

2020-21 District Improvement Plan

Accountability Rating: B

District Name

Terrell Independent School District

Address

700 Catherine
Terrell, Texas 75160

District ID

129-906

Superintendent

Dr. Georgeanne Warnock

Date of School Board Approval



2020-21 District Educational Improvement Committee Members

Name	Position	Committee Role
Phillip Bennett	Teacher - FMS	Chairman; Professional Staff Member
Absolom Harvey	Teacher - THS	Professional Staff Member
Jennifer Limerick	Teacher - GWE	Professional Staff Member
Keri Marx	Teacher - WES	Professional Staff Member
Andre Long	Teacher - JWL	Professional Staff Member
Breana McCoy	Teacher - WHB	Professional Staff Member
Gary Cantrell	Teacher - TAEC/DAEP	Professional Staff Member
Megan Inglis	Teacher - GWE	Professional Staff Member at Large
Mindy Burris	Diagnostician - THS	Non -Teaching Campus Based Professional
Nancy Aviles	Counselor - FMS	Non -Teaching Campus Based Professional
Jay Thompson	Campus Administrator - THS	Non -Teaching Campus Based Professional
Jeff Graham	Parent	Parent
Mendy Long	Parent	Parent
Jenna Dunn	Business Leader	Business Leader
Cary Harwell	Business Leader	Business Leader
Shannon Kyle	Community Member - No Children	Community Member - No Children
Debbie Helm	Community Member - No Children	Community Member - No Children
Lucas Hurst	District Representative	Non-Teaching District Based Professional
Julie Fisher	TISD Executive Director of Continuous Improvement	Superintendent's Designee; Non-Voting Member
Georgeann Warnock	Superintendent	Superintendent; Non-Voting Member

Table of Contents

2020-21 District Educational Improvement Committee Members.....	2
Mission Statement	4
Vision	4
Core Beliefs	4
State Goals and Objectives	5
The State of Texas Public Education Mission and Academic Goals.....	5
The State of Texas Public Education Goals.....	5
The State of Texas Public Education Objectives.....	5
TEA Commissioner’s Strategic Priorities:	6
Comprehensive Needs Assessment Summary	7
Student Performance Data	16
Reading.....	16
Writing	26
English I	29
English II	30
Mathematics	32
Algebra I	42
Science	44
Biology.....	46
Social Studies.....	48
U.S History.....	50
Goals and Strategies	52

Mission Statement

The mission of Terrell Independent School District, a unique community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.

Diversity strengthens the community and enriches the fabric of our society.

It is the responsibility of the entire community to partner in the educational process.

Learning occurs best in a safe, structured, and nurturing environment.

Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.

Each person's educational path deserves to be valued equally.

Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.

Everyone is a teacher, and everyone is a learner.

We learn with and through others.

Effort, strategy, and help improve achievement.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- | | |
|-----------------|--|
| GOAL #1: | The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. |
| GOAL #2: | The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. |
| GOAL #3: | The students in the public education system will demonstrate exemplary performance in the understanding of science. |
| GOAL #4: | The students in the public education system will demonstrate exemplary performance in the understanding of social studies. |

The State of Texas Public Education Objectives

- | | |
|-----------------------|---|
| Objective #1: | Parents will be full partners with educators in the education of their children. |
| Objective #2: | Students will be encouraged and challenged to meet their full educational potential. |
| Objective #3: | Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. |
| Objective #4: | A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. |
| Objective #5: | Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. |
| Objective #6: | Qualified and highly effective personnel will be recruited, developed, and retained. |
| Objective #7: | The state's students will demonstrate exemplary performance in comparison to national and international standards. |
| Objective #8: | School campuses will maintain a safe and disciplined environment conducive to student learning. |
| Objective #9: | Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. |
| Objective #10: | Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. |
| Objective #11: | The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students. |

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Terrell ISD is a minority majority district with a high rate of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and community.

Demographics

Overall Summary

Terrell ISD is an accredited, growing District of Innovation with approximately 4,700 students. The enrollment in Terrell ISD has grown from 4,192 in 2013-2014 to 4,708 in 2020-21. Terrell ISD earned a "B" rating from TEA in 2019 with an "A" rating in the School Progress domain. School Progress is based on the district's achievement in Relative Performance as compared to other districts with similar percentages of economically disadvantaged populations. The district also earned an A-Superior Rating from TEA for its financial stability. The City of Terrell is located in Kaufman County in the state of Texas. Terrell is approximately 25 miles east of Dallas and is home to 19,148. Twenty-two percent of all households in Terrell live in poverty. Within Terrell, the median annual income of \$42,555 is 1/3 less than that across the United States. The ethnic breakdown of the city of Terrell does not mirror that of the school district. Within the city, approximately 47% are white, 26% Hispanic, and 22% are African American.

Terrell ISD, however, is comprised of the following student demographics for the 2019-2020 school year: African American - 22.13%, Hispanic - 49.24%, White -23.92%, American Indian - 0.21%, Asian - 0.47%, Two or More - 3.97%, Hawaiian/Pacific Islander - 0.06%. Terrell ISD's population is 50.15% female and 49.85% male. Other student demographics include: Economically Disadvantaged – 77.93%, At Risk – 55.71%, Immigrant - 0.19%, Migrant - 0.02%, Homeless - 0.13%. Student demographics for programs include: English Learners -20.16%, Special Education – 11.02%, Section 504 – 6.50%, Gifted and Talented -5.27%, CTE - 38.75%, Dyslexia - 3.72%. Demographics in the CTE programs and dual credit programs closely resemble district demographics. CTE enrollment is: African American: 21%, Hispanics 51%, White 24%, Two or more 3%. Spanish is the most prominent other language in Terrell ISD and the mobility rate of students in Terrell ISD is 7%, well above the state average.

Terrell ISD comprises 6 traditional campuses, 1 magnet campus, 2 non-traditional alternative campuses, and 1 satellite academy. Terrell High School has 1,224 students, Herman Furlough Middle School has 1,119 students, Gilbert Willie Elementary has 682 students, J.W. Long Elementary has 666 students, Dr. Bruce Wood Elementary has 600 students, Global Leadership Academy has 191 students, and W.H. Burnett Elementary has 374 students. The Terrell Alternative Education Center (TAEC) serves critically at-risk student population and is a drop-out recovery center. The Child & Adolescent Center is located at the Terrell State Hospital and serves students who have been institutionally committed for severe mental and behavioral issues. The Health Science Academy is a pull-out academy serving high school students desiring careers in the medical field. Terrell ISD cultivates a college and career going culture by providing a dual credit Associate degree program free of charge to students and providing numerous career pathway options.

Regarding Post-Secondary Indicators, 93.9% of students graduate in 4-years. This is above the state average and an increase from previous years. Students have shown tremendous gains and achieved significantly above state average in the areas of College, Career & Military Ready (80%), complete CTE sequence of study aligned with Industry Certifications (93.0%), and completing a CTE sequence (97.0%). The district has seen a double digit increase in the percent of students receiving dual course credit. At present 33.7% earn college credits, 37% complete TSIA in both English & Math and 45.2% test in SAT/ACT. These are all above state average. Of students enrolling in Texas Institutions of Higher Education, 55.1% completed one year without development courses. While this is below state average, it is an 8% increase for the students of Terrell ISD. Terrell is home to Trinity Valley Community College and Southwestern College. TISD and TVCC partner to provide dual course credit opportunities to our students.

The district attendance rate is 94.7%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Terrell ISD has 588 staff members, 64.1% of which are professional staff. Forty-six percent of the district's teachers have less than 5 years' experience and 61.5% have less than 10 years' experience. The turnover rate for teachers in Terrell ISD is 38.3% - well above state average. Teacher ethnicity does not mirror student population as 74.1% are white and 76.6% of the student

population is other than white. To remedy large class sizes, additional K-2 teachers have been added for the 2020-2021 school year. All positions funded with state special allotments and federal funds are evaluated annually to determine necessity and effectiveness. A mentor teacher program addresses the needs of beginning teachers and includes a monthly 'Tiger Academy' established to support teachers new to the profession and those in need. Professional Learning Communities provide job-embedded, data-driven, class-room focused, and collaborative learning opportunities for teachers. Additional individualized instructional coaching is provided as needed. The district provides targeted professional development annually, this is a combination of teacher selected and district mandated. Regular classroom monitoring by campus administrators ensuring that teachers implement what they learn.

Terrell ISD seeks ways to engage parents and the community. A number of adult education courses are offered to our parents and the community including citizenship, Spanish, ESL, First Aid, Parenting, Nutrition and others. The ExCEL Center was designed to provide a multi-purpose area for the community, parents, and students to engage in extended learning opportunities and well-rounded, physical health of all. While ExCEL activities have been hindered by COVID-19 restrictions, the district looks forward to resuming activities as soon as possible.

Summary of Strengths

What were the identified strengths?

Diversity of student population.

Participation in dual credit college courses.

Variety of programs offered to students.

Increasing student performance.

Summary of Needs

What were the identified needs?

Student attendance rates are low

Lack of diversity of teaching staff

High turn-over rate of staff

Need for additional social and emotional supports for students

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Increase student performance.

Develop capacity of employees.

Support social and emotional needs for students and teachers.

Create positive culture.

Student Achievement

Overall Summary

State accountability testing was not conducted in the 2019-2020 school year; therefore, Terrell ISD's state rating remains in place from the 2018-2019 school year. The district's accountability rating increased from an overall score of 'C' (75) to a score of 'B' (87). Gains were made in every state accountability Domain and all campuses received passing grades in state accountability. The School Progress domain received an "A" based on the district's achievement in Relative Performance which measures the achievement of all students relative to districts with similar economically disadvantaged percentages. Two campuses received Distinctions from the Texas Education Agency. Terrell High School received distinctions in (1) Academic Achievement in Science, and (2) Post-secondary Education. Gilbert Willie, Sr. Elementary received distinctions in (1) Academic Achievement in ELAR, (2) Academic Achievement in Math, and (3) Top 25% Comparative Academic Growth.

TISD's curriculum is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. Student Achievement Leadership Teams set campus goals and maintain instructional focus while Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development.

The district places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EL students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training at each campus.

In need with consistent program monitoring for academics, behavior, and attendance, a systemic Multi-Tiered Systems of Support (MTSS) process will be implemented for all students. Teachers and staff facilitate student awareness of academic and behavioral expectations, including teaching students how to write goals throughout the year and monitor their own progress through the implementation of Individual Academic Plans. Students in special education continue to underperform in comparison to non-special education students and are commonly targeted for improvement.

TISD offers a routine and consistent schedule of quality academic enrichment activities that impact our community in the most positive way. The ExCEL Center provides academic and enrichment activities throughout the school year. By utilizing the ExCEL Center and other facilities, TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. Continued opportunities are provided year round for all students to increase student achievement. The district offers accelerated instruction through advanced level courses, gifted & talented programs, dual credit opportunities, career & technology pathways, and other opportunities. Additionally, TISD provides student options of services by establishing satellite campuses, such as the Global Leadership Academy and Health Science Academy, to address specific skill sets.

The district is focused on increasing student achievement in all areas by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. The district provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. The district provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's). PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. With the vision of EXPECT MORE. ACHIEVE MORE., it is the instructional goal that ALL students 'grow' each year and that 'no students goes backwards'. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Summary of Strengths

What were the identified strengths?

Improved state accountability rating

"A" School Progress/relative performance ratings

Academic enrichment opportunities

Job-embedded professional development opportunities through PLCs

Summary of Needs

What were the identified needs?

Need to increase literacy

Need to increase digital fluency

Need to increase college & career readiness

Ensure implementation of Systemic Multi-Tiered Systems of Support (MTSS) process

Student growth in all subjects

Professional accountability to implement learning from professional development

Increase number of students attaining Meets and Masters on state assessments

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Early Literacy

Blended learning and digital fluency

Professional development to increase teacher capacity

Attain Board Goals

District Processes & Programs

Overall Summary

Terrell ISD has a targeted focus on the high achievement of students which is addressed through quality leadership, effective teaching and engaged learning. A local administrator and teacher evaluation system is in place to ensure that teachers receive regular observations and appropriate feedback to implement effective teaching practices. The district provides annual training of

the teacher evaluation rubric and holds staff accountable for increasing student achievement in all areas.

At the heart of all professional development, is the improved quality and retention of effective teachers and leaders. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff. Professional development focusing on classroom practices, data-driven instruction, increasing student achievement, social-emotional intelligence and cultural responsiveness are but a few of the areas addressed. Professional Learning Communities (PLCs) provide job-embedded, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. The Tiger Academy is provided once per month and addresses the unique needs of teachers new to the education profession. Additionally, teachers new to Terrell ISD attend New Teacher Orientation. Flexible exchange days allow teachers/employees to select professional development that meets their individual needs.

The District provides incentives to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, access to the fitness center and personal trainers and other incentives.

The district actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary math and science. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is 24.7%, well above the state average. Teacher salaries are also above state average. District teacher demographics do not mirror student population demographics. Teacher population is 74% white, while the student population is 24% white.

The district provides opportunities for all stakeholders to provide input for improving TISD. Committees such as: District Educational Improvement Council (DEIC), Campus Leaderships Teams, Campus Site-Based Decision Making Committees, Parent Teacher Organizations (PTO), Head Start Advisory Council, and CTE Advisory Board allow stakeholder input for improvement. These school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, be part of developing solutions to identified problems. Additionally, teachers participate in department meetings, Professional Learning Communities, faculty meetings, and have open access to the campus administration and district leadership through the Leading & Learning department. Staff members are encouraged to take ownership and provide leadership by participating in a variety of campus/district committees. The mentoring program and Tiger Academy allow effective teachers to hone their leadership skills and share their talents with their peers. Bachelor degree and Master degree programs are available for employees and an Aspiring Leaders Academy is available for teachers exploring administrative roles.

TISD monitors high expectations and critical thinking for high student achievement. Development of a district curriculum is an evergoing process. A scope and sequence geared toward meeting the needs of Terrell ISD students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLC's ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). The district provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development. Mentors (Peer Teachers) have been added and trained to support all first and second year teachers.

With the 2020-2021 addition of one-to-one computer technology for students in grade 3-12, and in class access to all students PK-2, Terrell ISD is incorporating three methods for enrollment: (1) Face-to-Face, (2) Synchronous online instruction with TISD teachers at a designated times, and (3) A-synchronous online instruction at-home digital experiences in core areas and face-to-face elective experiences. Terrell ISD is part of the Region 10 Fiber Consortium which upgraded the district's internet connectivity (through E-Rate) to 10 gigabytes. Terrell ISD provides its employees with standard technology equipment including laptops, document cameras, and projectors. Red Cats and Classroom Performance Systems (CPS) are available as needed. Campuses are equipped with HIVE-computer labs, Computer -on-Wheel carts (COWs), and iPad systems. Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Odysseyware, Go Math, Woozers, Prodigy Math, Stephenson Reading, Achieve 3000: Smarty Ants, KidBiz, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEAM and STEM opportunities are available to all students K-12. College, career and military guidance and counseling is provided to all students.

The Leading & Learning team of administrators, curriculum writers, instructional coaches, and various directors of special programs, use data to guide and impact classroom instruction. Data driven decision making drives the choices for materials and resources for classroom teachers, as well as district initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and trainings are provided such as Reading Plus, Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), StemScopes, Stephenson Reading, Achieve 3000, Wowzers, Odysseyware, Guided Reading, Credit Recovery, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), Computers On Wheels (COWs), technology upgrades, hardware upgrades, district endeavors, are but a few of the instructional tools utilized. Continued opportunities are provided for students to participate and obtain dual credit, Advanced Placement (AP) courses, Career Technical Education (CTE) certifications, and the Associate's degree program. STEAM classes are available K-12.

The district established a framework that addresses consistent support for academic performance, behavior expectations, and character development. Students of character are recognized monthly. Master schedules are developed to maximize instructional time and support accelerated instruction. Principals maintain systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students. Transportation for after-hours activities is available to all students to allow participation in academic tutorials and athletics. Facility improvements provide a safe and secure environment for students, staff, and parents across the district.

A partnership exists with Terrell State Hospital staff, doctors, staff volunteers, community relations. Services are provided through the Terrell Alternative Education Center (TAEC) to support students who are in imminent danger of dropping out of school, recovery of students that have dropped out of school, and those in need of pregnancy related services. Additional satellite campuses are established to meet the unique needs of students.

Terrell ISD is identified as a District of Innovation by the Texas Education Agency allowing the Terrell ISD Board of Trustee local control over a number of issues including, but not limited to, district calendar start/end times and local certification.

Summary of Strengths

What were the identified strengths?

New teacher mentor programs

District of Innovation flexibilities

One-to-one technology

Summary of Needs

What were the identified needs?

Need for blended learning training

Need for technology integration

Need for increased early literacy growth

Need for automated systems

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Blended Learning & Technology

Early Literacy

Effective instruction

Perceptions

Overall Summary

The district places priority on safety. All campuses complete safety drills, view multiple security cameras, attend district safety meetings, complete compliance training and continuing education training. The district created a Crisis Command Center for the police department to have immediate access to all district cameras as well as local emergency agencies. Teacher and student surveys indicate school is a safe environment.

The district attendance rate is 94.7%, which is below state average. Student attendance is a focused area of concern as attendance has a direct impact of student achievement. A perception of student apathy exists due to a low attendance rate. However, low attendance can be attributed to a number of other causes.

The drop-out rate for students in grades 9-12 is 1.2%. This is below state average and represents a decrease from the previous year.

Teachers report student behaviors frequently interrupt and negatively impact instruction. To address behavior issues, the district implemented a step system code of conduct, trained a team of teachers in Crisis Prevention Institute techniques, teachers practice Restorative Discipline and Positive Behavior Interventions and Supports, and ROAR. The district will continue to upgrade safety features and training (i.e., cameras, locks, professional development opportunities, Gold Star Transportation, etc.). A pattern of African American males represent a higher number of disciplinary actions than other populations exist. A ROAR Packet was established to act on reports of threats or bullying.

The parent surveys report greater than 90% of parents feel that the district does well in the following: (1) Teachers encourage their child to do their best. (2) Expectations for student behavior in classrooms and commons areas are communicated to students and parents. (3) Teachers are knowledgeable about how to teach children. (4) Teachers welcome and support my concerns about my child. (5) I feel welcomed at this school. (6) This campus is a safe place for my child. To communicate opportunities for parent engagement, the district advertises district activities and events such as Back to School Fair, Open Houses, Parent-Teacher conferences, ExCEL enrichment activities through website, Facebook, Twitter, flyers/brochures, campus newsletters, district publications such as ROAR magazine. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. Volunteer opportunities are emphasized district-wide. The district provides the Community Resource Guide in both English and Spanish. The Terrell ISD website houses need to know information regarding the district and updated parent information is maintained on the District database TxEIS.

A parent survey in English and Spanish is utilized to determine specific needs. Facilitation of parent involvement nights are organized according to feedback from the parental survey. The district encourages the use of Spanish language translators for all campus activities. The district also provides "Sayhi", a free phone application that interprets two language conversations instantly and "Epic", an electronic library with a wide variety of books in English and Spanish, including read aloud books.

Terrell ISD hosts various parent and community engagement programs such as: Veterans' Day Program, Alumni Breakfasts, Senior Citizen Appreciation Luncheon, Hall of Fame Induction and Luncheon, Hispanic Heritage Day, Black History Program,

College & Career Fairs, universal breakfast program, citywide feeding programs, and community health clinics and services provided at school. There are additional community involvement opportunities with sports, clubs, organizations (i.e., TVCC, Kiwanis, City of Terrell, TVEC, E-Terrell, TISD Excellence Foundations, Terrell Garden Club, K-Kids, CTE Advisory Board, Terrell Bible Club, etc.). Although tremendous efforts are made, student surveys report that their parents are not fully engaged and do not attend school functions.

The Terrell ISD ExCEL Center exists to provide quality opportunities for our youth to enhance their education, athletic skills, their character and their lives. TISD offers a routine and consistent schedule of quality academic enrichment activities to impact our community in the most positive way. TISD provides safe out-of-school time programs for all students including those in greatest need of academic and family support. To this end, the Excellence Center for Enhanced Learning (ExCEL) Center is utilized to support year-round student engaging academic and enrichment activities. ExCEL hosts adult education courses including, ESL, citizenship, CPR, cooking, GED, and financial literacy. Additionally, senior citizens'/district employees have access to a fitness center to promote balanced and healthy lifestyles.

The district works to provide avenues for parents and stakeholders to share new ideas and create activities that promote widespread student participation. To promote parental engagement and partnership, the district strives to utilize multiple forms of communication including social media. Campus staff members make home visits to build relationships and connections with parents and students. Terrell ISD pursues multiple avenues to support communication with parents including, but not limited to: Parent Portal, Remind messenger program, Facebook, Twitter, ROAR magazine, hosting campus nights (Read-a-Thon, Math Night, etc.), and holding adult education classes. The district also organizes events such as the annual coat and blanket drive.

The District promotes partnerships with the community. Businesses support the district in a number of ways including: (1) hosting profit sharing evenings, i.e. dinners at Freddy's, Chick-Fil-A, etc., (2) providing grant opportunities for campuses, teachers, and students through the TISD Excellence Foundation, (3) TVCC partners with the district for dual credit courses and the Health Science Academy, (4) Platinum Ford supports CTE and Teacher of the Year programs, and (5) Kiwanis K-Kids provide an incentive program.

The teacher turnover rate in Terrell ISD is consistently higher than state average. To support inexperienced teachers, the district hosts an annual New Teacher Orientation and a monthly Tiger Academy. Beginning 2020-2021 all first and second year teachers will be assigned a mentor teacher to provide regular and consistent support.

Summary of Strengths

What were the identified strengths?

ExCEL activities

Safe schools

Numerous parent and community events

Summary of Needs

What were the identified needs?

Student engagement in the classroom

Classroom management practices

Increased student attendance rate

Lower rate of teacher turnover

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

- Parent and Community Engagement
- Classroom management training
- Well-rounded student

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	329	1378	153	47	176	53	98	30	58	18
	4	356	1455	164	46	192	54	105	29	46	13
	5	324	1498	145	45	179	55	101	31	42	13
	6	294	1543	121	41	173	59	82	28	32	11
	7	301	1587	131	44	170	56	68	23	34	11
	8	277									
2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	335	1394	120	36	215	64	95	28	53	16
	4	344	1455	166	48	178	52	93	27	46	13
	5	370	1505	160	43	210	57	117	32	46	12
	6	348	1554	141	41	207	59	98	28	41	12
	7	294	1608	115	39	179	61	95	32	58	20
	8	323	1625	127	39	196	61	88	27	44	14
2018-19 Reading STAAR Results											
Student Group											

All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	308	1418	95	31	213	69	111	36	68	22
	4	322	1473	119	37	203	63	98	30	47	15
	5	350	1512	142	41	208	59	103	29	50	14
	6	380	1536	172	45	208	55	103	27	42	11
	7	359	1626	115	32	244	68	140	39	71	20
	8	292	1659	83	28	209	72	124	42	52	18

2016-17 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	151	1368	77	51	74	49	41	27	27	18
	4	168	1453	76	45	92	55	49	29	20	12
	5	167	1495	80	48	87	52	54	32	22	13
	6	145	1534	65	45	80	55	37	26	10	7
	7	140	1577	68	49	72	51	29	21	11	8
	8	140									

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	174	1379	62	36	112	64	39	22	20	11
	4	160	1454	81	51	79	49	41	26	20	13
	5	176	1502	78	44	98	56	51	29	24	14
	6	175	1546	75	43	100	57	45	26	16	9

	7	148	1602	54	36	94	64	45	30	26	18
	8	148	1613	62	42	86	58	31	21	14	9
2018-19 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	150	1423	44	29	106	71	53	35	34	23
	4	172	1480	57	33	115	67	58	34	29	17
	5	175	1500	74	42	101	58	46	26	24	14
	6	185	1539	84	45	101	55	51	28	21	11
	7	183	1616	62	34	121	66	59	32	31	17
	8	147	1664	37	25	110	75	64	44	23	16
American Indian or Alaska Native	3	3									
	4	1									
	5	1									
	6	1									
	7	3									
	8	1									
American Indian or Alaska Native	3	2									
	4	3									
	5	1									
	6	0									
	7	1									
	8	3									
American Indian or Alaska Native	3	0									
	4	1									

	5	2									
	6	0									
	7	0									
	8	1									

Asian	5	2									
	6	5	1605	2	40	3	60	2	40	2	40
	7	0									

2016-17 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1351	40	49	41	51	19	23	8	10
	4	88	1403	58	66	30	34	16	18	5	6
	5	61	1459	31	51	30	49	10	16	5	8
	6	66	1501	33	50	33	50	11	17	4	6
	7	73	1558	37	51	36	49	6	8	4	5
	8	60									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	75	1375	35	47	40	53	18	24	9	12
	4	83	1417	47	57	36	43	13	16	5	6
	5	89	1454	55	62	34	38	19	21	5	6
	6	68	1527	30	44	38	56	15	22	6	9
	7	68	1557	38	56	30	44	15	22	8	12

	8	76	1599	38	50	38	50	16	21	6	8
2018-19 Reading STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	69	1358	31	45	38	55	13	19	8	12
	4	71	1450	32	45	39	55	15	21	8	11
	5	81	1497	40	49	41	51	22	27	9	11
	6	88	1489	53	60	35	40	15	17	5	6
	7	68	1613	21	31	47	69	26	38	8	12
	8	61	1609	28	46	33	54	14	23	6	10
Native Hawaiian or Other Pacific Islander	5	1									
	6	0									
	7	0									
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	76	1416	29	38	47	62	30	39	18	24
	4	82	1514	22	27	60	73	35	43	18	22
	5	77	1516	31	40	46	60	29	38	11	14
	6	67	1598	17	25	50	75	29	43	14	21
	7	81	1629	25	31	56	69	31	38	17	21
	8	68									
2017-18 Reading STAAR Results											

2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	76	1455	18	24	58	76	36	47	24	32
	4	81	1491	28	35	53	65	32	40	16	20
	5	89	1560	23	26	66	74	41	46	16	18
	6	85	1575	32	38	53	62	28	33	16	19
	7	58	1673	16	28	42	72	27	47	20	34
	8	91	1657	26	29	65	71	37	41	21	23
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	75	1467	14	19	61	81	39	52	23	31
	4	70	1483	26	37	44	63	22	31	8	11
	5	74	1549	21	28	53	72	27	36	14	19
	6	90	1568	32	36	58	64	30	33	15	17
	7	86	1642	28	33	58	67	40	47	24	28
	8	66	1679	14	21	52	79	36	55	18	27
2016-17 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1422	5	29	12	71	6	35	4	24
	4	12	1408	7	58	5	42	1	8	1	8
	5	15	1562	3	20	12	80	5	33	3	20

	6	10	1556	3	30	7	70	3	30	2	20
	7	4									
	8	4									

2017-18 Reading STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1354	3	43	4	57	2	29	0	0
	4	16	1478	8	50	8	50	5	31	4	25
	5	12	1520	3	25	9	75	4	33	0	0
	6	16	1636	2	13	14	88	9	56	3	19
	7	15	1617	5	33	10	67	6	40	2	13
	8	5	1705	1	20	4	80	3	60	2	40

2018-19 Reading STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1392	6	46	7	54	5	38	3	23
	4	7	1480	3	43	4	57	3	43	2	29
	5	15	1555	4	27	11	73	7	47	3	20
	6	14	1550	3	21	11	79	4	29	0	0
	7	19	1678	4	21	15	79	12	63	6	32
	8	12	1700	2	17	10	83	7	58	3	25

2016-17 Reading STAAR Results

Student Group											
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Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	275	1364	135	49	140	51	73	27	43	16
	4	285	1439	146	51	139	49	77	27	29	10
	5	258	1485	123	48	135	52	67	26	23	9
	6	242	1535	107	44	135	56	64	26	24	10
	7	231	1570	112	48	119	52	43	19	15	6
	8	193									

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	279	1385	105	38	174	62	72	26	38	14
	4	266	1434	146	55	120	45	55	21	25	9
	5	293	1484	144	49	149	51	76	26	29	10
	6	248	1546	106	43	142	57	61	25	22	9
	7	236	1604	93	39	143	61	75	32	43	18
	8	234	1613	104	44	130	56	51	22	23	10

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	233	1399	79	34	154	66	69	30	38	16
	4	260	1468	101	39	159	61	78	30	38	15
	5	271	1500	120	44	151	56	71	26	35	13
	6	288	1528	136	47	152	53	72	25	25	9

	7	262	1614	92	35	170	65	96	37	39	15
	8	217	1650	65	30	152	70	84	39	31	14
2016-17 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	78	1295	53	68	25	32	8	10	3	4
	4	63	1373	44	70	19	30	6	10	0	0
	5	68	1425	51	75	17	25	8	12	2	3
	6	62	1455	49	79	13	21	3	5	0	0
	7	65	1522	47	72	18	28	4	6	0	0
	8	40									
2017-18 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	103	1334	49	48	54	52	12	12	5	5
	4	80	1391	57	71	23	29	5	6	1	1
	5	62	1405	46	74	16	26	3	5	0	0
	6	0									
	7	53	1535	30	57	23	43	4	8	1	2
	8	61	1551	40	66	21	34	3	5	0	0
2018-19 Reading STAAR Results											
Student Group											

Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	87	1378	33	38	54	62	17	20	8	9
	4	94	1428	41	44	53	56	17	18	4	4
	5	76	1436	50	66	26	34	6	8	1	1
	6	67	1454	52	78	15	22	5	7	1	1
	7	53	1530	30	57	23	43	3	6	0	0
	8	47	1575	25	53	22	47	7	15	1	2

2016-17 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	30	1285	22	73	8	27	2	7	1	3
	4	28	1326	24	86	4	14	0	0	0	0
	5	21	1350	21	100	0	0	0	0	0	0
	6	25	1404	22	88	3	12	2	8	0	0
	7	26	1464	25	96	1	4	0	0	0	0
	8	21									

2017-18 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1237	19	86	3	14	0	0	0	0
	4	28	1390	20	71	8	29	4	14	3	11
	5	28	1383	24	86	4	14	0	0	0	0
	6	31	1392	29	94	2	6	1	3	1	3

	7	29	1437	25	86	4	14	2	7	2	7
	8	27	1489	25	93	2	7	0	0	0	0

2018-19 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	25	1312	16	64	9	36	4	16	3	12
	4	33	1324	29	88	4	12	0	0	0	0
	5	30	1404	24	80	6	20	3	10	1	3
	6	33	1402	26	79	7	21	1	3	0	0
	7	25	1475	21	84	4	16	0	0	0	0
	8	25	1459	22	88	3	12	1	4	0	0

2016-17 Reading STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	179	1438	116	65	63	35	24	13	4	2
	6	137	1470	92	67	45	33	10	7	1	1
	7	154	1524	104	68	50	32	10	6	3	2

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	358	3451	199	56	159	44	62	17	7	2

	7	302	3584	142	47	160	53	75	25	16	5
Hispanic/ Latino	4	170	3452	92	54	78	46	32	19	2	1
	7	140	3544	72	51	68	49	29	21	7	5
American Indian or Alaska Native	4	1									
	7	2									
	7	0									
Black or African American	4	88	3340	56	64	32	36	10	11	1	1
	7	74	3510	39	53	35	47	15	20	4	5
	7	0									
White	4	82	3567	40	49	42	51	18	22	4	5
	7	82	3714	30	37	52	63	30	37	5	6
Two or More Races	4	12	3316	9	75	3	25	0	0	0	0
	7	4									
Economically Disadvantaged	4	285	3406	167	59	118	41	41	14	3	1
	7	233	3534	117	50	116	50	50	21	8	3
Limited English Proficient	4	63	3156	50	79	13	21	3	5	0	0
	7	65	3312	47	72	18	28	4	6	0	0
Special Education	4	28	2944	24	86	4	14	0	0	0	0
	7	26	3008	25	96	1	4	1	4	0	0
	7	155	3315	114	74	41	26	12	8	3	2

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	342	3436	206	60	136	40	73	21	18	5
	7	296	3717	117	40	179	60	91	31	34	11
Hispanic/ Latino	4	160	3450	93	58	67	42	31	19	10	6
	7	148	3687	60	41	88	59	47	32	13	9
American Indian or Alaska Native	4	3									
	7	1									
Black or African	4	82	3300	60	73	22	27	13	16	0	0

American	7	68	3482	38	56	30	44	11	16	2	3
White	4	80	3526	42	53	38	48	24	30	6	8
	7	60	3957	15	25	45	75	25	42	12	20
Two or More Races	4	16	3618	8	50	8	50	4	25	2	13
	7	15	3982	3	20	12	80	5	33	5	33
Economically Disadvantaged	4	266	3341	178	67	88	33	43	16	7	3
	7	237	3667	99	42	138	58	68	29	22	9
Limited English Proficient	4	80	3166	64	80	16	20	4	5	0	0
	7	53	3353	35	66	18	34	6	11	0	0
Special Education	4	27	3040	23	85	4	15	3	11	2	7
	7	30	3000	26	87	4	13	1	3	1	3

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	326	3529	154	47	172	53	64	20	18	6
	7	357	3789	141	39	216	61	121	34	51	14
Hispanic/Latino	4	174	3551	81	47	93	53	37	21	15	9
	7	182	3725	75	41	107	59	50	27	23	13
American Indian or Alaska Native	4	1									
	7	0									
Black or African American	4	71	3445	35	49	36	51	9	13	2	3
	7	67	3685	30	45	37	55	20	30	7	10
White	4	72	3555	33	46	39	54	17	24	1	1
	7	86	3921	33	38	53	62	39	45	16	19
Two or More Races	4	7	3693	3	43	4	57	1	14	0	0
	7	19	4050	3	16	16	84	10	53	3	16
Economically Disadvantaged	4	260	3510	126	48	134	52	49	19	16	6
	7	262	3741	105	40	157	60	79	30	28	11
Limited English Proficient	4	94	3336	57	61	37	39	7	7	2	2
	7	53	3326	35	66	18	34	3	6	0	0

Special Education	4	35	2871	33	94	2	6	0	0	0	0
	7	24	3078	20	83	4	17	0	0	0	0

English I

2016-17 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	402	3853	191	48	211	52	160	40	23	6
Hispanic/Latino	194	3834	89	46	105	54	78	40	6	3
Black or African American	97	3699	61	63	36	37	25	26	4	4
White	105	4011	38	36	67	64	54	51	11	10
Economically Disadvantaged	288	3797	148	51	140	49	105	36	10	3
Limited English Proficient	65	3514	51	78	14	22	6	9	0	0
Special Education	31	3296	29	94	2	6	2	6	0	0
At-Risk	290	3688	172	59	118	41	77	27	3	1

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	388	3757	199	51	189	49	130	34	14	4
Hispanic/Latino	208	3765	105	50	103	50	73	35	9	4
Black or African American	92	3660	55	60	37	40	20	22	1	1
White	82	3827	37	45	45	55	33	40	3	4
Economically	285	3713	157	55	128	45	84	29	10	4

Disadvantaged										
Limited English Proficient	78	3400	66	85	12	15	4	5	0	0
Special Education	21	3236	19	90	2	10	1	5	0	0

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	403	3755	205	51	198	49	131	33	17	4
Hispanic/Latino	204	3718	109	53	95	47	59	29	7	3
Black or African American	91	3678	51	56	40	44	24	26	3	3
White	99	3882	41	41	58	59	45	45	6	6
Two or More Races	7	3940	4	57	3	43	2	29	1	14
Economically Disadvantaged	273	3730	148	54	125	46	79	29	12	4
Limited English Proficient	101	3527	73	72	28	28	9	9	0	0
Special Education	26	3128	26	100	0	0	0	0	0	0

English II

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	340	3857	136	40	204	60	143	42	13	4
Hispanic/Latino	160	3886	58	36	102	64	72	45	3	2
Black or African American	79	3660	40	51	39	49	21	27	1	1

White	91	3932	35	38	56	62	43	47	6	7
Economically Disadvantaged	227	3752	108	48	119	52	72	32	4	2
Limited English Proficient	37	3493	23	62	14	38	5	14	0	0
Special Education	26	3225	24	92	2	8	2	8	0	0
At-Risk	176	3561	113	64	63	36	29	16	0	0

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	357	3890	141	39	216	61	148	41	18	5
Hispanic/Latino	179	3869	73	41	106	59	71	40	6	3
Black or African American	78	3794	39	50	39	50	27	35	4	5
White	94	4001	27	29	67	71	46	49	7	7
Economically Disadvantaged	254	3827	109	43	145	57	95	37	9	4
Limited English Proficient	44	3395	40	91	4	9	1	2	0	0
Special Education	23	3296	21	91	2	9	1	4	0	0

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	361	3890	151	42	210	58	138	38	22	6
Hispanic/Latino	195	3886	81	42	114	58	74	38	10	5
Black or African American	79	3795	40	51	39	49	25	32	2	3
White	78	3973	27	35	51	65	35	45	8	10
Economically	228	3843	100	44	128	56	79	35	11	5

Disadvantaged										
Limited English Proficient	64	3460	51	80	13	20	3	5	0	0
Special Education	21	3373	18	86	3	14	1	5	1	5

Mathematics

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	330	1421	122	37	208	63	113	34	60	18
	4	356	1507	149	42	207	58	110	31	55	15
	5	324	1588	84	26	240	74	122	38	43	13
	6	293	1610	84	29	209	71	102	35	34	12
	7	301	1600	139	46	162	54	60	20	14	5
	8	238									
2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	332	1427	110	33	222	67	110	33	54	16
	4	341	1510	128	38	213	62	110	32	57	17
	5	371	1577	107	29	264	71	157	42	57	15
	6	348	1656	63	18	285	82	180	52	65	19
	7	290	1611	118	41	172	59	72	25	26	9
	8	269	1627	101	38	168	62	57	21	8	3
2018-19 Mathematics STAAR Results											

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	309	1433	102	33	207	67	117	38	48	16
	4	322	1522	129	40	193	60	103	32	60	19
	5	351	1598	96	27	255	73	153	44	81	23
	6	379	1637	82	22	297	78	149	39	68	18
	7	358	1626	127	35	231	65	107	30	32	9
	8	219	1661	54	25	165	75	86	39	9	4
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	152	1429	54	36	98	64	54	36	29	19
	4	168	1515	65	39	103	61	53	32	29	17
	5	167	1590	40	24	127	76	62	37	23	14
	6	144	1608	41	28	103	72	49	34	13	9
	7	140	1602	62	44	78	56	29	21	7	5
	8	122									
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	174	1426	54	31	120	69	57	33	28	16
	4	160	1519	55	34	105	66	56	35	28	18
	5	177	1581	48	27	129	73	71	40	33	19
	6	175	1673	23	13	152	87	101	58	41	23

	7	146	1616	57	39	89	61	41	28	12	8
	8	124	1629	46	37	78	63	25	20	4	3
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	151	1442	44	29	107	71	58	38	25	17
	4	172	1538	58	34	114	66	60	35	37	22
	5	175	1616	42	24	133	76	87	50	47	27
	6	185	1644	40	22	145	78	78	42	40	22
	7	183	1632	62	34	121	66	57	31	18	10
	8	106	1660	25	24	81	76	40	38	6	6
American Indian or Alaska Native	3	3									
	4	1									
	5	1									
	6	1									
	7	3									
	8	1									
American Indian or Alaska Native	3	2									
	4	3									
	5	1									
	6	0									
	7	1									
	8	2									
American Indian or Alaska Native	3	0									
	4	1									
	5	2									

	6	0									
	7	0									
	8	1									
Asian	5	2									
	6	5	1677	0	0	5	100	2	40	2	40
	7	0									
2016-17 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	81	1379	37	46	44	54	22	27	7	9
	4	88	1454	50	57	38	43	20	23	8	9
	5	62	1532	25	40	37	60	13	21	4	6
	6	66	1576	26	39	40	61	17	26	4	6
	7	73	1571	44	60	29	40	8	11	1	1
	8	50									
2017-18 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	73	1388	32	44	41	56	16	22	4	5
	4	82	1452	45	55	37	45	16	20	6	7
	5	89	1535	40	45	49	55	31	35	5	6
	6	68	1617	17	25	51	75	23	34	7	10
	7	67	1567	39	58	28	42	6	9	3	4
	8	69	1626	27	39	42	61	16	23	1	1
2018-19 Mathematics STAAR Results											

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	69	1370	35	51	34	49	16	23	6	9
	4	71	1479	38	54	33	46	16	23	5	7
	5	81	1519	35	43	46	57	16	20	7	9
	6	88	1583	31	35	57	65	23	26	3	3
	7	68	1594	32	47	36	53	16	24	3	4
	8	56	1647	15	27	41	73	16	29	1	2
Native Hawaiian or Other Pacific Islander	5	1									
	6	0									
	7	0									
2016-17 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	76	1442	26	34	50	66	29	38	20	26
	4	82	1540	26	32	56	68	32	39	15	18
	5	76	1622	16	21	60	79	38	50	15	20
	6	67	1650	12	18	55	82	31	46	13	19
	7	81	1620	30	37	51	63	20	25	4	5
	8	57									
2017-18 Mathematics STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	75	1474	19	25	56	75	36	48	21	28
	4	79	1541	22	28	57	72	29	37	17	22
	5	89	1611	15	17	74	83	49	55	17	19
	6	85	1647	19	22	66	78	43	51	14	16
	7	58	1647	14	24	44	76	21	36	7	12
	8	70	1622	27	39	43	61	14	20	3	4
2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	75	1467	20	27	55	73	37	49	14	19
	4	70	1532	29	41	41	59	25	36	17	24
	5	74	1634	13	18	61	82	40	54	22	30
	6	89	1676	8	9	81	91	43	48	22	25
	7	86	1641	25	29	61	71	28	33	10	12
	8	44	1671	12	27	32	73	24	55	2	5
2016-17 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	3	17	1437	4	24	13	76	6	35	3	18
	4	12	1520	6	50	6	50	3	25	1	8
	5	15	1605	3	20	12	80	6	40	1	7
	6	10	1598	4	40	6	60	3	30	2	20
	7	4									

	8	4									
2017-18 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1412	3	43	4	57	1	14	1	14
	4	16	1567	4	25	12	75	7	44	5	31
	5	12	1542	3	25	9	75	4	33	0	0
	6	16	1684	3	19	13	81	10	63	2	13
	7	14	1604	6	43	8	57	2	14	2	14
	8	4									
2018-19 Mathematics STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1435	3	23	10	77	5	38	2	15
	4	7	1485	3	43	4	57	2	29	1	14
	5	15	1669	2	13	13	87	9	60	4	27
	6	14	1591	3	21	11	79	2	14	1	7
	7	18	1608	7	39	11	61	5	28	0	0
	8	11	1682	2	18	9	82	5	45	0	0
2016-17 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	276	1409	106	38	170	62	88	32	41	15

	4	285	1494	131	46	154	54	83	29	40	14
	5	258	1582	69	27	189	73	88	34	29	11
	6	241	1601	74	31	167	69	77	32	22	9
	7	231	1590	113	49	118	51	38	16	8	3
	8	173									

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	277	1418	98	35	179	65	81	29	40	14
	4	263	1494	109	41	154	59	72	27	36	14
	5	294	1565	98	33	196	67	116	39	40	14
	6	248	1654	44	18	204	82	123	50	42	17
	7	232	1611	94	41	138	59	55	24	20	9
	8	205	1623	83	40	122	60	42	20	5	2

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	234	1417	87	37	147	63	77	33	29	12
	4	260	1516	106	41	154	59	80	31	45	17
	5	271	1591	80	30	191	70	113	42	62	23
	6	287	1628	65	23	222	77	107	37	47	16
	7	262	1617	100	38	162	62	73	28	20	8
	8	165	1655	44	27	121	73	61	37	6	4

2016-17 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	80	1370	38	48	42	53	18	23	6	8
	4	63	1432	41	65	22	35	5	8	4	6
	5	68	1547	24	35	44	65	19	28	4	6
	6	62	1545	26	42	36	58	6	10	1	2
	7	65	1562	38	58	27	42	3	5	0	0
	8	40									
2017-18 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	103	1385	43	42	60	58	24	23	8	8
	4	80	1456	39	49	41	51	11	14	5	6
	5	63	1501	33	52	30	48	10	16	2	3
	6	0									
	7	52	1576	30	58	22	42	6	12	1	2
	8	60	1607	28	47	32	53	7	12	1	2
2018-19 Mathematics STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	88	1403	35	40	53	60	23	26	8	9
	4	94	1492	42	45	52	55	19	20	13	14
	5	76	1558	30	39	46	61	25	33	7	9
	6	67	1567	25	37	42	63	12	18	3	4

	7	53	1578	24	45	29	55	8	15	2	4
	8	44	1620	16	36	28	64	12	27	1	2
2016-17 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	29	1342	19	66	10	34	4	14	2	7
	4	28	1391	22	79	6	21	4	14	0	0
	5	21	1476	14	67	7	33	1	5	1	5
	6	25	1486	18	72	7	28	0	0	0	0
	7	26	1501	25	96	1	4	0	0	0	0
	8	22									
2017-18 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1258	19	86	3	14	1	5	1	5
	4	28	1443	17	61	11	39	5	18	4	14
	5	28	1492	18	64	10	36	5	18	1	4
	6	31	1540	18	58	13	42	4	13	1	3
	7	29	1527	23	79	6	21	1	3	0	0
	8	27	1535	22	81	5	19	0	0	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	25	1330	16	64	9	36	2	8	1	4
	4	33	1368	29	88	4	12	1	3	0	0
	5	29	1504	15	52	14	48	4	14	3	10
	6	32	1551	17	53	15	47	7	22	2	6
	7	25	1504	21	84	4	16	1	4	0	0
	8	25	1519	17	68	8	32	1	4	0	0

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	180	1537	65	36	115	64	37	21	8	4
	6	137	1542	64	47	73	53	16	12	2	1
	7	154	1546	106	69	48	31	7	5	0	0

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	342	3928	66	19	276	81	144	42	63	18
Hispanic/Latino	161	3989	22	14	139	86	79	49	28	17
Black or African American	82	3752	25	30	57	70	22	27	8	10
White	93	3976	17	18	76	82	41	44	25	27
Economically Disadvantaged	243	3895	49	20	194	80	95	39	38	16
Limited English Proficient	46	3765	13	28	33	72	10	22	4	9
Special Education	30	3406	20	67	10	33	3	10	1	3

At-Risk	237	3765	60	25	177	75	64	27	13	5
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2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	325	3917	75	23	250	77	138	42	68	21
Hispanic/Latino	166	3965	33	20	133	80	74	45	40	24
Black or African American	72	3787	21	29	51	71	26	36	8	11
White	78	3900	19	24	59	76	31	40	16	21
Economically Disadvantaged	231	3902	57	25	174	75	98	42	47	20
Limited English Proficient	50	3659	22	44	28	56	12	24	4	8
Special Education	28	3368	22	79	6	21	1	4	0	0

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	351	3935	77	22	274	78	158	45	74	21
Hispanic/Latino	181	3926	36	20	145	80	79	44	38	21
Black or African American	68	3827	19	28	49	72	24	35	8	12
White	88	4012	19	22	69	78	48	55	24	27
Two or More Races	6	4027	1	17	5	83	3	50	1	17
Economically Disadvantaged	244	3915	56	23	188	77	106	43	49	20
Limited English Proficient	73	3740	22	30	51	70	18	25	6	8
Special Education	25	3340	19	76	6	24	0	0	0	0

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	321	3741	105	33	216	67	107	33	32	10
	8	282									
Hispanic/ Latino	5	166	3732	56	34	110	66	54	33	16	10
	8	142									
American Indian or Alaska Native	5	1									
	8	1									
Asian	5	2									
Black or African American	5	60	3569	27	45	33	55	11	18	2	3
	8	61									
Native Hawaiian or Other Pacific Islander	5	1									
White	5	76	3859	18	24	58	76	32	42	12	16
	8	72									
Two or More Races	5	15	3819	4	27	11	73	7	47	1	7
	8	3									
Economically Disadvantaged	5	260	3691	93	36	167	64	70	27	20	8
	8	203									
Limited English Proficient	5	68	3492	38	56	30	44	9	13	0	0
	8	43									
Special Education	5	25	3331	21	84	4	16	3	12	1	4
At-Risk	5	179	3554	85	47	94	53	27	15	5	3

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
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				#	%	#	%	#	%	#	%
All Students	5	370	3701	133	36	237	64	107	29	40	11
	8	322	3695	124	39	198	61	90	28	36	11
Hispanic/ Latino	5	177	3689	70	40	107	60	48	27	20	11
	8	150	3641	64	43	86	57	36	24	14	9
American Indian or Alaska Native	5	0									
	8	3									
Black or African American	5	88	3498	43	49	45	51	11	13	1	1
	8	77	3608	32	42	45	58	16	21	3	4
White	5	90	3904	18	20	72	80	43	48	18	20
	8	86	3818	26	30	60	70	33	38	16	19
Two or More Races	5	12	3750	2	17	10	83	4	33	0	0
	8	4									
Economically Disadvantaged	5	289	3652	116	40	173	60	73	25	27	9
	8	238	3625	104	44	134	56	51	21	21	9
Limited English Proficient	5	63	3316	48	76	15	24	3	5	1	2
	8	4									
Special Education	5	29	3317	19	66	10	34	3	10	0	0
	8	28	3217	23	82	5	18	2	7	1	4

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	354	3700	136	38	218	62	115	32	44	12
	8	293	3823	92	31	201	69	108	37	53	18
Hispanic/ Latino	5	177	3718	66	37	111	63	56	32	24	14
	8	148	3775	50	34	98	66	49	33	23	16
American Indian or Alaska Native	5	2									
	8	1									
Black or African American	5	83	3446	46	55	37	45	12	14	1	1
	8	59	3670	22	37	37	63	13	22	5	8

White	5	75	3952	15	20	60	80	43	57	17	23
	8	67	4032	15	22	52	78	37	55	22	33
Two or More Races	5	15	3714	7	47	8	53	4	27	2	13
	8	12	3869	4	33	8	67	5	42	2	17
Economically Disadvantaged	5	272	3649	115	42	157	58	81	30	29	11
	8	216	3767	76	35	140	65	73	34	36	17
Limited English Proficient	5	78	3463	43	55	35	45	8	10	1	1
	8	48	3453	32	67	16	33	5	10	3	6
Special Education	5	30	3363	18	60	12	40	5	17	3	10
	8	24	3195	19	79	5	21	2	8	1	4

Biology

2016-17 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	283	3995	41	14	242	86	143	51	37	13
Hispanic/ Latino	141	4016	13	9	128	91	74	52	14	10
Black or African American	54	3884	13	24	41	76	22	41	5	9
White	81	4028	14	17	67	83	43	53	17	21
Economically Disadvantaged	189	3934	32	17	157	83	82	43	19	10
Limited English Proficient	26	3720	7	27	19	73	5	19	1	4
Special Education	22	3439	13	59	9	41	2	9	0	0
At-Risk	136	3769	35	26	101	74	35	26	7	5

2017-18 Biology STAAR Results						
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%
All Students	324	4010	57	18	267	82	170	52	43	13
Hispanic/ Latino	166	4003	29	17	137	83	86	52	20	12
Black or African American	69	3861	17	25	52	75	28	41	3	4
White	82	4103	11	13	71	87	50	61	16	20
Economically Disadvantaged	223	3969	47	21	176	79	108	48	28	13
Limited English Proficient	40	3604	23	58	17	43	8	20	1	3
Special Education	25	3507	15	60	10	40	4	16	0	0

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	254	4106	40	16	214	84	150	59	52	20
Hispanic/ Latino	130	4071	22	17	108	83	72	55	23	18
Black or African American	54	4049	9	17	45	83	32	59	7	13
White	63	4213	7	11	56	89	42	67	20	32
Economically Disadvantaged	159	4047	25	16	134	84	88	55	24	15
Limited English Proficient	43	3648	18	42	25	58	7	16	0	0
Special Education	21	3535	13	62	8	38	2	10	1	5

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	281									
Hispanic/Latino	8	142									
American Indian or Alaska Native	8	1									
Black or African American	8	60									
White	8	72									
Two or More Races	8	3									
Economically Disadvantaged	8	202									
Limited English Proficient	8	43									
Special Education	8	25									

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	324	3615	150	46	174	54	78	24	40	12
Hispanic/Latino	8	150	3572	78	52	72	48	28	19	14	9
American Indian or Alaska Native	8	3									
Black or African American	8	78	3542	37	47	41	53	16	21	6	8

White	8	87	3712	33	38	54	62	30	34	16	18
Two or More Races	8	4									
Economically Disadvantaged	8	239	3550	125	52	114	48	46	19	20	8
Limited English Proficient	8	4									
Special Education	8	29	3229	22	76	7	24	2	7	1	3

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	293	3632	131	45	162	55	67	23	42	14
Hispanic/Latino	8	148	3621	67	45	81	55	34	23	21	14
American Indian or Alaska Native	8	1									
Black or African American	8	59	3468	36	61	23	39	5	8	3	5
White	8	67	3795	20	30	47	70	22	33	16	24
Two or More Races	8	12	3619	6	50	6	50	3	25	1	8
Economically Disadvantaged	8	216	3583	104	48	112	52	41	19	25	12
Limited English Proficient	8	48	3301	37	77	11	23	4	8	2	4
Special Education	8	23	3291	19	83	4	17	2	9	1	4

U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	282	4044	36	13	246	87	155	55	57	20
Hispanic/Latino	131	4058	13	10	118	90	71	54	29	22
Black or African American	67	3829	17	25	50	75	27	40	5	7
White	73	4208	3	4	70	96	50	68	19	26
Two or More Races	7	4217	1	14	6	86	5	71	3	43
Economically Disadvantaged	188	3985	27	14	161	86	91	48	31	16
Limited English Proficient	24	3587	10	42	14	58	3	13	0	0
Special Education	21	3511	12	57	9	43	2	10	0	0
At-Risk	127	3802	32	25	95	75	42	33	9	7

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	273	4100	29	11	244	89	157	58	68	25
Hispanic/Latino	140	4066	13	9	127	91	75	54	31	22
Black or African American	54	3964	10	19	44	81	26	48	8	15
White	71	4227	6	8	65	92	49	69	23	32
Economically Disadvantaged	164	3993	21	13	143	87	74	45	28	17
Limited English Proficient	18	3625	8	44	10	56	3	17	1	6

Special Education	19	3631	10	53	9	47	5	26	1	5
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2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	297	4102	41	14	256	86	179	60	78	26
Hispanic/Latino	149	4084	20	13	129	87	90	60	33	22
Black or African American	54	3904	13	24	41	76	24	44	9	17
White	88	4236	8	9	80	91	61	69	32	36
Economically Disadvantaged	194	4066	30	15	164	85	115	59	43	22
Limited English Proficient	31	3652	14	45	17	55	6	19	1	3
Special Education	22	3592	11	50	11	50	4	18	1	5

Goals and Strategies

Goal 1: High achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning

Evaluation Data Source(s):

Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Shannon Trimble, Executive Director of Innovation and Blended Technology
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021

Reviews

Formative
Summative

Resources

Amount	36,000
Source	211 289 Title IV
Budget Reference	289
Description	Reading Plus 18,000 Other Resources 18,000
Amount	289,000
Source	424 IMA
Budget Reference	425
Description	Textbooks, Calculators, Open Source, Student technology
Amount	4284
Source	270 Title V
Description	Vocabulary.com 4,284 Pre-K Supplies 6,851 Panel Projectors 1693
Amount	29750
Source	199 General Fund
Budget Reference	199
Description	Discovery Ed. \$12,250 MTA materials 12,000 Fine Arts & World Language Coop \$2,500 Library Services Co-op \$3,000
Amount	40000
Budget Reference	224 Special Ed
Description	Stevenson Language \$12,000

Unique Learning/N2Y
 Reading Eggs 1200
 Math Seeds 500
 Phonak Equipment 5000
 CLASS Competency Testing 4500
 CPI Training 2500
 Chromebooks 10,000
 iPads 4000
 Adaptive PE Direct Services

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students [STAAR, TELPAS, MAP, Achieve 3000, Reading Plus, Woozers, Growth, Gaps, CCMR, etc.]

Critical Success Factor(s) CSF 2 - Increase the User of Quality Data to Drive Instruction

Timeline

Beginning, Middle, End of Year

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level to 42%/20% by 2021
 Close the achievement gaps for our AA student population 36%/14% Meets & Masters by 2021
 % of growth increase for all students

Reviews

Formative
 Summative

Resources

Amount	112193
Source	199 General Fund
Budget Reference	199
Description	Eduphoria 13,500

Lead4Ward Add On 913
 Axiom 1,995
 OnData Suite 5,495
 Student System 66,292
 R10 Administrative Package \$18,711
 R10 Fine Arts & LOTE Package \$2,500
 R10 Gifted & Talented Package \$1,200
 R10 Advanced Studies Co-op \$2,500

Amount 29,808

Source 211 Title I

Budget Reference 211

Description NWEA/MAP

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s) CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Increased teacher and student performance

Reviews

Formative
Summative

Resources

Amount 50000

Source

255 Title II

Budget Reference

255

Description

Professional Development

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s)

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Melanie Magee, Deputy Superintendent of Leading & Learning

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

**Formative
Summative**

Resources

Strategy/Activity 5

Administrators will use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative Summative

Resources

Amount

21,811

Source

255 Title II

Budget Reference

255

Description

Texas Instructional Leadership Training 20,000
N2 Learning 811

Strategy/Activity 6

Create and monitor common language for instructional and behavioral practices district-wide.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

September 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps and growth

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Response of diverse populations to instruction and interactions at school.

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
Dr. Shannon Trimble, Executive Director of Innovation and Blended Technology

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Objective 2:

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

Evaluation Data Source(s):

TEKS & Curriculum Guides

Summative Evaluation:

Curriculum 100% aligned to state standards (TEKS);
Instruction aligned to curriculum;
Assessments aligned to instruction/curriculum

Strategy/Activity 1

Evaluate the written, taught, and tested curriculum against the Curriculum Management Audit Standards and create GANTT Charts for the work needed to create increased alignment.

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness

Timeline

July 2020 -June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Curriculum Guide Analysis to ensure appropriate grade level content knowledge and instruction

Reviews

Formative
Summative

Resources

Amount	425,000
Source	199 General Fund
Budget Reference	199
Description	Curriculum Specialist - 5
Amount	9,000
Source	255 Title II
Budget Reference	255
Description	ASCD Curriculum Leadership Academy

Objective 3:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):

CLI, MAP, TELPAS, OLPT, STAAR

Summative Evaluation:

Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Develop an effective, systematic literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Alison Rison, Director of Literacy
Brenda Navaja, Executive Director of Leading & Learning;

Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024.
DRA, MAP, STAAR

Reviews

Formative Summative

Resources

Amount	378,699
Source	211 Title I
Budget Reference	211
Description	Payroll (Literacy Director; 3 Reading Interventionist; Instructional Paraprofessionals)
Amount	120,000
Source	199 General Fund
Budget Reference	199
Description	Payroll
Amount	3000

Source	199 General Fund
Budget Reference	199
Description	R10 Early Childhood Co-op \$3,000

Strategy/Activity 2

Increase rigor and cognitive demand in student tasks using Fountas and Pinnell Classroom (shared reading, guided reading, interactive read aloud, reading and writing workshop).

Critical Success Factor(s)CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alison Rison, Director of Literacy
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

DRA, MAP

Reviews

Formative
Summative

Resources

Amount	10,000
Source	211 Title I
Budget Reference	211
Description	F&P Classroom Materials

Strategy/Activity 3

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
Alison Rison, Director of Literacy

Strategy's Expected Result/Impact

Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Amount

208,000

Source

211 Title I

Budget Reference

211

Description

Payroll

Strategy/Activity 4

Ensure language acquisition instructional strategies PK-12, implementation of ELPS, and provide support to ELs at early grades

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2021 - May 2020

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;
Laura Espinoza, Bilingual Student Achievement Specialist

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative
Summative

Resources

Amount	64,000
Source	263 Title III
Budget Reference	263
Description	Payroll 49,000 Region 10 Co-op 5,000
Amount	10,500
Source	255 Title II
Budget Reference	255
Description	Seidlitz Training
Amount	59130
Source	199 General Fund
Budget Reference	199
Description	Salaries & benefits of 3 Bilingual instructional aids

Strategy/Activity 5

Develop a district level, well-defined Multi-tiered System of Support providing targeted interventions to struggling students in both academic and behavioral areas of need.

- Critical Success Factor(s)
- CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Bilingual paraprofessionals will assist in serving the needs of English Learner students at the elementary levels.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Laura Espinoza, Bilingual Student Achievement Specialist

Strategy's Expected Result/Impact

English language acquisition.

Reviews

Formative
Summative

Resources

Amount	60,000
Source	199 General Fund
Budget Reference	211
Description	Payroll

Objective 4:
Readily and strategically infuse technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):
Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Summative Evaluation:

Strategy/Activity 1

Provide one-to-one technology for all students grades PK-12 and professional learning and coaching on best practices for technology integration.

	CSF 1 - Improve Academic Performance
Critical Success Factor(s)	CSF 4 - Increased Learning Time
	CSF 6 - Improve School Climate

Timeline
Fall 2020

Person(s) Responsible/Monitor
Dr. Shannon Trimble: Executive Director of Innovation and Digital Learning;
Stan Heisel: Executive Director of Technology

Strategy's Expected Result/Impact
Continuity of instruction regardless of student location; student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount	95,000
Source	424 IMA
Budget Reference	425
Description	ELAR department Chromebooks
Amount	66,000
Source	211 289 Title IV
Budget Reference	289
Description	iPads (K-1st) for online instruction and blended experiences
Amount	6750
Description	TITLE 5 - iPads (K-1st) for online instruction and blended experiences
Amount	460,000
Source	199 General Fund
Budget Reference	199
Description	Connectivity Hotspots
Amount	85710
Source	211 Title I
Budget Reference	211
Description	Payroll - Blended Learning Coach
Amount	125000
Source	199 General Fund
Budget Reference	199

Description	Payroll
Amount	5000
Source	199 General Fund
Budget Reference	199
Description	R10 Technology Package
Amount	308,300
Source	199 General Fund
Budget Reference	199
Description	Connectivity iPads
Amount	7000
Source	270 Title V
Description	Chromebooks

Strategy/Activity 2

Provide Blended Learning professional development and instruction for early grades literacy.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Shannon Trimble: Executive Director of Innovation and Digital Learning

Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative
Summative

Resources

Amount	1,000
Source	255 Title II
Budget Reference	255
Description	Printing

Objective 5:

Increase the percentage of students designated College & Career Ready

Evaluation Data Source(s):

CCMR data: TSI, ACT, SAT, Dual Enrollment, AP, Industry Certifications, etc.

Summative Evaluation:

State Accountability - CCMR

Strategy/Activity 1

Increase the number of students meeting the criteria in both English & Math TSI examinations; increase participation in PSAT, SAT and/or ACT examinations; increase the number of students in Dual Credit

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

TSI tests taken at middle school, TSI test taken at high school, increased number of dual credit classes offered on THS campus
Participation in PSAT(10th) and SAT (11th) exams
Increase SAT/ACT participations 45.2% (17-18) to 90% by 21-22
Increase PSAT participation 38 total students (17-18) to 90% by 21-22

Increase the number of students completing dual credits from 33.7% (18) to 36%

Reviews

Formative
Summative

Resources

Amount	27,500
Source	199 General Fund
Budget Reference	199
Description	TSI/SAT/PSAT Examinations & Prep Materials

Strategy/Activity 2

Expand CTE career cluster options, career education and technical courses to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase Pathways available;
Increase the percentage of Industry-Based Certifications (IBC) to 8% in 20-21
Increase the number of students that complete the CMA, BSN, or LVN programs

Reviews

Formative
Summative

Resources

Amount	78000
Source	CTE
Description	Instructional Supplies
Amount	2100000
Source	199 General Fund
Budget Reference	199
Description	Payroll - 31 Teachers
Amount	17000
Source	Outside Funding Source
Budget Reference	None Specified
Description	Excellence Foundation Grant 2K; Texas Lone Star T-STEM Grant 15K

Strategy/Activity 3

Increase the percentage of students completing college degrees by expanding partnerships with Trinity Valley Community College (TVCC), other higher-ed institutions, businesses, and community programs.

Critical Success Factor(s)CSF 1 - Improve Academic Performance

TimelineAugust 2020

Person(s) Responsible/MonitorLucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/ImpactIncrease opportunities for students to pursue interests

ReviewsFormativeSummative

Resources

Amount	20000
Description	\$49 per credit hour for the first two academic course per semester; No fee for CTE Dual Credit course
Amount	363,000
Description	Payroll for 5 dual credit teachers

Strategy/Activity 4

Improve instruction, participation, and performance in Pre-AP and AP courses

Critical Success Factor(s) CSF 1 - Improve Academic Performance

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase the percentage of students who score at or above criterion on AP exams

Reviews**Formative
Summative****Resources**

Amount	10,000
Source	199 General Fund
Budget Reference	199
Description	Cost of AP Exams
Amount	25,000

Source	199 General Fund
Budget Reference	199
Description	AP Summer Institute Teacher Training
Amount	1398600
Source	199 General Fund
Budget Reference	199
Description	Payroll for 21 advanced academic teachers

Strategy/Activity 5

Provide early introduction to CTE/STEM/STEAM instruction and enhance existing programs.

Critical Success Factor(s)CSF 1 - Improve Academic Performance

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness

Strategy's Expected Result/Impact

Increase the percentage of K-5 students reaching Meets on STAAR Mathematics
Increase the percentage of Industry-Based Certifications (IBC)
Students graduate with an Associates Degree

Reviews

Formative
Summative

Resources

Amount	282,264
Source	211 Title I

Budget Reference	211
Description	STEAM Teachers (K-5)
Amount	45,000
Source	199 General Fund
Budget Reference	199
Description	Split Payroll - Specialist
Source	199 General Fund
Budget Reference	199
Description	Instructional Supplies \$_____
	iCEV curriculum access \$600

Strategy/Activity 6

Provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

August 2020

Person(s) Responsible/Monitor

Lucas Hurst: Director of College & Career Readiness;
 Marcus Edwards, CTE Specialist

Strategy's Expected Result/Impact

Enhanced STEM courses and support provided to teachers/programs.

Reviews

**Formative
Summative**

Resources

Amount	282264
Source	211 Title I
Budget Reference	211
Description	Elementary STEM Teachers 279,264
Amount	3800
Description	Eduthings - \$3500 Natl. Student Clearinghouse- \$300

Strategy/Activity 7

Involve the business community in the career and technology programs as supportive partners.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness
CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Luke Hurst, Director of College & Career Readiness

Strategy's Expected Result/Impact

Involve community stakeholders; meet community needs

Reviews

**Formative
Summative**

Resources

Objective 5:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):

Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:

Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG and T-PEG instruments to evaluate teachers and campus leaders to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - August 2021

Person(s) Responsible/Monitor

Dr. Georgeanne Warnock: Superintendent;
Dr. Melanie Magee, Deputy Superintendent of Leading & Learning;

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Resources**Strategy/Activity 2**

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning;
AJ Knight, ExCEL Director

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Amount	18,000
Source	289 Title IV
Budget Reference	289
Description	ExCEL Payroll
Amount	50,000
Source	211 Title I
Budget Reference	211
Description	Summer Program Payroll
Amount	51200
Source	State Comp Ed
Description	Secondary Summer School
Amount	24000

Source	State Comp Ed
Description	THS Tutorials
Amount	13000
Source	State Comp Ed
Description	FMS Tutorials

Strategy/Activity 3

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact
Targeted instruction and student learning

Reviews
Formative
Summative

Resources	
Amount	80000
Source	211 Title I
Budget Reference	211
Description	Summer School

Strategy/Activity 4

Analyze data and implement enhanced dropout prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate from 1.2% to <1.0%. [TEC11.255]

Critical Success Factor(s)	CSF 1 - Improve Academic Performance
	CSF 2 - Increase the User of Quality Data to Drive Instruction
	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Shuck Weiland, Director of Student Services

Strategy's Expected Result/Impact

Recover potential drop outs.

Reviews

Formative
Summative

Resources

Amount	80,000
Source	199 General Fund
Budget Reference	199
Description	Odysseyware
Amount	590039
Source	State Comp Ed
Description	TAEC Payroll 521,833 , 68206

Amount	7000
Source	State Comp Ed
Description	Instructional Supplies

Strategy/Activity 5

Evaluate the effectiveness the district's decision making policies, procedures, and staff development activities and ensure they are effectively structured to positively impact student achievement (TEC 11.252(d)).

Critical Success Factor(s)CSF 7 - Increase Teacher Quality

TimelineJuly 2020 - June 2021

Person(s) Responsible/MonitorDr. Melanie Magee, Deputy Superintendent of Leading & Learning; Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/ImpactBest practices for local education agency.

Reviews

Formative

Summative

Resources

Goal 2: Safe Learning Environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, orderly environment

Evaluation Data Source(s):

ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:

Teacher turnover rates; Disciplinary Reports; SEL supports available

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Executive Director of Business & Operations

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the

overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Shuck Weiland, Director of Student Services
Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):

Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:

Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the district will ensure professional development to teachers, counselors, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural

proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 4 - Increased Learning Time
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s) CSF 1 - Improve Academic Performance
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Amount	1200
Source	289 Title IV
Budget Reference	289
Description	SEL Materials

Strategy/Activity 4

Provide coordinated school health services, activities, and evaluations including required physical activities [TEC 11.253(d)(10) and provide a universal feeding program.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**
CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent;
Stacey Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Addressing needs of whole child: social, emotional, physical

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Employ methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction (f) drop out reduction, (g) dating violence and (h) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Juan Solis, Director of Human Resources;
Shuck Weiland, Director of Student Services;

Strategy's Expected Result/Impact

Effective responses to student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s)

CSF 6 - Improve School Climate

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executige Director of Leading & Learning

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond

Reviews

Formative
Summative

Resources

Goal 3: Fiscal Responsibility and Transparency

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):

FIRST report, District audit

Summative Evaluation:

Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy/Activity 1

Develop a resource plan connected to identified priorities and allocate the resources to support the instructional goals and objectives of campus.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Prioritize Board Goals, Financial security of District

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide training and follow-up supports for staff on appropriate financial procedures.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Increased staff capacity; Stay abreast of guidelines

Reviews

Formative

Summative

Resources

Strategy/Activity 3

Automate and digitize systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction
CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations;
Jo Thornton, PEIMS Coordinator

Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative
Summative

Resources

Amount

69197

Source

199 General Fund

Budget Reference

199

Description

R10 Business & Student Software \$66,296.56

R10 PEIMS Co-op \$2,600

Strategy/Activity 5

Maintain Superior FIRST Rating

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Financial Security; Lending Opportunities

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Maximize grant funding and outside resources to maintain and increase innovation.

Critical Success Factor(s) CSF 3 - Increase Leadership Effectiveness

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Tonya Tillman, Deputy Superintendent of Business & Operations

Strategy's Expected Result/Impact

Outside fund sources will enhance the district's budget

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Schedule recruiting events such as attending/hosting job fairs, virtual interviews as necessary and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s)	CSF 3 - Increase Leadership Effectiveness
	CSF 6 - Improve School Climate
	CSF 7 - Increase Teacher Quality

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Stacey Ellis, Executive Director of Human Resources

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Decrease teacher turnover rate from 29% to 16% by increasing ability of campus leaders to coach and support teachers.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 6 - Improve School Climate
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Stacie Ellis, Executive Director of Human Resources
Brenda Navaja, Executive Director of Leading & Learning

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Strategy/Activity 9

Provide supports through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Brenda Navaja, Executive Director of Leading & Learning

Julie Fisher, Executive Director of Continuous Improvement;

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Amount	2000
Source	270 Title V
Budget Reference	255
Description	Tiger Academy Payroll
Amount	50000
Source	199 General Fund
Budget Reference	199
Description	Mentor Teacher Allotment for training and stipends
Amount	1000
Source	199 General Fund
Budget Reference	199
Description	New Teacher Orientation Luncheon

Expect engagement with parents and the community for high student achievement.

Parents will be full partners in the education of their children.

Parent Surveys, Event attendance

Opportunities provided for family & community involvement; Participation

Provide cultural sensitivity and customer service training of all staff

Timeline
August 2020 - June 2021

Stacie Ellis, Executive Director of Human Resources

Higher engagement with parents and staff

Amount	5000
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Source	255 Title II
Budget Reference	255
Description	Libby Spears

Strategy/Activity 2

Develop a "Literacy Bus" for mobile parent & community engagement and interaction.

Critical Success Factor(s) CSF 4 - Increased Learning Time
CSF 5 - Increase Family and Community Engagement

Timeline
August 2020 - June 2021

Person(s) Responsible/Monitor
Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact
Increased Parental Involvement

Reviews
Formative
Summative

Resources	
Amount	15000
Source	263 Title III
Budget Reference	263
Description	Bilingual Books for us
Amount	10000

Source

211 Title I

Budget Reference

211

Description

Technology for Bus/Parental Involvement

Strategy/Activity 3

Provide a list of community social services & resources to parents.

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent;
Olivia Rice, Executive Director of Communications

Strategy's Expected Result/Impact

Parent access to community supports

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications
Campus principals

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative
Summative

Resources**Strategy/Activity 5**

Educate parents and students (middle school and high school) of the following: (a) Higher education opportunities and information about admissions, financial aid, TEXAS grants, Teach for Texas, and making informed choices in high school; (b) Foundation Graduation Plan including endorsements and distinguished achievement options, (c) Career and college readiness standards.

Critical Success Factor(s) **CSF 5 - Increase Family and Community Engagement**
 CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Informed stakeholders

Reviews

Formative

Summative

Resources

Strategy/Activity 6

Provide education and outreach to all parents, including bilingual supports and adult education.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Dr. Larry Polk, Assistant Superintendent
Laura Espinoza, Bilingual/ESL Specialist

Strategy's Expected Result/Impact

Parents ability to support students in their education and development

Reviews

Formative

Summative

Resources

Strategy/Activity 7

Increase parental involvement, decrease dropout rates, and increase students enrolling in higher ed., technical schools, military, or receiving career licenses through partnership with Community in Schools and other avenues.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020- July 2021

Person(s) Responsible/Monitor

Dr. Melanie Magee, Deputy Superintendent of Leading & Learning
Dr. Larry Polk, Assistant Superintendent

Strategy's Expected Result/Impact

Increase parental involvement, decrease dropout rates, and Increase students enrolling in post-secondary education or military

Reviews

Formative
Summative

Resources

Amount

150000

Source

199 General Fund

Budget Reference

199

Description

Community in School Liasons

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):

Survey data, Number of partnerships,

Summative Evaluation:

Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special event programs (Veteran's Day, Cultural Days, Hall of Fame, etc.)

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Olivia Rice, Executive Director of Communications & Marketing

Strategy's Expected Result/Impact

Increase opportunities for community involvement

Reviews

Formative
Summative

Resources

2020 Results Driven Accountability

District Report

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

Domain I – Academic Achievement (Indicators 1-8)

Domain II – Post-Secondary Readiness (Indicators 9-10)

Domain III – Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I – Academic Achievement (Indicators 1-3)

Domain II – Post-Secondary Readiness (Indicators 4-5)

Domain III – Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II – Post-Secondary Readiness (Indicators 6-7)

Domain III – Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
(iii) Science	2020	65.0 - 100	.	0	0	No Data
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
(v) Writing	2020	70.0 - 100	.	0	0	No Data

2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
(iii) Science	2020	65.0 - 100	.	0	0	No Data
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
(v) Writing	2020	70.0 - 100	.	0	0	No Data

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	.	.	0	0	Report Only
(ii) Reading	2020	.	.	0	0	Report Only
(iii) Science	2020	.	.	0	0	Report Only
(iv) Social Studies	2020	.	.	0	0	Report Only
(v) Writing	2020	.	.	0	0	Report Only

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	.	0	0	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
	2019			215	236	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
	2019			219	246	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
	2019			61	71	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
	2019			18	29	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
	2019			82	94	

6. EL STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	.	0	0	No Data
(ii) Biology	2020	75.0 - 100	.	0	0	No Data
(iii) U.S. History	2020	70.0 - 100	.	0	0	No Data
(iv) English I and II	2020	60.0 - 100	.	0	0	No Data

7. TELPAS Reading Beginning Proficiency Level Rate

	State Rate	Rate	Beginning	Tested	Performance Level
2020	Not available until 10/01/2020				

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

	PL 0 Cut Points	Rate	BEG./INT.	Tested	Performance Level
2020	0 - 19.4	.	0	0	No Data

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

BE/ESL/EL Domain II

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

9. EL Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	84.4	27	32	0
2019			32	35	
2018			15	19	

10. EL Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	4.0	12	301	2
2019			2	252	
2018			2	242	

2020 Results Driven Accountability

BE/ESL/EL Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

11. EL Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-1.4	-2.1				Report Only
<i>EL Students</i>			2.3	20	879	
<i>All Students</i>			4.4	181	4,140	

2020 Results Driven Accountability

OSP Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	

2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	.	0	0	Report Only
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

OSP Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

3. OSP STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(ii) Biology	2020	75.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iii) U.S. History	2020	70.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	
(iv) English I and II	2020	60.0 - 100	.	0	0	No Data
Foster Care			.	0	0	
Homeless			.	0	0	
Military			.	0	0	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

OSP Domain II

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

4. OSP Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	50.0	3	6	NA
Foster Care		.	0	0	
Homeless		50.0	3	6	
Military		100.0	1	1	

5. OSP Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.0	0	7	0
Foster Care		0.0	0	1	
Homeless		0.0	0	5	
Military		0.0	0	1	

2020 Results Driven Accountability

OSP Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

6. OSP Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-0.4	-4.4				Report Only
<i>OSP Students</i>			0.0	0	8	
<i>Foster Care</i>			0.0	0	5	
<i>Homeless</i>			0.0	0	2	
<i>Military</i>			0.0	0	1	
<i>All Students</i>			4.4	181	4,140	

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

1. SPED STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
	2019			100	200	
	2018			82	178	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
	2019			77	200	
	2018			59	179	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
	2019			26	59	
	2018			23	59	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
	2019			7	23	
	2018			8	26	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
	2019			23	73	
	2018			17	57	

2. SPED Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	.	0	0	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906
 District Name: TERRELL ISD

Region: 10

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	.	0	0	No Data
	2019			12	17	
	2018			9	14	
(ii) Reading	2020	70.0 - 100	.	0	0	No Data
	2019			8	17	
	2018			6	14	
(iii) Science	2020	65.0 - 100	.	0	0	No Data
	2019			3	4	
	2018			0	2	
(iv) Social Studies	2020	65.0 - 100	.	0	0	No Data
	2019			1	2	
	2018			0	2	
(v) Writing	2020	70.0 - 100	.	0	0	No Data
	2019			1	2	
	2018			2	7	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain I

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

4. SPED STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	.	0	0	No Data
	2019			9	30	
	2018			9	29	
(ii) Biology	2020	75.0 - 100	.	0	0	No Data
	2019			14	24	
	2018			10	24	
(iii) U.S. History	2020	70.0 - 100	.	0	0	No Data
	2019			15	29	
	2018			13	28	
(iv) English I and II	2020	60.0 - 100	.	0	0	No Data
	2019			12	59	
	2018			10	54	

5. SPED STAAR Alternate 2 Participation Rate

		State Rate	Rate	STAAR Alternate	Document Submitted	Performance Level
(i) Mathematics	2020	.	.	0	0	Report Only
(ii) Reading	2020	.	.	0	0	Report Only
(iii) Science	2020	.	.	0	0	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

2020 Results Driven Accountability

SPED Domain II

County-District Number: 129906
 District Name: TERRELL ISD

Region: 10

6. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	78.6	20	27	1
2019			18	20	
2018			17	23	

7. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	1.3	4	196	0
2019			2	181	
2018			1	183	

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

8. SPED Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	6.3	7.3				Report Only
SPED Students			11.7	55	472	
All Students			4.4	181	4,140	

9. SPED Regular Early Childhood Program Rate (Ages 3-5)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2020	30.0 - 100	9.3	4	58	3
2019			6	47	
2018			3	35	

10. SPED Regular Class ≥80% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2020	70.0 - 100	55.3	261	472	2
2019			208	401	

11. SPED Regular Class <40% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2020	0 - 10.0	22.6	106	469	3
2019			99	394	
2018			82	347	

12. SPED Separate Settings Rate (Ages 6-21)

	State Rate	Rate	Separate Settings	SPED Students	Performance Level
2020	0.3	0.0	0	469	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

13. SPED Representation (Ages 3-21)

	SPED Students	All Students
2020	529	4,801

(vi) White

(c) Emotional Disturbance (ED)

	Threshold	Risk Ratio	Rate	ED	SPED	Performance Level
2020	>2.5	2.7				SD (Year 2)
White			12.0	20	167	
All Other			4.4	16	362	
2019		3.5				

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2020	6.3	6.8	41	603	Report Only

15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2020	0.4	0.8	5	603	Report Only

16. SPED ISS ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS≤10	SPED Students	Performance Level
2020	10.8	15.8	95	603	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

SPED Domain III

County-District Number: 129906

District Name: TERRELL ISD

Region: 10

17. SPED ISS >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS>10	SPED Students	Performance Level
2020	0.9	2.0	12	603	Report Only

18. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2020	0 - 19.0	61.2	369	603	3
2019			361	529	

(iv) African American (AFR AM)

	Threshold	Risk Ratio	Rate	SPED Removals	SPED Students	Performance Level
2020	>2.5	2.7				SD (Year 1)
AFR AM			114.3	176	154	
All Other			43.0	193	449	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability Summary

County-District Number: 129906
District Name: TERRELL ISD

Region: 10

Performance Level Summary by Each Program Area

2020 Performance Level Counts									
	0, 0 SA, 0 RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EL	1		1				20	7	
OSP	1					1	9	2	
SPED	1	1	1	3			14	10	2

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	Not available until 10/1/2020
Valid, Reliable, and Timely Data	Not available until 10/1/2020
Status of Uncorrected Noncompliance	Not available until 10/1/2020
Financial Audits	Not available until 10/1/2020