| <u>Student Information</u> | <u>- Non-Special Education Rates -</u> | | <u>- Special Education Rates -</u> | |
|----------------------------|--|--------------|------------------------------------|--------------|
| | <u>District</u> | <u>State</u> | <u>District</u> | <u>State</u> |
| Retention Rates by Grade: | | | | |
| Kindergarten | 1.8% | 1.7% | 8.4% | 6.2% |
| Grade 1 | 0.8% | 3.1% | 3.8% | 5.5% |
| Grade 2 | 0.4% | 1.8% | 1.1% | 2.3% |
| Grade 3 | 0.2% | 1.1% | 0.4% | 0.9% |
| Grade 4 | 0.3% | 0.5% | 1.1% | 0.5% |
| Grade 5 | 0.2% | 0.5% | 1.2% | 0.6% |
| Grade 6 | 0.1% | 0.4% | 0.0% | 0.5% |
| Grade 7 | 0.1% | 0.6% | 0.0% | 0.6% |
| Grade 8 | 0.2% | 0.4% | 0.4% | 0.7% |
| Grade 9 | 3.4% | 7.2% | 1.2% | 12.7% |

| | <u>----- District -----</u> | | <u>----- State -----</u> | |
|------------------------|-----------------------------|----------------|--------------------------|----------------|
| | <u>Count</u> | <u>Percent</u> | <u>Count</u> | <u>Percent</u> |
| Data Quality: | | | | |
| Underreported Students | 52 | 0.4% | 6,321 | 0.3% |

| <u>Class Size Information</u> | <u>District</u> | <u>State</u> |
|--|-----------------|--------------|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | |
| Elementary: | | |
| Kindergarten | 16.9 | 18.9 |
| Grade 1 | 17.3 | 18.8 |
| Grade 2 | 17.4 | 18.7 |
| Grade 3 | 18.5 | 18.9 |
| Grade 4 | 18.8 | 19.2 |
| Grade 5 | 19.5 | 21.2 |
| Grade 6 | 20.8 | 20.4 |
| Secondary: | | |
| English/Language Arts | 19.5 | 16.6 |
| Foreign Languages | 18.3 | 18.9 |
| Mathematics | 19.4 | 17.8 |
| Science | 20.2 | 18.9 |
| Social Studies | 21.8 | 19.3 |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

| Staff Information | District | | State | |
|---|----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Total Staff | 3,871.3 | 100.0% | 719,502.5 | 100.0% |
| Professional Staff: | 2,894.6 | 74.8% | 461,380.1 | 64.1% |
| Teachers | 2,241.7 | 57.9% | 358,450.1 | 49.8% |
| Professional Support | 519.5 | 13.4% | 72,848.5 | 10.1% |
| Campus Administration (School Leadership) | 109.8 | 2.8% | 21,812.7 | 3.0% |
| Central Administration | 23.6 | 0.6% | 8,268.8 | 1.1% |
| Educational Aides: | 387.5 | 10.0% | 74,292.4 | 10.3% |
| Auxiliary Staff: | 589.2 | 15.2% | 183,830.1 | 25.5% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 31.0 | n/a | 4,414.0 | n/a |
| Part-time | 6.0 | n/a | 572.0 | n/a |
| Counselors | | | | |
| Full-time | 80.0 | n/a | 12,433.0 | n/a |
| Part-time | 6.0 | n/a | 1,097.0 | n/a |
| Total Minority Staff: | 1,119.1 | 28.9% | 362,803.7 | 50.4% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 180.5 | 8.1% | 37,875.6 | 10.6% |
| Hispanic | 313.1 | 14.0% | 99,261.7 | 27.7% |
| White | 1,676.4 | 74.8% | 209,288.6 | 58.4% |
| American Indian | 8.0 | 0.4% | 1,236.1 | 0.3% |
| Asian | 20.1 | 0.9% | 6,037.0 | 1.7% |
| Pacific Islander | 2.0 | 0.1% | 676.7 | 0.2% |
| Two or More Races | 41.6 | 1.9% | 4,074.5 | 1.1% |
| Males | 549.6 | 24.5% | 85,138.1 | 23.8% |
| Females | 1,692.0 | 75.5% | 273,312.0 | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 169.6 | 7.6% | 4,932.1 | 1.4% |
| Bachelors | 1,442.6 | 64.4% | 263,991.5 | 73.6% |
| Masters | 611.9 | 27.3% | 87,059.6 | 24.3% |
| Doctorate | 17.5 | 0.8% | 2,466.8 | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 96.4 | 4.3% | 24,953.3 | 7.0% |
| 1-5 Years Experience | 600.0 | 26.8% | 103,762.4 | 28.9% |
| 6-10 Years Experience | 485.7 | 21.7% | 68,136.0 | 19.0% |
| 11-20 Years Experience | 744.8 | 33.2% | 105,158.7 | 29.3% |
| Over 20 Years Experience | 314.8 | 14.0% | 56,439.7 | 15.7% |
| Number of Students per Teacher | 13.4 | n/a | 15.1 | n/a |

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

| Staff Information | District | State |
|--|-----------------|--------------|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 7.1 | 6.3 |
| Average Years Experience of Principals with District | 6.1 | 5.4 |
| Average Years Experience of Assistant Principals | 5.7 | 5.3 |
| Average Years Experience of Assistant Principals with District | 5.1 | 4.7 |
| Average Years Experience of Teachers: | 11.1 | 11.1 |
| Average Years Experience of Teachers with District: | 7.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$49,389 | \$47,218 |
| 1-5 Years Experience | \$54,043 | \$50,408 |
| 6-10 Years Experience | \$55,902 | \$52,786 |
| 11-20 Years Experience | \$58,273 | \$56,041 |
| Over 20 Years Experience | \$63,916 | \$62,039 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$57,037 | \$54,122 |
| Professional Support | \$61,015 | \$64,069 |
| Campus Administration (School Leadership) | \$81,909 | \$78,947 |
| Central Administration | \$127,279 | \$103,400 |
| Instructional Staff Percent: | 74.5% | 64.5% |
| Turnover Rate for Teachers: | 12.3% | 16.5% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,074.9 |
| Educational Aides | 0.0 | 189.4 |
| Auxiliary Staff | 1.7 | 411.6 |
| Contracted Instructional Staff: | 0.0 | 6,043.6 |

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

| Program Information | ----- District ----- | | ----- State ----- | |
|--|----------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 4,409 | 14.7% | 1,066,099 | 19.7% |
| Career & Technical Education | 9,118 | 30.4% | 1,424,391 | 26.3% |
| Gifted & Talented Education | 3,276 | 10.9% | 436,361 | 8.1% |
| Special Education | 3,301 | 11.0% | 521,908 | 9.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 46.0 | 2.1% | 23,092.5 | 6.4% |
| Career & Technical Education | 107.3 | 4.8% | 17,483.0 | 4.9% |
| Compensatory Education | 19.7 | 0.9% | 9,548.1 | 2.7% |
| Gifted & Talented Education | 32.5 | 1.4% | 7,164.0 | 2.0% |
| Regular Education | 1,782.1 | 79.5% | 255,885.2 | 71.4% |
| Special Education | 160.2 | 7.1% | 32,449.2 | 9.1% |
| Other | 93.9 | 4.2% | 12,828.0 | 3.6% |

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

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

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

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

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

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CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: African American

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|---------------------------------|----------|---------------|---------|--------------|
| Rapid Letter Naming | | 72% | 28% | 0% | 0% |
| Rapid Vocabulary | Rapid Vocabulary 1 | 44% | 56% | 0% | 0% |
| | Overall Measure | 44% | 56% | 0% | 0% |
| Math | Rote Counting | 16% | 84% | 0% | 0% |
| | Shape Naming | 52% | 48% | 0% | 0% |
| | Number Discrimination | 72% | 28% | 0% | 0% |
| | Number Naming | 44% | 56% | 0% | 0% |
| | Shape Discrimination | 56% | 44% | 0% | 0% |
| | Counting Sets | 40% | 60% | 0% | 0% |
| | Operations | 24% | 76% | 0% | 0% |
| | Overall Measure | 88% | 12% | 0% | 0% |
| Social Emotional Checklist | Positive Social Behaviors | 0% | 0% | 0% | 0% |
| | Classroom Community and Safety | 0% | 0% | 0% | 0% |
| | Emotion and Behavior Regulation | 0% | 0% | 0% | 0% |
| | Self-Care | 0% | 0% | 0% | 0% |
| | Approaches to Learning | 0% | 0% | 0% | 0% |
| | Overall Measure | 96% | 4% | 0% | 0% |
| Early Writing Checklist | | 96% | 4% | 0% | 0% |
| * Measure has no benchmarks. | | | | | |

CIRCLE PM 4-Waves Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: African American

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

Assessment Language: English

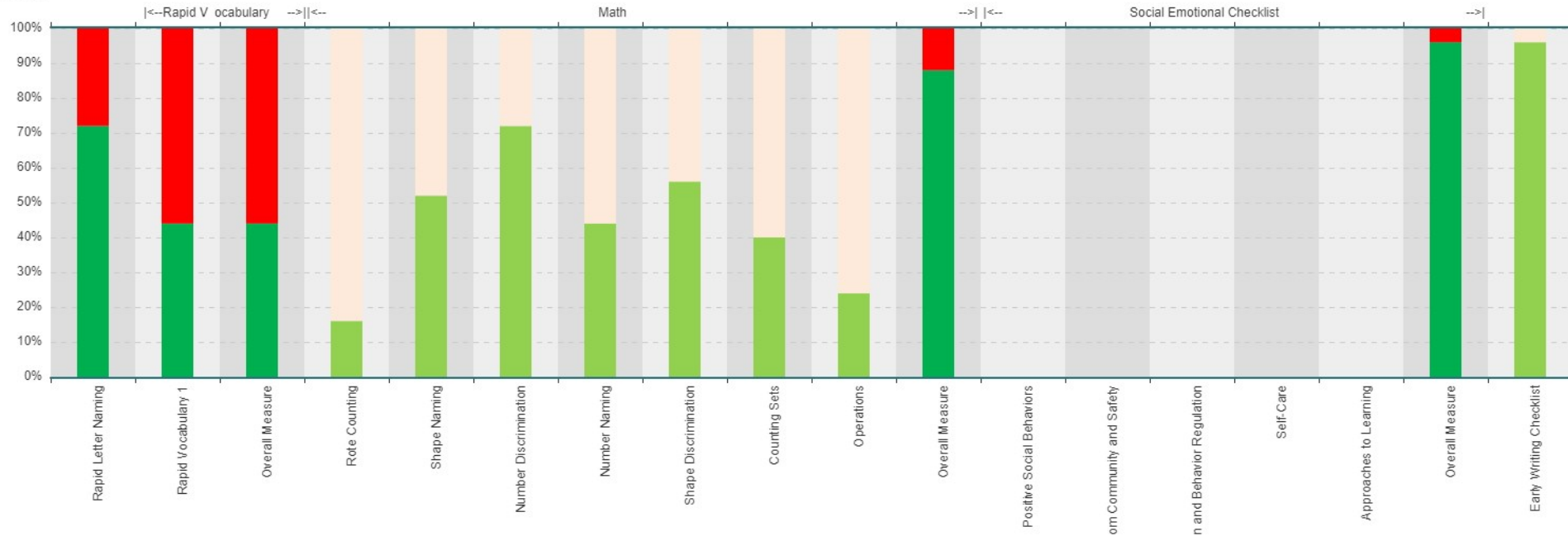
Class: ALL

Teacher: ALL

% of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range % of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD



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CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: All

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|---------------------------------|----------|---------------|---------|--------------|
| Rapid Letter Naming | | 47% | 53% | 0% | 0% |
| Rapid Vocabulary | Rapid Vocabulary 1 | 49% | 51% | 0% | 0% |
| | Overall Measure | 49% | 51% | 0% | 0% |
| Math | Rote Counting | 16% | 83% | 1% | 0% |
| | Shape Naming | 45% | 54% | 0% | 0% |
| | Number Discrimination | 59% | 41% | 0% | 0% |
| | Number Naming | 43% | 57% | 0% | 0% |
| | Shape Discrimination | 54% | 46% | 0% | 0% |
| | Counting Sets | 41% | 58% | 0% | 0% |
| | Operations | 16% | 83% | 0% | 0% |
| | Overall Measure | 79% | 21% | 0% | 0% |
| Social Emotional Checklist | Positive Social Behaviors | 0% | 0% | 0% | 0% |
| | Classroom Community and Safety | 0% | 0% | 0% | 0% |
| | Emotion and Behavior Regulation | 0% | 0% | 0% | 0% |
| | Self-Care | 0% | 0% | 0% | 0% |
| | Approaches to Learning | 0% | 0% | 0% | 0% |
| | Overall Measure | 96% | 4% | 0% | 0% |
| Early Writing Checklist | | 93% | 7% | 0% | 0% |
| * Measure has no benchmarks. | | | | | |

CIRCLE PM 4-Waves Community Benchmark Report



Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1

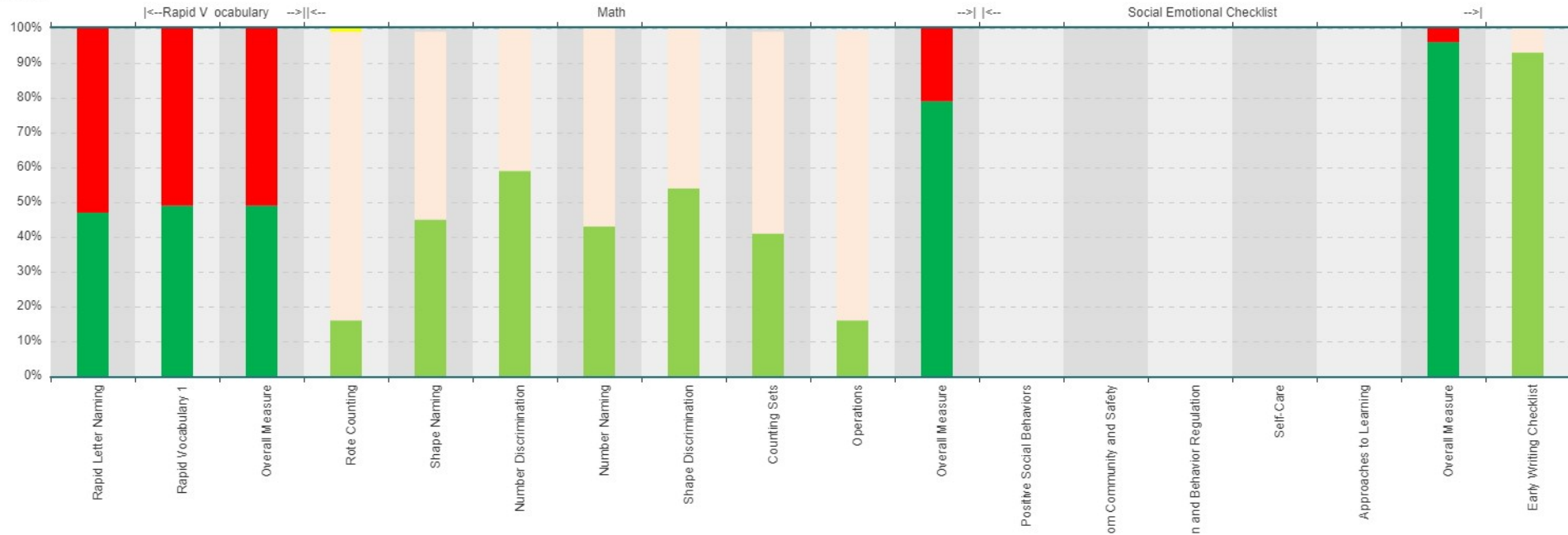
Assessment Language: English
Class: ALL
Teacher: ALL

Ethnicity: All
☐ Special Ed
 ☐ Special Ed (Former)
 ☐ English Learner
 ☐ Econ Disadvantaged
 ☐ Dyslexia

☐ % of Students Meeting On Track
 ☐ % of Students Meeting Needs Support
 ☐ % of Students Meeting Monitor
 ☐ % of Students Meeting Out of Range
 ☐ % of Students Meeting On Track
 ☐ % of Students Meeting Needs Support
 ☐ % of Students Meeting Monitor
 ☐ % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD



}

CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: Asian

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|---|---------------------------------|----------|---------------|---------|--------------|
| Rapid Letter Naming | | 50% | 50% | 0% | 0% |
| Rapid Vocabulary | Rapid Vocabulary 1 | 38% | 63% | 0% | 0% |
| | Overall Measure | 38% | 63% | 0% | 0% |
| Math | Rote Counting | 0% | 100% | 0% | 0% |
| | Shape Naming | 38% | 63% | 0% | 0% |
| | Number Discrimination | 50% | 50% | 0% | 0% |
| | Number Naming | 38% | 63% | 0% | 0% |
| | Shape Discrimination | 38% | 63% | 0% | 0% |
| | Counting Sets | 25% | 75% | 0% | 0% |
| | Operations | 0% | 100% | 0% | 0% |
| | Overall Measure | 50% | 50% | 0% | 0% |
| Social Emotional Checklist | Positive Social Behaviors | 0% | 0% | 0% | 0% |
| | Classroom Community and Safety | 0% | 0% | 0% | 0% |
| | Emotion and Behavior Regulation | 0% | 0% | 0% | 0% |
| | Self-Care | 0% | 0% | 0% | 0% |
| | Approaches to Learning | 0% | 0% | 0% | 0% |
| | Overall Measure | 100% | 0% | 0% | 0% |
| Early Writing Checklist | | 100% | 0% | 0% | 0% |
| Physical Development and Health Checklist | Fine and Visual Motor Checklist | 0% | 0% | 0% | 0% |
| | Gross Motor Checklist | 0% | 0% | 0% | 0% |
| | Health Status Checklist | 0% | 0% | 0% | 0% |
| | Overall Measure | 100% | 0% | 0% | 0% |
| * Measure has no benchmarks. | | | | | |

CIRCLE PM 4-Waves Community Benchmark Report



Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1

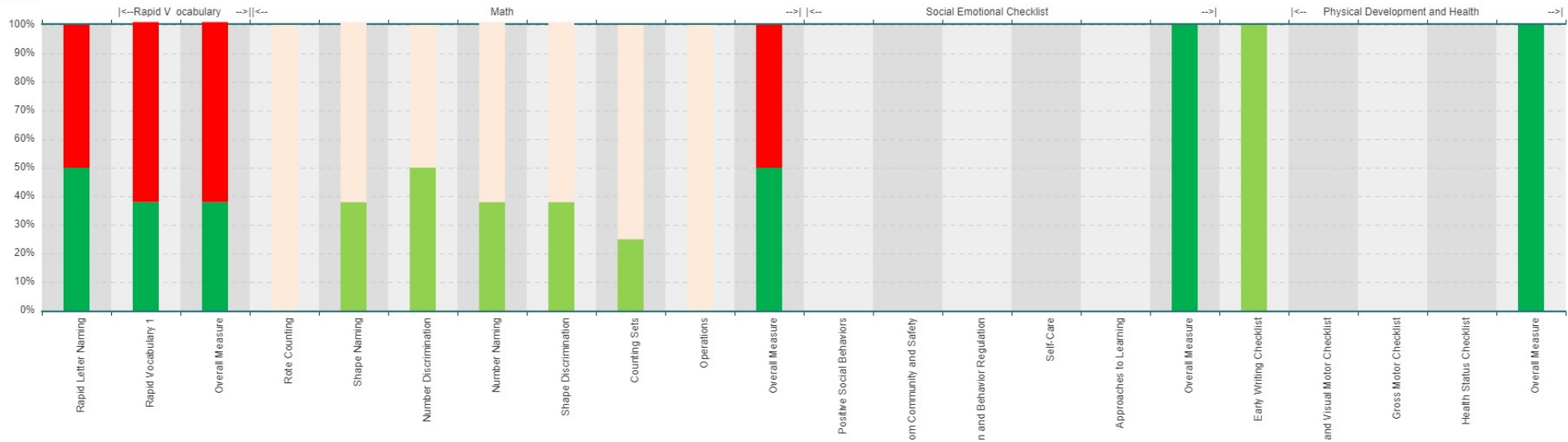
Assessment Language: English
Class: ALL
Teacher: ALL

Ethnicity: Asian
Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

% of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range % of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD



}

CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: Hispanic

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|---------------------------------|----------|---------------|---------|--------------|
| Rapid Letter Naming | | 50% | 50% | 0% | 0% |
| Rapid Vocabulary | Rapid Vocabulary 1 | 35% | 65% | 0% | 0% |
| | Overall Measure | 35% | 65% | 0% | 0% |
| Math | Rote Counting | 15% | 85% | 0% | 0% |
| | Shape Naming | 44% | 56% | 0% | 0% |
| | Number Discrimination | 45% | 55% | 0% | 0% |
| | Number Naming | 41% | 59% | 0% | 0% |
| | Shape Discrimination | 48% | 53% | 0% | 0% |
| | Counting Sets | 33% | 68% | 0% | 0% |
| | Operations | 18% | 83% | 0% | 0% |
| | Overall Measure | 71% | 29% | 0% | 0% |
| Social Emotional Checklist | Positive Social Behaviors | 0% | 0% | 0% | 0% |
| | Classroom Community and Safety | 0% | 0% | 0% | 0% |
| | Emotion and Behavior Regulation | 0% | 0% | 0% | 0% |
| | Self-Care | 0% | 0% | 0% | 0% |
| | Approaches to Learning | 0% | 0% | 0% | 0% |
| | Overall Measure | 95% | 5% | 0% | 0% |
| Early Writing Checklist | | 78% | 22% | 0% | 0% |
| * Measure has no benchmarks. | | | | | |

CIRCLE PM 4-Waves Community Benchmark Report



Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1

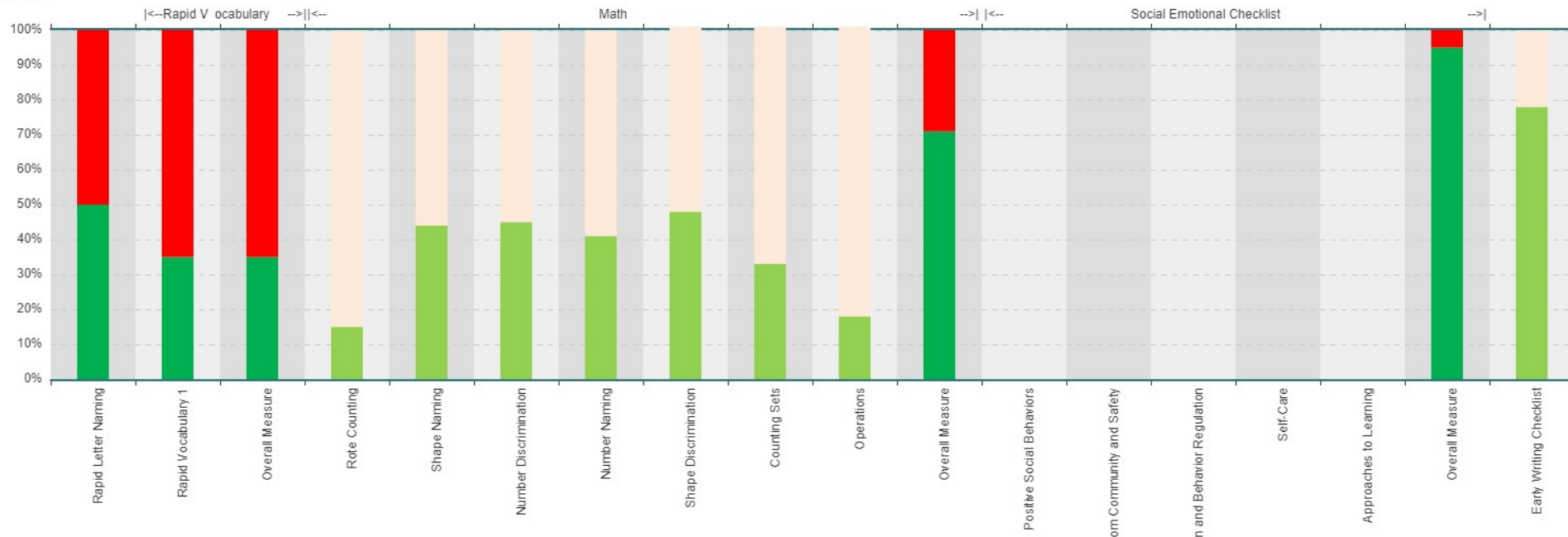
Assessment Language: English
Class: ALL
Teacher: ALL

Ethnicity: Hispanic
Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

% of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range % of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD



}

CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: Multiracial

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|---------------------------------|----------|---------------|---------|--------------|
| Rapid Letter Naming | | * | * | * | * |
| Rapid Vocabulary | Rapid Vocabulary 1 | * | * | * | * |
| | Overall Measure | - | - | - | - |
| Math | Rote Counting | * | * | * | * |
| | Shape Naming | * | * | * | * |
| | Number Discrimination | * | * | * | * |
| | Number Naming | * | * | * | * |
| | Shape Discrimination | * | * | * | * |
| | Counting Sets | * | * | * | * |
| | Operations | * | * | * | * |
| | Overall Measure | - | - | - | - |
| Social Emotional Checklist | Positive Social Behaviors | * | * | * | * |
| | Classroom Community and Safety | * | * | * | * |
| | Emotion and Behavior Regulation | * | * | * | * |
| | Self-Care | * | * | * | * |
| | Approaches to Learning | * | * | * | * |
| | Overall Measure | - | - | - | - |
| Early Writing Checklist | | * | * | * | * |
| * Measure has no benchmarks. | | | | | |

CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: Multiracial

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

Assessment Language: English

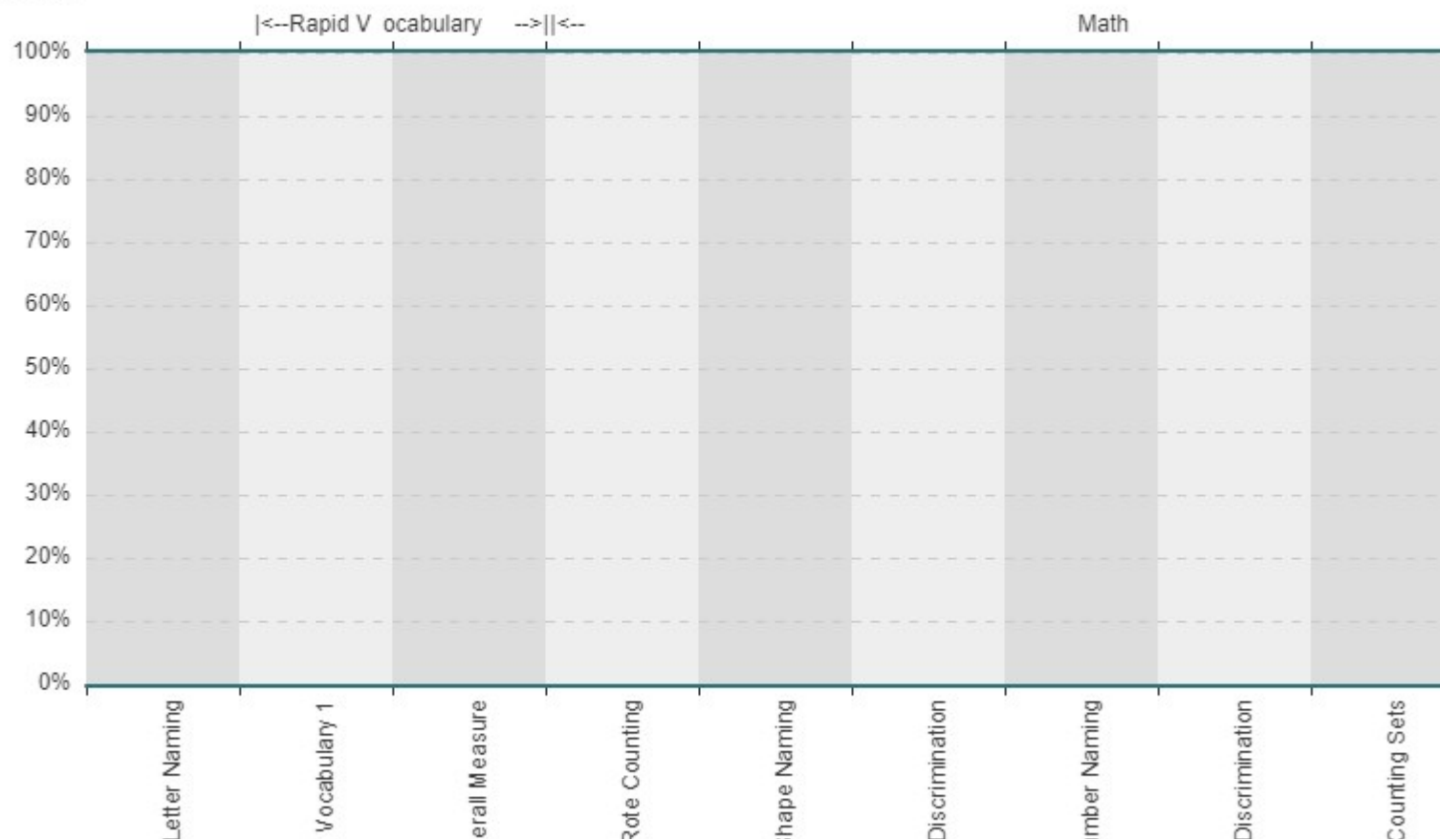
Class: ALL

Teacher: ALL

% of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor
% of Students Meeting Out of Range % of Students Meeting On Track % of Students Meeting Needs Support
% of Students Meeting Monitor % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD



CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1
Ethnicity: Multiracial

Assessment Language: English
Class: ALL
Teacher: ALL

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

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CIRCLE PM 4-Waves
Community Benchmark Report



Community: DENTON ISD

School: ALL

School year: 2019-2020

Wave 1

Ethnicity: White

☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Assessment Language: English

Class: ALL

Teacher: ALL

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|---------------------------------|----------|---------------|---------|--------------|
| Rapid Letter Naming | | 61% | 39% | 0% | 0% |
| Rapid Vocabulary | Rapid Vocabulary 1 | 68% | 32% | 0% | 0% |
| | Overall Measure | 68% | 32% | 0% | 0% |
| Math | Rote Counting | 26% | 74% | 0% | 0% |
| | Shape Naming | 68% | 32% | 0% | 0% |
| | Number Discrimination | 58% | 42% | 0% | 0% |
| | Number Naming | 58% | 42% | 0% | 0% |
| | Shape Discrimination | 71% | 29% | 0% | 0% |
| | Counting Sets | 55% | 45% | 0% | 0% |
| | Operations | 13% | 87% | 0% | 0% |
| | Overall Measure | 94% | 6% | 0% | 0% |
| Social Emotional Checklist | Positive Social Behaviors | 0% | 0% | 0% | 0% |
| | Classroom Community and Safety | 0% | 0% | 0% | 0% |
| | Emotion and Behavior Regulation | 0% | 0% | 0% | 0% |
| | Self-Care | 0% | 0% | 0% | 0% |
| | Approaches to Learning | 0% | 0% | 0% | 0% |
| | Overall Measure | 100% | 0% | 0% | 0% |
| Early Writing Checklist | | 93% | 7% | 0% | 0% |
| * Measure has no benchmarks. | | | | | |

CIRCLE PM 4-Waves Community Benchmark Report



Community: DENTON ISD
School: ALL
School year: 2019-2020
Wave 1

Assessment Language: English
Class: ALL
Teacher: ALL

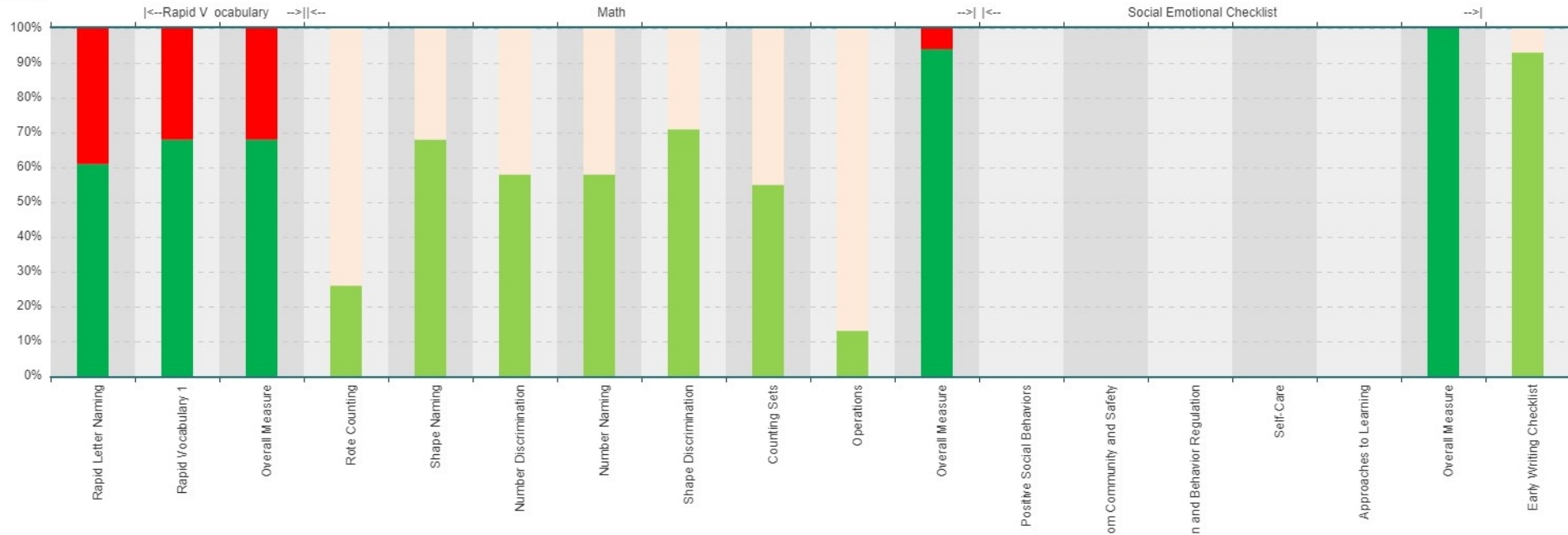
Ethnicity: White

Special Ed Special Ed (Former) English Learner Econ Disadvantaged Dyslexia

% of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range % of Students Meeting On Track % of Students Meeting Needs Support % of Students Meeting Monitor % of Students Meeting Out of Range

Community Benchmark Report

DENTON ISD



Digital Citizenship in Denton ISD

Powerful practice has two things in common.

1. Digitally Responsible Students

Digitally proficient students model responsible, appropriate, and healthy device use that includes...

- Revering intellectual property
- Respecting copyright
- Protecting the privacy of self and others
- Practicing kindness, empathy, and good judgement online
- Recognizing fraudulent or misleading content
- Mindfulness of the viral or permanent nature of online content
- Evaluating the accuracy of information and media

We want to see thoughtful and engaged citizens of our digital world who use technology for good that...

- Leverage technology to improve conditions or address problems in local and global communities
- Advance meaningful relationships
- Elevate one's own voice
- Contribute meaningful content to digital spaces

2. Informed and Proficient Parents

Digitally proficient parents are...

- Getting ready for school with practical tips, tricks, and tools
- Aware of privacy settings
- Able to set parental controls
- Teaching kids media smarts during breaking news
- Helping children avoid digital drama
- Keeping up with the latest apps kids are using
- Establishing basic social media rules
- Comfortable talking to their children about violence on TV, movies, or video games

Denton ISD
School Safety
SB820 and SB 11

1. Denton ISD maintains our Cybersecurity Policy according to Texas Education Code 11.175. This policy has been adopted and approved by the Board of Trustees for Denton ISD.
2. The District multi-hazard emergency plan is in place and revised annually. The current school safety allotment is \$9.00 per the weighted average daily attendance (ADA).
3. The District trauma informed care policy is available through the district SHAC committee and aligned to the TEC 11.252.
4. The District digital citizenship curriculum is attached to the addendum of the District Improvement Plan.
5. Texas Education Code 37.108 requires a district safety and security audit. Denton ISD has the audits on file, and they have been signed by the Board and the Superintendent.
6. The following is the list of members who serve on the School Safety Committee:

Jamie Wilson

Jeff Russell

Larry Dennison (Little Elm PD)

Jared Patterson

Sherri English

Jonathan Balmos

Barbara Burns

Jim Alexander

Denton ISD Early Childhood Literacy Goal Progress Measure

| | | | | | | | | | | | | | | |
|----------------|--|-----------|-----------|----------|----------|-----------|-----------|----------|-----------|-----------|------------|-----------|-----------|------------|
| GPM 1.0 | The percent of 3 rd grade students that score Meets grade level or above on STAAR Reading will increase from 43% to 60% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 43 | 32 | 40 | 42 | 34 | 0* | 46 | 53 | 30 | 15 | NA | 27 | NA | NA |
| August 2020 | 47 | 38 | 44 | 46 | 39 | 47 | 49 | 55 | 37 | 18 | NA | 34 | NA | NA |
| August 2021 | 51 | 43 | 48 | 49 | 44 | 51 | 52 | 56 | 42 | 21 | NA | 40 | NA | NA |
| August 2022 | 54 | 49 | 52 | 53 | 50 | 54 | 55 | 58 | 49 | 24 | NA | 47 | NA | NA |
| August 2023 | 57 | 54 | 56 | 56 | 55 | 57 | 58 | 59 | 54 | 27 | NA | 53 | NA | NA |
| August 2024 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 30 | NA | 60 | NA | NA |
| GPM 1.01 | The percent of 3 rd grade students that can read on grade level will increase from 67% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 67 | 60 | 90* | 73 | 59 | 83* | * | 74 | 56 | 39 | NA | 48 | NA | NA |
| August 2020 | 72 | 66 | 72 | 76 | 65 | 72 | 72 | 77 | 63 | 42 | NA | 56 | NA | NA |
| August 2021 | 76 | 72 | 76 | 80 | 71 | 76 | 76 | 80 | 70 | 44 | NA | 65 | NA | NA |
| August 2022 | 81 | 78 | 81 | 83 | 78 | 81 | 81 | 84 | 76 | 47 | NA | 73 | NA | NA |
| August 2023 | 85 | 84 | 85 | 87 | 84 | 85 | 85 | 87 | 83 | 49 | NA | 82 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 52 | NA | 90 | NA | NA |
| GPM 1.02 | The percent of 3 rd grade students on level in iStation/reading comprehension will increase from 70% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 70 | 64 | 77* | 82 | 62 | 67* | * | 76 | 60 | 48 | NA | 54 | NA | NA |
| August 2020 | 74 | 69 | 74 | 84 | 67 | 74 | 74 | 79 | 66 | 51 | NA | 61 | NA | NA |
| August 2021 | 78 | 74 | 78 | 85 | 73 | 78 | 78 | 82 | 72 | 54 | NA | 68 | NA | NA |
| August 2022 | 82 | 80 | 82 | 87 | 79 | 82 | 82 | 84 | 78 | 56 | NA | 76 | NA | NA |
| August 2023 | 86 | 85 | 86 | 88 | 84 | 86 | 86 | 87 | 84 | 59 | NA | 83 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 62 | NA | 90 | NA | NA |
| GPM 1.03 | The percent of 3 rd grade students that meet 2 or more of the above indicators will increase from 65% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 65 | | | | | | | | | | NA | | NA | NA |
| August 2020 | 70 | | | | | | | | | | NA | | NA | NA |
| August 2021 | 75 | | | | | | | | | | NA | | NA | NA |
| August 2022 | 80 | | | | | | | | | | NA | | NA | NA |
| August 2023 | 85 | | | | | | | | | | NA | | NA | NA |
| August 2024 | 90 | | | | | | | | | | NA | | NA | NA |

* less than 25 students

Sources: STAAR Reading 3; Report Card, Reading Level; iStation, Comprehension

Denton ISD Early Childhood Literacy Goal Progress Measure

| GPM 1.1 | The percent of PreK students that score on grade level or above in literacy will increase from % to % by June 2024. | | | | | | | | | | | | | |
|-------------|--|----|------|----|----|------|-----|----|----|----|-----|----|----|-----|
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | | | | | | | | | | | NA | | NA | NA |
| August 2020 | | | | | | | | | | | NA | | NA | NA |
| August 2021 | | | | | | | | | | | NA | | NA | NA |
| August 2022 | | | | | | | | | | | NA | | NA | NA |
| August 2023 | | | | | | | | | | | NA | | NA | NA |
| August 2024 | | | | | | | | | | | NA | | NA | NA |
| GPM 1.2 | The percent of K students that can read on grade level will increase from 70% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 70 | 67 | 83* | 86 | 63 | 100* | 53* | 74 | 61 | 37 | NA | 70 | NA | NA |
| August 2020 | 74 | 72 | 74 | 87 | 68 | 74 | 74 | 77 | 66 | 38 | NA | 74 | NA | NA |
| August 2021 | 78 | 76 | 78 | 88 | 74 | 78 | 78 | 80 | 73 | 40 | NA | 78 | NA | NA |
| August 2022 | 82 | 81 | 82 | 89 | 79 | 82 | 82 | 84 | 79 | 42 | NA | 82 | NA | NA |
| August 2023 | 86 | 85 | 86 | 90 | 85 | 86 | 86 | 87 | 85 | 44 | NA | 86 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 45 | NA | 90 | NA | NA |
| GPM 1.3 | The percent of 1 st grade students on grade level or above in reading comprehension will increase from 73% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 73 | 66 | 100* | 81 | 68 | 78* | 69* | 78 | 64 | 38 | NA | 72 | NA | NA |
| August 2020 | 76 | 71 | 76 | 83 | 72 | 76 | 76 | 80 | 69 | 39 | NA | 76 | NA | NA |
| August 2021 | 80 | 76 | 80 | 85 | 77 | 80 | 80 | 83 | 74 | 41 | NA | 79 | NA | NA |
| August 2022 | 83 | 80 | 83 | 86 | 81 | 83 | 83 | 85 | 80 | 42 | NA | 83 | NA | NA |
| August 2023 | 87 | 85 | 87 | 88 | 86 | 87 | 87 | 88 | 85 | 44 | NA | 86 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 45 | NA | 90 | NA | NA |
| GPM 1.4 | The percent of 2 nd grade students on grade level or above in reading comprehension will increase from 72% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 72 | 66 | 29* | 80 | 63 | 0* | 79 | 80 | 62 | 37 | NA | 55 | NA | NA |
| August 2020 | 76 | 71 | 76 | 82 | 68 | 76 | 81 | 82 | 68 | 39 | NA | 62 | NA | NA |
| August 2021 | 79 | 76 | 79 | 84 | 74 | 79 | 83 | 84 | 73 | 40 | NA | 69 | NA | NA |
| August 2022 | 83 | 80 | 83 | 86 | 79 | 83 | 86 | 86 | 79 | 42 | NA | 76 | NA | NA |
| August 2023 | 86 | 85 | 86 | 88 | 85 | 86 | 88 | 88 | 84 | 43 | NA | 83 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 45 | NA | 90 | NA | NA |

* less than 25 students

Sources: ELI/SELI Reading Comprehension (Aware)

Denton ISD Early Childhood Math District Progress Measure

| | | | | | | | | | | | | | | |
|----------------|---|-----------|-----------|----------|----------|-----------|-----------|----------|-----------|-----------|------------|-----------|-----------|------------|
| GPM 2.0 | The percent of 3 rd grade students that score Meets grade level or above on the STAAR test will increase from 47% to 60% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 47 | 30 | 50* | 59 | 37 | 20* | 57 | 58 | 34 | 23 | NA | 35 | NA | NA |
| August 2020 | 50 | 36 | 50 | 60 | 41 | 50 | 58 | 59 | 39 | 25 | NA | 40 | NA | NA |
| August 2021 | 52 | 42 | 52 | 60 | 46 | 52 | 59 | 60 | 45 | 26 | NA | 45 | NA | NA |
| August 2022 | 55 | 48 | 55 | 60 | 51 | 55 | 60 | 60 | 50 | 28 | NA | 50 | NA | NA |
| August 2023 | 58 | 54 | 58 | 60 | 56 | 58 | 60 | 60 | 55 | 29 | NA | 55 | NA | NA |
| August 2024 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 30 | NA | 60 | NA | NA |
| GPM 2.01 | The percent of 3 rd grade students that score on grade level in Problem Solving will increase from % to 60% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | | | | | | | | | | | | | NA | NA |
| August 2020 | | | | | | | | | | | | | NA | NA |
| August 2021 | | | | | | | | | | | | | NA | NA |
| August 2022 | | | | | | | | | | | | | NA | NA |
| August 2023 | | | | | | | | | | | | | NA | NA |
| August 2024 | | | | | | | | | | | | | NA | NA |
| GPM 2.02 | The percent of 3 rd grade students that score on level in Imagine Math (595Q) will increase from 15% to 60% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 15 | 6 | 19* | 16 | 8 | 0* | NA* | 19 | 7 | 7 | NA | 5 | NA | NA |
| August 2020 | 24 | 17 | 24 | 25 | 18 | 24 | 24 | 27 | 18 | 12 | NA | 16 | NA | NA |
| August 2021 | 33 | 28 | 33 | 34 | 29 | 33 | 33 | 35 | 28 | 16 | NA | 27 | NA | NA |
| August 2022 | 42 | 38 | 42 | 42 | 39 | 42 | 42 | 44 | 39 | 21 | NA | 38 | NA | NA |
| August 2023 | 51 | 49 | 51 | 51 | 50 | 51 | 51 | 52 | 49 | 25 | NA | 49 | NA | NA |
| August 2024 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 30 | NA | 60 | NA | NA |
| GPM 2.03 | The percent of 3 rd grade students that meet 2 or more of the above indicators will increase from % to 60% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | | | | | | | | | | | | | NA | NA |
| August 2020 | | | | | | | | | | | | | NA | NA |
| August 2021 | | | | | | | | | | | | | NA | NA |
| August 2022 | | | | | | | | | | | | | NA | NA |
| August 2023 | | | | | | | | | | | | | NA | NA |
| August 2024 | | | | | | | | | | | | | NA | NA |

* less than 25 students

Sources: STAAR Math 3; Report Card, Problem-solving competency; Imagine Math, Overall

Denton ISD Early Childhood Math District Progress Measure

| | | | | | | | | | | | | | | |
|-------------|--|----|----|----|----|----|----|----|----|----|-----|----|----|-----|
| GPM 2.1 | The percent of PreK students that score “on track” on the Circle PM Math Diagnostic will increase from ___% to ___% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | | | | | | | | | | | | | | |
| August 2020 | | | | | | | | | | | | | | |
| August 2021 | | | | | | | | | | | | | | |
| August 2022 | | | | | | | | | | | | | | |
| August 2023 | | | | | | | | | | | | | | |
| August 2024 | | | | | | | | | | | | | | |
| GPM 2.2 | The percent of K students that score on grade level or above in Math on Primary Numeracy will increase from 84% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 75 | 60 | * | 83 | 71 | * | * | 78 | 70 | 52 | NA | 71 | NA | NA |
| August 2020 | 78 | 66 | 78 | 84 | 75 | 78 | 78 | 80 | 74 | 54 | NA | 75 | NA | NA |
| August 2021 | 81 | 72 | 81 | 86 | 77 | 81 | 81 | 83 | 78 | 56 | NA | 79 | NA | NA |
| August 2022 | 84 | 78 | 84 | 87 | 82 | 84 | 84 | 85 | 82 | 57 | NA | 82 | NA | NA |
| August 2023 | 87 | 84 | 87 | 89 | 86 | 87 | 87 | 88 | 86 | 59 | NA | 86 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 60 | NA | 90 | NA | NA |
| GPM 2.3 | The percent of 1 st grade students that score on or above grade level in Math on Primary Numeracy will increase from 57% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 57 | 44 | * | 69 | 43 | * | * | 64 | 43 | 28 | NA | 44 | NA | NA |
| August 2020 | 64 | 53 | 64 | 73 | 52 | 64 | 64 | 67 | 52 | 31 | NA | 53 | NA | NA |
| August 2021 | 70 | 62 | 70 | 77 | 62 | 70 | 70 | 72 | 62 | 35 | NA | 62 | NA | NA |
| August 2022 | 77 | 72 | 77 | 82 | 71 | 77 | 77 | 78 | 71 | 38 | NA | 72 | NA | NA |
| August 2023 | 83 | 81 | 83 | 86 | 81 | 83 | 83 | 83 | 81 | 42 | NA | 81 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 45 | NA | 90 | NA | NA |
| GPM 2.4 | The percent of 2 nd grade students that score on or above grade level in Math on Primary Numeracy will increase from 55% to 90% by June 2024. | | | | | | | | | | | | | |
| Targets | ALL | AA | AI | A | H | PI | TR | W | ED | SE | FSE | EL | CE | NCE |
| Baseline | 55 | 45 | * | 73 | 40 | * | 54 | 61 | 48 | 30 | NA | 40 | NA | NA |
| August 2020 | 62 | 54 | 62 | 76 | 50 | 62 | 61 | 67 | 56 | 33 | NA | 50 | NA | NA |
| August 2021 | 69 | 63 | 69 | 80 | 60 | 69 | 68 | 73 | 65 | 36 | NA | 60 | NA | NA |
| August 2022 | 76 | 72 | 76 | 83 | 70 | 76 | 76 | 78 | 73 | 39 | NA | 70 | NA | NA |
| August 2023 | 83 | 81 | 83 | 87 | 80 | 83 | 83 | 84 | 82 | 42 | NA | 80 | NA | NA |
| August 2024 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 45 | NA | 90 | NA | NA |

* less than 25 students

Source: Aware, Primary Numeracy Math Inventory EOY, Overall = On Level/Ready [2019: Guyer Zone; 2020: 19/24 EL's; 2021: All EL's]

| Early Childhood Literacy Progress Measure | | | | | | | | | | | | | |
|--|------------------|-----------------|-------|----------|------------------|-------------|-------|-----------------------|------|-------------|-----------------|----------------------|--------------------------|
| The percentage of Pre-K students that score “On Track” on the Circle Progress Monitoring Emergent Literacy** Diagnostic will increase from 63% to 90% by June 2024 | | | | | | | | | | | | | |
| Yearly Target Goals | | | | | | | | | | | | | |
| 2020 | | 2021 | | | 2022 | | | 2023 | | | 2024 | | |
| 68% | | 74% | | | 79% | | | 84% | | | 90% | | |
| Student Groups Yearly Targets | | | | | | | | | | | | | |
| Targets | African American | Native American | Asian | Hispanic | Pacific Islander | Multiracial | White | Economic Disadvantage | SpEd | Former SpEd | English Learner | Continued Enrollment | Non Continued Enrollment |
| Baseline BOY 2019 | 61% | * | 63% | 54% | * | * | 74% | * | * | * | * | * | * |
| August 2020 | 66% | | 67% | 62% | | | 77% | | | | | | |
| August 2021 | 72% | | 72% | 70% | | | 80% | | | | | | |
| August 2022 | 78% | | 77% | 77% | | | 83% | | | | | | |
| August 2023 | 84% | | 82% | 85% | | | 86% | | | | | | |
| August 2024 | 90% | | 90% | 90% | | | 90% | | | | | | |

*No data available

**Emergent Literacy indicators are a composite score of Rapid Letter Naming, Rapid Vocabulary and Early Writing Checklist.

| Early Childhood Math Progress Measure | | | | | | | | | | | | | |
|---|------------------|-----------------|-------|----------|------------------|-------------|-------|-----------------------|------|-------------|-----------------|----------------------|--------------------------|
| The percentage of Pre-K students that score “On Track” on the Circle Progress Monitoring Math** Diagnostic will increase from 79% to 95% by June 2024 | | | | | | | | | | | | | |
| Yearly Target Goals | | | | | | | | | | | | | |
| 2020 | | 2021 | | | 2022 | | | 2023 | | | 2024 | | |
| 76% | | 81% | | | 87% | | | 93% | | | 95% | | |
| Student Groups Yearly Targets | | | | | | | | | | | | | |
| Targets | African American | Native American | Asian | Hispanic | Pacific Islander | Multiracial | White | Economic Disadvantage | SpEd | Former SpEd | English Learner | Continued Enrollment | Non Continued Enrollment |
| Baseline BOY 2019 | 88% | * | 50% | 71% | * | * | 94% | * | * | * | * | * | * |
| August 2020 | 90% | | 58% | 75% | | | 96% | | | | | | |
| August 2021 | 92% | | 66% | 79% | | | 97% | | | | | | |
| August 2022 | 95% | | 74% | 83% | | | 98% | | | | | | |
| August 2023 | 97% | | 82% | 87% | | | 99% | | | | | | |
| August 2024 | 100% | | 90% | 90% | | | 100% | | | | | | |

*No data available

**Math indicators are a composite score of Rote Counting, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and Operations.

Early Childhood Social Emotional Progress Measure

The percentage of Pre-K students that score “On Track” on the Circle Progress Monitoring Social Emotional Checklist** Diagnostic will increase from XX% to XX% by June 2024

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| XX% | XX% | XX% | XX% | XX% |

Student Groups Yearly Targets

| Targets | African American | Native American | Asian | Hispanic | Pacific Islander | Multiracial | White | Economic Disadvantage | SpEd | Former SpEd | English Learner | Continued Enrollment | Non Continued Enrollment |
|-------------------|------------------|-----------------|-------|----------|------------------|-------------|-------|-----------------------|------|-------------|-----------------|----------------------|--------------------------|
| Baseline BOY 2019 | 96% | * | 100% | 95% | * | * | 100% | * | * | * | * | * | * |
| August 2020 | 97% | | 100% | 96% | | | 100% | | | | | | |
| August 2021 | 97% | | 100% | 97% | | | 100% | | | | | | |
| August 2022 | 98% | | 100% | 98% | | | 100% | | | | | | |
| August 2023 | 99% | | 100% | 99% | | | 100% | | | | | | |
| August 2024 | 100% | | 100% | 100% | | | 100% | | | | | | |

*No data available

**Social Emotional indicators are a composite score of Positive Social Behaviors, Classroom Community and Safety, Emotion and Behavior Regulation, Self-Care, and Approaches to Learning.

| |
|---------------|
| |
| 2019 Baseline |
| 64% |

| CCMR Board Outcome Goal | | | | | | | | | | | | | | |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| The percentage of graduates that meet the criteria for CCMR will increase from 64% to 92% by August 2024. | | | | | | | | | | | | | | |
| Yearly Target Goals | | | | | | | | | | | | | | |
| 2020 | | 2021 | | | 2022 | | | 2023 | | | 2024 | | | |
| 70% | | 75% | | | 81% | | | 87% | | | 92% | | | |
| | | | | | | | | | | | | | | |
| Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | | |
| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2019 | 64% | 50% | 62% | 68% | NA | 75% | NA | 70% | 77% | 55% | NA | 61% | 67% | 51% |
| 2020 | 70% | 58% | 68% | 73% | 70% | 79% | 70% | 75% | 80% | 63% | 70% | 67% | 72% | 59% |
| 2021 | 75% | 67% | 74% | 78% | 75% | 82% | 75% | 79% | 83% | 70% | 75% | 73% | 77% | 67% |
| 2022 | 81% | 76% | 80% | 83% | 81% | 85% | 81% | 83% | 87% | 78% | 81% | 80% | 82% | 76% |
| 2023 | 87% | 84% | 86% | 88% | 87% | 89% | 87% | 88% | 90% | 85% | 87% | 86% | 87% | 84% |
| 2024 | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |

Source: TEA Closing the Gaps, Denton ISD - Status and Data Table