PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

2015-2016 Annual Report

Public Hearing on January 9, 2017

Dickinson ISD 2015-2016 Annual Report

Section I.   **Texas Academic Performance Reports [TAPR] 2015-2016**

Dickinson ISD and all campuses achieved the highest state accountability rating of _Met Standard_.

Section II.   **PEIMS Financial Standard Reports
(2014-2015 Financial Actual Reports)**

DISD achieved a perfect score of 100 and the highest rating of "A = Superior" on the Financial Integrity Rating System of Texas [FIRST].

Section III.   **Section III. District Accreditation Status 2015-2016**

DISD received the highest accreditation status of _Accredited_.

Section IV.   **Campus Performance Objectives 2015-2016**

Each regular campus has a Campus Improvement Plan with Performance Objectives.

Section V.   **Report on Violent or Criminal Incidents 2015-2016**

DISD had an incident rate of 0.018%.

Section VI.   **Student Performance in Postsecondary Institutions
(2013-2014 Graduates)**

Of the Class of 2014, 51.1% were enrolled in a Texas Institute of Higher Education in 2014-2015.

Section VII.   **TAPR Glossary**

This will assist in understanding the different indicators of the TAPR and how they were calculated.
A Spanish version will be made available online in January.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

District Number: **084901**

2016 Accountability Rating: **Met Standard**

2016 Special Education Determination Status:

Meets Requirements

This page intentionally left blank.

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	74%	**67%**	62%	64%	75%	*	79%	*	62%	53%	61%	49%
Mathematics	2016	75%	76%	**73%**	61%	73%	79%	*	93%	*	81%	57%	69%	62%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	76%	**74%**	64%	72%	82%	*	88%	*	90%	57%	69%	36%
Mathematics	2016	73%	75%	**78%**	67%	77%	85%	*	88%	*	85%	66%	73%	49%
Writing	2016	69%	69%	**65%**	59%	62%	70%	*	78%	*	75%	43%	58%	34%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	81%	**76%**	72%	72%	82%	*	87%	-	87%	44%	69%	45%
Mathematics	2016	86%	86%	**82%**	70%	84%	83%	*	93%	-	93%	53%	78%	73%
Science	2016	74%	75%	**70%**	58%	67%	80%	*	87%	-	60%	51%	62%	39%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	71%	**68%**	55%	69%	71%	*	100%	*	86%	47%	62%	15%
Mathematics	2016	72%	75%	**74%**	62%	77%	75%	*	100%	*	90%	56%	69%	35%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	72%	**66%**	61%	64%	69%	*	90%	*	81%	35%	59%	*
Mathematics	2016	69%	72%	**68%**	61%	67%	73%	*	90%	*	63%	35%	61%	28%
Writing	2016	69%	69%	**57%**	56%	53%	61%	*	80%	*	63%	28%	50%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	88%	**83%**	81%	81%	89%	-	79%	*	75%	35%	79%	45%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 *														
Mathematics	2016	82%	83%	**79%**	81%	75%	82%	-	88%	*	75%	47%	76%	60%
Science	2016	75%	77%	**72%**	67%	68%	80%	-	89%	*	75%	40%	65%	35%
Social Studies	2016	63%	65%	**54%**	48%	51%	64%	-	58%	*	50%	31%	46%	*
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	65%	**60%**	56%	57%	65%	*	88%	-	71%	23%	56%	21%
English II	2016	67%	67%	**64%**	58%	62%	71%	75%	77%	-	65%	20%	58%	25%
Algebra I	2016	78%	78%	**79%**	76%	81%	79%	*	100%	-	69%	42%	76%	70%
Biology	2016	87%	87%	**86%**	80%	88%	85%	*	90%	-	82%	45%	83%	75%
U.S. History	2016	91%	91%	**92%**	86%	92%	96%	*	100%	-	80%	59%	90%	50%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	76%	**72%**	65%	70%	77%	70%	87%	86%	76%	43%	66%	44%
Reading	2016	73%	74%	**69%**	63%	67%	75%	65%	85%	*	77%	38%	63%	37%
Mathematics	2016	76%	78%	**76%**	68%	76%	79%	81%	93%	*	81%	51%	71%	57%
Writing	2016	69%	69%	**61%**	57%	58%	66%	*	79%	*	69%	35%	54%	26%
Science	2016	79%	80%	**76%**	69%	75%	82%	83%	89%	*	71%	45%	70%	45%
Social Studies	2016	77%	78%	**73%**	67%	71%	81%	*	78%	*	64%	44%	67%	26%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	47%	**37%**	29%	34%	46%	36%	63%	*	45%	11%	29%	5%
Reading	2016	46%	48%	**37%**	29%	32%	47%	38%	55%	*	47%	10%	28%	5%

Texas Academic Performance Report
2015-16 District Performance

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	46%	**41%**	30%	40%	46%	46%	73%	*	54%	13%	34%	14%
Writing	2016	41%	42%	**28%**	23%	26%	34%	*	46%	*	33%	6%	22%	*
Science	2016	47%	50%	**42%**	35%	38%	51%	*	69%	*	44%	11%	35%	8%
Social Studies	2016	47%	50%	**40%**	34%	36%	51%	*	43%	*	36%	16%	33%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	19%	**13%**	9%	12%	18%	16%	28%	*	15%	10%	9%	6%
Reading	2016	17%	18%	**11%**	7%	9%	17%	*	25%	*	14%	6%	7%	4%
Mathematics	2016	19%	21%	**16%**	10%	15%	19%	*	40%	*	19%	13%	12%	11%
Writing	2016	15%	15%	**8%**	7%	7%	11%	*	*	*	*	11%	5%	*
Science	2016	16%	18%	**15%**	8%	12%	21%	*	30%	*	16%	11%	10%	*
Social Studies	2016	22%	24%	**17%**	11%	15%	25%	*	14%	*	*	15%	12%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**59%**	60%	57%	60%	*	68%	*	56%	58%	56%	53%
Reading	2016	60%	61%	**57%**	57%	55%	58%	*	66%	*	56%	56%	55%	48%
Mathematics	2016	63%	63%	**61%**	64%	60%	61%	*	70%	*	56%	59%	59%	59%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**12%**	11%	13%	13%	*	17%	*	9%	13%	11%	14%
Reading	2016	16%	17%	**12%**	11%	12%	12%	*	14%	*	7%	12%	11%	12%
Mathematics	2016	17%	18%	**13%**	11%	13%	13%	*	21%	*	11%	14%	11%	16%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	35%	**32%**	29%	32%	33%	*	45%	-	38%	19%	30%	24%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	**73%**	**66%**	65%	60%	74%	*	69%	-	71%	18%	57%	27%
Students Requiring Accelerated Instruction													
2016	27%	**27%**	**34%**	35%	40%	26%	0%	31%	-	*	82%	43%	73%
STAAR Cumulative Met Standard													
2016	80%	**80%**	**75%**	71%	71%	82%	*	81%	-	86%	27%	68%	45%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	95%	**95%**	**96%**	100%	95%	96%	*	-	-	*	98%	96%	94%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6													
2016	11%	**11%**	**18%**	*	21%	*	*	-	-	-	16%	20%	*
Retained in Grade 5													
2016	45%	**46%**	**83%**	-	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	**77%**	**70%**	58%	72%	74%	*	69%	-	77%	23%	65%	45%
Students Requiring Accelerated Instruction													
2016	23%	**23%**	**30%**	42%	28%	26%	0%	31%	-	*	77%	35%	55%
STAAR Cumulative Met Standard													
2016	85%	**86%**	**81%**	70%	83%	83%	*	88%	-	93%	39%	77%	71%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	**81%**	**75%**	72%	73%	83%	-	65%	*	75%	16%	68%	21%
Students Requiring Accelerated Instruction													
2016	20%	**19%**	**25%**	28%	27%	17%	-	35%	0%	*	84%	32%	79%
STAAR Cumulative Met Standard													
2016	86%	**87%**	**82%**	81%	79%	89%	-	75%	*	75%	20%	77%	29%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	97%	**98%**	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2016	12%	**9%**	**7%**	*	*	*	-	*	-	-	*	7%	*
Retained in Grade 8													
2016	44%	**50%**	*	*	*	-	-	-	-	-	-	*	-
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	**73%**	**68%**	70%	62%	74%	-	83%	*	63%	31%	63%	29%
Students Requiring Accelerated Instruction													
2016	29%	**27%**	**32%**	30%	38%	26%	-	*	0%	*	69%	37%	71%
STAAR Cumulative Met Standard													
2016	81%	**83%**	**77%**	81%	72%	81%	-	83%	*	75%	34%	74%	36%

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

District Name: DICKINSON ISD

County Name: GALVESTON

District Number: 084901

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	76%	**72%**	44%	44%	-	-	-	38%	41%	35%	54%	42%	44%
Reading	2016	73%	74%	**69%**	38%	38%	-	-	-	29%	35%	20%	57%	35%	37%
Mathematics	2016	76%	78%	**76%**	57%	57%	-	-	-	53%	50%	59%	60%	56%	57%
Writing	2016	69%	69%	**61%**	26%	26%	-	-	-	18%	23%	*	38%	23%	26%
Science	2016	79%	80%	**76%**	30%	30%	-	-	-	58%	60%	54%	50%	45%	45%
Social Studies	2016	77%	78%	**73%**	-	-	-	-	-	27%	*	36%	*	27%	26%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	47%	**37%**	6%	6%	-	-	-	*	*	*	*	5%	5%
Reading	2016	46%	48%	**37%**	5%	5%	-	-	-	*	*	*	*	4%	5%
Mathematics	2016	43%	46%	**41%**	13%	13%	-	-	-	10%	*	*	22%	12%	14%
Writing	2016	41%	42%	**28%**	*	*	-	-	-	*	*	*	*	*	*
Science	2016	47%	50%	**42%**	*	*	-	-	-	*	*	*	*	*	8%
Social Studies	2016	47%	50%	**40%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	19%	**13%**	8%	8%	-	-	-	4%	3%	5%	5%	6%	6%
Reading	2016	17%	18%	**11%**	6%	6%	-	-	-	*	*	*	*	4%	4%
Mathematics	2016	19%	21%	**16%**	13%	13%	-	-	-	7%	*	*	11%	11%	11%
Writing	2016	15%	15%	**8%**	*	*	-	-	-	*	*	*	*	*	*
Science	2016	16%	18%	**15%**	*	*	-	-	-	*	*	*	*	*	*

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	24%	**17%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**59%**	54%	54%	-	-	-	40%	43%	*	71%	49%	52%
Reading	2016	60%	61%	**57%**	50%	50%	-	-	-	34%	43%	*	68%	44%	46%
Mathematics	2016	63%	63%	**61%**	59%	59%	-	-	-	49%	*	*	*	56%	58%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**12%**	17%	17%	-	-	-	7%	9%	*	16%	13%	13%
Reading	2016	16%	17%	**12%**	12%	12%	-	-	-	7%	11%	*	23%	10%	11%
Mathematics	2016	17%	18%	**13%**	21%	21%	-	-	-	7%	*	*	*	17%	16%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	35%	**32%**	22%	22%	-	-	-	21%	29%	*	35%	22%	24%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	**93%**	94%	94%	92%	93%	92%	74%	95%	93%	94%	83%
Not Included in Accountability													
Mobile	4%	4%	**5%**	5%	4%	7%	7%	3%	21%	4%	5%	4%	8%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	4%	5%	1%	1%	1%	10%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.8%	**95.4%**	95.9%	95.5%	94.8%	95.3%	97.7%	97.5%	95.0%	94.0%	95.3%	96.6%
2013-14	95.9%	95.9%	**95.4%**	95.9%	95.4%	94.8%	94.7%	98.0%	97.7%	95.4%	93.6%	95.2%	96.6%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.4%	**0.4%**	0.0%	0.4%	0.6%	*	0.0%	*	0.0%	1.9%	0.3%	1.9%
2013-14	0.5%	0.3%	**0.2%**	0.4%	0.3%	0.0%	0.0%	0.0%	*	0.0%	0.8%	0.2%	1.8%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	2.2%	**1.6%**	1.6%	2.0%	1.3%	7.7%	0.0%	*	1.5%	2.6%	1.9%	4.0%
2013-14	2.2%	2.2%	**2.0%**	1.4%	3.1%	1.3%	0.0%	0.0%	*	0.0%	3.1%	2.3%	10.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	88.5%	**89.6%**	88.2%	86.5%	93.3%	*	100.0%	*	93.8%	82.2%	86.4%	84.6%
Received GED	0.6%	0.5%	**0.3%**	0.9%	0.4%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	0.0%
Continued HS	4.1%	4.3%	**2.5%**	1.8%	3.2%	2.6%	*	0.0%	*	0.0%	4.4%	2.2%	0.0%
Dropped Out	6.3%	6.6%	**7.5%**	9.1%	9.9%	4.1%	*	0.0%	*	6.3%	13.3%	11.0%	15.4%
Graduates and GED	89.6%	89.0%	**90.0%**	89.1%	86.9%	93.3%	*	100.0%	*	93.8%	82.2%	86.8%	84.6%
Grads, GED, & Cont	93.7%	93.4%	**92.5%**	90.9%	90.1%	95.9%	*	100.0%	*	93.8%	86.7%	89.0%	84.6%
Class of 2014													
Graduated	88.3%	87.8%	**88.6%**	93.9%	83.8%	92.7%	*	94.4%	-	81.3%	76.4%	84.8%	12.5%
Received GED	0.8%	0.6%	**0.7%**	0.0%	0.7%	0.5%	*	5.6%	-	0.0%	0.0%	0.6%	0.0%
Continued HS	4.3%	4.6%	**2.3%**	2.0%	3.3%	1.6%	*	0.0%	-	0.0%	7.3%	3.1%	37.5%
Dropped Out	6.6%	7.0%	**8.3%**	4.0%	12.1%	5.2%	*	0.0%	-	18.8%	16.4%	11.5%	50.0%
Graduates and GED	89.1%	88.5%	**89.3%**	93.9%	84.6%	93.3%	*	100.0%	-	81.3%	76.4%	85.4%	12.5%
Grads, GED, & Cont	93.4%	93.0%	**91.7%**	96.0%	87.9%	94.8%	*	100.0%	-	81.3%	83.6%	88.5%	50.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	89.9%	**90.6%**	95.9%	86.2%	94.3%	*	94.4%	-	81.3%	80.7%	87.1%	16.7%
Received GED	1.0%	1.0%	**1.0%**	0.0%	1.1%	1.0%	*	5.6%	-	0.0%	0.0%	0.6%	0.0%
Continued HS	1.3%	1.4%	**0.3%**	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	3.5%	0.6%	0.0%
Dropped Out	7.2%	7.8%	**8.1%**	4.1%	11.9%	4.7%	*	0.0%	-	18.8%	15.8%	11.6%	83.3%
Graduates and GED	91.5%	90.8%	**91.6%**	95.9%	87.3%	95.3%	*	100.0%	-	81.3%	80.7%	87.7%	16.7%
Grads, GED, & Cont	92.8%	92.2%	**91.9%**	95.9%	88.1%	95.3%	*	100.0%	-	81.3%	84.2%	88.4%	16.7%
Class of 2013													
Graduated	90.4%	89.7%	**93.3%**	93.2%	94.1%	92.0%	-	100.0%	*	90.9%	80.7%	93.2%	*
Received GED	1.1%	1.0%	**1.0%**	0.0%	0.4%	2.2%	-	0.0%	*	0.0%	3.5%	0.7%	*
Continued HS	1.3%	1.4%	**0.7%**	0.0%	0.4%	1.3%	-	0.0%	*	0.0%	5.3%	0.7%	*
Dropped Out	7.2%	7.9%	**5.0%**	6.8%	5.1%	4.5%	-	0.0%	*	9.1%	10.5%	5.4%	*
Graduates and GED	91.5%	90.7%	**94.3%**	93.2%	94.5%	94.2%	-	100.0%	*	90.9%	84.2%	93.9%	*
Grads, GED, & Cont	92.8%	92.1%	**95.0%**	93.2%	94.9%	95.5%	-	100.0%	*	90.9%	89.5%	94.6%	*

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	90.2%	**93.5%**	93.2%	94.5%	92.0%	-	100.0%	*	90.9%	82.5%	93.5%	*
Received GED	1.4%	1.3%	**1.0%**	0.0%	0.4%	2.2%	-	0.0%	*	0.0%	3.5%	0.7%	*
Continued HS	0.6%	0.6%	**0.5%**	0.0%	0.0%	1.3%	-	0.0%	*	0.0%	3.5%	0.3%	*
Dropped Out	7.2%	7.9%	**5.0%**	6.8%	5.1%	4.5%	-	0.0%	*	9.1%	10.5%	5.4%	*
Graduates and GED	92.3%	91.5%	**94.5%**	93.2%	94.9%	94.2%	-	100.0%	*	90.9%	86.0%	94.2%	*
Grads, GED, & Cont	92.8%	92.1%	**95.0%**	93.2%	94.9%	95.5%	-	100.0%	*	90.9%	89.5%	94.6%	*
Class of 2012													
Graduated	90.9%	90.0%	**91.0%**	89.1%	90.6%	91.3%	*	100.0%	-	100.0%	88.7%	92.1%	*
Received GED	1.5%	1.3%	**1.4%**	1.0%	1.3%	1.7%	*	0.0%	-	0.0%	1.9%	1.1%	*
Continued HS	0.6%	0.6%	**0.3%**	0.0%	0.4%	0.4%	*	0.0%	-	0.0%	1.9%	0.4%	*
Dropped Out	7.0%	8.1%	**7.3%**	9.9%	7.7%	6.5%	*	0.0%	-	0.0%	7.5%	6.5%	*
Graduates and GED	92.4%	91.3%	**92.3%**	90.1%	91.9%	93.1%	*	100.0%	-	100.0%	90.6%	93.2%	*
Grads, GED, & Cont	93.0%	91.9%	**92.7%**	90.1%	92.3%	93.5%	*	100.0%	-	100.0%	92.5%	93.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	88.5%	**87.2%**	86.6%	83.0%	91.4%	*	100.0%	*	93.8%	77.1%	84.0%	84.6%
Class of 2014	88.3%	87.8%	**87.1%**	90.5%	82.6%	91.3%	*	94.4%	-	81.3%	75.4%	82.8%	11.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	89.9%	**88.5%**	93.3%	83.7%	92.9%	*	94.4%	-	81.3%	81.4%	85.1%	11.1%
Class of 2013	90.4%	89.7%	**91.5%**	90.9%	92.0%	90.4%	-	100.0%	*	90.9%	80.7%	92.6%	40.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	85.3%	**72.2%**	61.9%	67.9%	79.9%	*	95.8%	*	80.0%	13.5%	66.2%	63.6%
Class of 2014	85.5%	84.1%	**75.3%**	75.3%	71.9%	77.1%	*	100.0%	-	76.9%	35.7%	70.3%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2015	3.5%	4.9%	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	38.7%	10.2%	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	82.1%	**72.3%**	61.9%	68.0%	80.0%	*	95.8%	*	80.0%	13.5%	66.4%	63.6%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	83.5%	**72.9%**	63.3%	69.7%	79.0%	*	95.8%	*	80.0%	12.2%	66.0%	62.5%
2013-14	83.8%	82.4%	**74.6%**	75.3%	70.5%	77.0%	*	100.0%	-	76.9%	30.6%	70.2%	*
FHSP-E Graduates (Annual Rate)													
2014-15	3.5%	4.8%	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2014-15	37.3%	10.1%	*	-	*	*	-	-	-	-	-	*	-

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	80.2%	**73.1%**	63.3%	70.0%	79.1%	*	95.8%	*	80.0%	12.2%	66.3%	62.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	56.0%	**44.7%**	40.7%	40.2%	49.9%	*	73.5%	*	31.0%	8.3%	36.8%	19.2%
2013-14	53.2%	54.3%	**36.9%**	30.7%	29.3%	44.6%	*	71.4%	*	58.6%	3.9%	30.1%	0.0%
English Language Arts													
2014-15	29.0%	28.3%	**20.7%**	14.3%	17.1%	27.0%	*	41.7%	*	17.9%	3.1%	14.0%	0.0%
2013-14	28.9%	27.7%	**21.2%**	12.2%	15.4%	29.2%	*	48.8%	*	34.5%	2.2%	13.7%	0.0%
Mathematics													
2014-15	43.8%	46.5%	**42.9%**	33.5%	38.3%	50.5%	*	77.8%	*	37.5%	5.6%	35.4%	22.7%
2013-14	42.4%	44.5%	**33.8%**	24.8%	29.1%	38.0%	*	74.3%	*	47.8%	1.9%	27.4%	0.0%
Science													
2014-15	12.7%	12.8%	**7.5%**	3.4%	4.5%	10.3%	*	30.8%	-	15.0%	0.0%	4.2%	0.0%
2013-14	13.4%	13.5%	**8.4%**	7.6%	5.3%	10.0%	*	25.0%	*	16.0%	0.0%	5.0%	0.0%
Social Studies													
2014-15	28.4%	29.1%	**20.3%**	13.3%	17.0%	24.8%	*	53.3%	*	17.2%	0.0%	13.2%	0.0%
2013-14	27.8%	28.7%	**24.8%**	19.8%	17.9%	31.7%	*	52.6%	*	44.8%	1.1%	17.5%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	37.3%	**26.6%**	22.9%	22.0%	33.3%	33.3%	52.9%	*	20.0%	6.3%	19.4%	8.3%
2013-14	33.1%	35.6%	**23.9%**	17.6%	19.5%	29.1%	18.2%	56.0%	*	39.3%	3.8%	19.0%	0.0%
English Language Arts													
2014-15	15.7%	17.1%	**10.7%**	7.2%	8.2%	15.3%	0.0%	25.0%	*	9.7%	3.0%	6.7%	0.0%
2013-14	15.4%	16.7%	**9.8%**	5.2%	7.0%	14.0%	10.0%	24.7%	*	18.2%	1.4%	5.6%	0.0%
Mathematics													
2014-15	19.4%	20.5%	**18.7%**	14.5%	16.3%	22.3%	18.2%	45.7%	*	15.5%	2.0%	13.8%	7.8%
2013-14	18.8%	19.6%	**12.9%**	8.4%	10.5%	15.7%	0.0%	38.7%	*	22.4%	0.6%	9.2%	0.0%
Science													
2014-15	5.2%	5.4%	**2.8%**	1.3%	1.6%	4.1%	0.0%	16.0%	*	5.6%	0.0%	1.4%	0.0%
2013-14	5.6%	5.7%	**3.3%**	2.6%	2.1%	4.2%	11.1%	11.8%	*	7.8%	0.0%	1.8%	0.0%
Social Studies													
2014-15	19.5%	20.5%	**14.1%**	9.6%	10.8%	19.2%	0.0%	40.7%	*	12.9%	0.9%	9.0%	0.0%
2013-14	18.3%	19.3%	**15.2%**	10.0%	11.7%	19.3%	0.0%	44.2%	*	27.3%	0.5%	10.9%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	44.0%	**44.0%**	26.0%	38.0%	57.0%	*	52.0%	*	56.0%	33.0%	31.0%	*
Mathematics													
2014-15	38.0%	40.0%	**38.0%**	19.0%	31.0%	46.0%	*	74.0%	*	60.0%	17.0%	27.0%	*
Both Subjects													
2014-15	35.0%	37.0%	**34.0%**	18.0%	26.0%	45.0%	*	52.0%	*	56.0%	17.0%	22.0%	*
Either Subject													
2014-15	45.0%	47.0%	**47.0%**	27.0%	42.0%	58.0%	*	74.0%	*	60.0%	33.0%	36.0%	*

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College and Career Ready Graduates													
2014-15	74.5%	73.0%	**74.3%**	71.4%	69.6%	78.6%	*	95.8%	*	93.3%	68.3%	70.3%	37.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	11.0%	**13.2%**	11.2%	13.3%	15.0%	*	8.3%	*	13.3%	2.4%	9.6%	0.0%
Mathematics													
2014-15	7.1%	8.0%	**10.0%**	7.1%	9.6%	9.1%	*	29.2%	*	20.0%	0.0%	7.2%	12.5%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	49.2%	**36.3%**	26.5%	31.3%	43.3%	*	66.7%	*	46.7%	2.4%	28.5%	0.0%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	8.1%	**15.7%**	7.1%	11.7%	20.9%	*	37.5%	*	33.3%	2.4%	8.8%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	48.3%	**35.4%**	23.5%	30.8%	40.6%	*	83.3%	*	46.7%	2.4%	25.7%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	39.8%	**50.7%**	54.1%	50.8%	47.1%	*	58.3%	*	66.7%	68.3%	53.8%	37.5%
2013-14	46.4%	43.5%	**72.2%**	11.6%	33.8%	23.5%	*	2.4%	-	0.9%	7.2%	35.7%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	26.2%	**13.3%**	8.3%	10.4%	16.3%	*	44.9%	*	13.8%	n/a	9.0%	n/a
2014	23.5%	24.8%	**19.6%**	9.8%	15.7%	24.3%	*	54.8%	*	38.5%	n/a	14.7%	n/a
English Language Arts													
2015	15.1%	15.2%	**8.5%**	6.1%	6.1%	11.4%	*	24.5%	*	6.9%	n/a	5.2%	n/a
2014	15.0%	15.3%	**12.8%**	4.1%	10.2%	17.1%	*	40.5%	*	23.1%	n/a	8.7%	n/a
Mathematics													
2015	6.8%	7.0%	**5.0%**	1.7%	3.7%	5.4%	*	28.6%	*	6.9%	n/a	2.8%	n/a
2014	6.5%	6.8%	**4.4%**	3.1%	3.1%	4.5%	*	23.8%	*	7.7%	n/a	3.9%	n/a
Science													
2015	10.2%	10.5%	**5.3%**	1.7%	3.1%	6.5%	*	32.7%	*	10.3%	n/a	2.9%	n/a
2014	6.9%	7.0%	**5.1%**	4.1%	3.1%	6.1%	*	19.0%	*	11.5%	n/a	3.2%	n/a
Social Studies													
2015	14.4%	15.9%	**6.3%**	4.3%	3.9%	7.8%	*	28.6%	*	6.9%	n/a	4.2%	n/a
2014	13.8%	15.9%	**10.7%**	7.2%	7.9%	12.8%	*	35.7%	*	19.2%	n/a	8.4%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	52.6%	**36.6%**	21.1%	26.4%	42.9%	-	54.5%	-	*	n/a	31.0%	n/a
2014	51.3%	55.0%	**33.0%**	21.1%	22.1%	41.8%	*	47.8%	-	30.0%	n/a	26.7%	n/a
English Language Arts													
2015	43.7%	47.1%	**32.0%**	28.6%	22.6%	36.4%	-	41.7%	-	*	n/a	20.6%	n/a
2014	44.7%	48.7%	**35.2%**	37.5%	22.0%	40.6%	-	47.1%	-	50.0%	n/a	33.3%	n/a

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
Mathematics													
2015	51.7%	57.4%	**18.3%**	*	10.5%	19.0%	-	28.6%	-	*	n/a	11.1%	n/a
2014	53.6%	60.6%	**24.0%**	50.0%	13.3%	29.4%	-	20.0%	-	*	n/a	8.7%	n/a
Science													
2015	35.4%	38.3%	**48.4%**	*	37.5%	64.0%	-	37.5%	-	*	n/a	36.8%	n/a
2014	45.7%	50.7%	**32.8%**	25.0%	33.3%	39.1%	*	37.5%	-	*	n/a	21.1%	n/a
Social Studies													
2015	40.1%	45.4%	**32.9%**	20.0%	30.0%	26.7%	-	50.0%	-	*	n/a	29.6%	n/a
2014	41.6%	46.4%	**14.9%**	21.4%	10.3%	14.6%	-	20.0%	-	20.0%	n/a	14.3%	n/a
SAT/ACT Results													
Tested													
Class of 2015	68.3%	72.1%	**51.4%**	57.1%	38.3%	59.4%	*	87.5%	*	66.7%	n/a	44.9%	n/a
Class of 2014	66.3%	70.3%	**49.6%**	66.7%	38.0%	50.8%	*	88.2%	-	69.2%	n/a	42.0%	n/a
At/Above Criterion													
Class of 2015	24.3%	25.0%	**17.8%**	8.9%	8.7%	26.1%	*	33.3%	*	30.0%	n/a	9.0%	n/a
Class of 2014	25.1%	26.1%	**17.4%**	9.7%	16.7%	23.7%	*	6.7%	-	33.3%	n/a	11.3%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1386	**1377**	1255	1345	1432	-	1485	*	1490	n/a	1311	n/a
Class of 2014	1417	1405	**1360**	1215	1330	1480	*	1359	-	1398	n/a	1302	n/a
English Language Arts and Writing													
Class of 2015	912	905	**899**	824	873	942	-	943	*	972	n/a	853	n/a
Class of 2014	925	916	**886**	795	860	971	*	862	-	919	n/a	842	n/a
Mathematics													
Class of 2015	482	481	**478**	431	472	490	-	542	*	518	n/a	458	n/a
Class of 2014	491	488	**474**	420	470	510	*	497	-	479	n/a	461	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	21.5	**20.0**	17.8	19.1	21.7	*	22.7	*	20.6	n/a	18.7	n/a
Class of 2014	20.6	21.3	**18.7**	16.7	18.9	20.6	-	17.0	-	19.2	n/a	17.2	n/a
English Language Arts													
Class of 2015	20.1	21.0	**19.4**	16.9	18.1	21.8	*	20.9	*	22.1	n/a	17.6	n/a
Class of 2014	20.0	20.7	**17.9**	15.5	18.2	20.3	-	15.5	-	17.8	n/a	15.8	n/a
Mathematics													
Class of 2015	20.9	21.9	**20.1**	18.4	19.7	20.6	*	24.4	*	20.0	n/a	19.5	n/a
Class of 2014	21.2	22.0	**19.5**	17.9	19.5	21.0	-	18.7	-	20.8	n/a	18.6	n/a
Science													
Class of 2015	20.7	21.5	**20.6**	18.5	20.2	21.8	*	23.9	*	17.8	n/a	19.6	n/a
Class of 2014	20.7	21.2	**19.2**	17.5	19.6	20.5	-	18.0	-	20.0	n/a	18.4	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	60.0%	**51.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	59.6%	**52.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	71.7%	**75.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	70.2%	**68.0%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Academic Performance Report
2015-16 District Profile

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

Student Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Students:	10,917	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	51	0.5%	13,009	0.2%
Pre-Kindergarten	442	4.0%	220,390	4.2%
Kindergarten	835	7.6%	376,505	7.1%
Grade 1	887	8.1%	409,767	7.8%
Grade 2	882	8.1%	411,080	7.8%
Grade 3	936	8.6%	409,157	7.7%
Grade 4	872	8.0%	396,895	7.5%
Grade 5	777	7.1%	393,941	7.5%
Grade 6	787	7.2%	390,379	7.4%
Grade 7	796	7.3%	389,411	7.4%
Grade 8	747	6.8%	386,455	7.3%
Grade 9	877	8.0%	428,470	8.1%
Grade 10	825	7.6%	386,290	7.3%
Grade 11	653	6.0%	351,888	6.7%
Grade 12	550	5.0%	320,615	6.1%
Ethnic Distribution:				
African American	1,939	17.8%	666,933	12.6%
Hispanic	5,242	48.0%	2,760,302	52.2%
White	3,229	29.6%	1,507,225	28.5%
American Indian	35	0.3%	20,855	0.4%
Asian	239	2.2%	212,973	4.0%
Pacific Islander	13	0.1%	7,392	0.1%
Two or More Races	220	2.0%	108,572	2.1%
Economically Disadvantaged	6,728	61.6%	3,118,758	59.0%
Non-Educationally Disadvantaged	4,189	38.4%	2,165,494	41.0%
English Language Learners (ELL)	1,299	11.9%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	234	2.0%	76,611	1.4%
At-Risk	5,562	50.9%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	568	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	98	17.3%	39,692	12.7%
Hispanic	240	42.3%	148,966	47.5%
White	187	32.9%	104,377	33.3%
American Indian	3	0.5%	1,335	0.4%
Asian	24	4.2%	13,090	4.2%
Pacific Islander	1	0.2%	486	0.2%
Two or More Races	15	2.6%	5,451	1.7%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

| | --------------- District --------------- | | ----------------- State ----------------- | |
Student Information	Count	Percent	Count	Percent
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	153	26.9%	46,723	14.9%
Recommended H.S. Program/DAP	412	72.5%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	2	0.4%	523	0.2%
Foundation High School Plan (DLA)	1	0.2%	5,645	1.8%
Special Education Graduates	41	7.2%	23,541	7.5%

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.1%	1.9%	7.5%	8.2%
Grade 1	1.8%	4.1%	2.3%	7.4%
Grade 2	2.6%	2.7%	0.0%	3.4%
Grade 3	1.2%	2.0%	2.7%	1.6%
Grade 4	0.1%	1.0%	0.0%	0.8%
Grade 5	0.9%	0.9%	0.9%	1.0%
Grade 6	0.1%	0.6%	0.0%	0.8%
Grade 7	0.5%	0.8%	0.0%	0.9%
Grade 8	0.0%	0.8%	0.0%	1.3%

	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) ##	-	-	-	-
Underreported Students	3	0.1%	7,834	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.1	18.9
Grade 1	21.3	19.1
Grade 2	21.7	19.1
Grade 3	22.4	19.1
Grade 4	21.7	19.0
Grade 5	21.4	20.8
Grade 6	23.7	20.4
Secondary:		
English/Language Arts	22.6	17.1
Foreign Languages	25.2	19.1
Mathematics	25.0	18.1
Science	25.1	19.1
Social Studies	25.1	19.5

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	1,304.3	100.0%	688,142.2	100.0%
Professional Staff:	832.7	63.8%	442,538.0	64.3%
Teachers	669.4	51.3%	347,272.1	50.5%
Professional Support	114.2	8.8%	67,755.2	9.8%
Campus Administration (School Leadership)	36.0	2.8%	20,170.5	2.9%
Central Administration	13.0	1.0%	7,340.2	1.1%
Educational Aides:	137.7	10.6%	65,803.2	9.6%
Auxiliary Staff:	334.0	25.6%	179,800.9	26.1%
Total Minority Staff:	491.3	37.7%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	84.5	12.6%	34,949.8	10.1%
Hispanic	91.8	13.7%	90,214.9	26.0%
White	482.1	72.0%	211,190.4	60.8%
American Indian	0.0	0.0%	1,242.9	0.4%
Asian	5.0	0.7%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	6.0	0.9%	3,720.6	1.1%
Males	133.9	20.0%	81,756.8	23.5%
Females	535.5	80.0%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	8.3	1.2%	3,524.0	1.0%
Bachelors	502.0	75.0%	259,559.7	74.7%
Masters	155.1	23.2%	82,029.5	23.6%
Doctorate	4.0	0.6%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	50.7	7.6%	27,995.4	8.1%
1-5 Years Experience	185.1	27.7%	94,786.9	27.3%
6-10 Years Experience	167.8	25.1%	75,285.1	21.7%
11-20 Years Experience	187.0	27.9%	94,649.7	27.3%
Over 20 Years Experience	78.9	11.8%	54,555.0	15.7%
Number of Students per Teacher	16.3	n/a	15.2	n/a

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

Staff Information	District	State
Average Years Experience of Teachers:	10.2	10.9
Average Years Experience of Teachers with District:	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$47,363	$45,507
1-5 Years Experience	$49,374	$47,996
6-10 Years Experience	$50,864	$50,459
11-20 Years Experience	$54,005	$53,794
Over 20 Years Experience	$62,010	$60,613
Average Actual Salaries (regular duties only):		
Teachers	$52,377	$51,891
Professional Support	$65,100	$61,145
Campus Administration (School Leadership)	$78,481	$75,654
Central Administration	$112,246	$99,111
Instructional Staff Percent:	65.8	64.5
Turnover Rate for Teachers:	17.7	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	3.4	493.6
Contracted Instructional Staff:	0.0	1,914.4

District Name: DICKINSON ISD
County Name: GALVESTON
District Number: 084901

	--------------- District ---------------		----------------- State -----------------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Student Enrollment by Program:				
Bilingual/ESL Education	1,201	11.0%	968,569	18.3%
Career & Technical Education	2,299	21.1%	1,284,748	24.3%
Gifted & Talented Education	527	4.8%	404,540	7.7%
Special Education	1,050	9.6%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	45.8	6.8%	20,650.0	5.9%
Career & Technical Education	27.9	4.2%	15,311.2	4.4%
Compensatory Education	6.9	1.0%	10,066.4	2.9%
Gifted & Talented Education	4.7	0.7%	6,656.1	1.9%
Regular Education	500.4	74.7%	252,100.4	72.6%
Special Education	73.5	11.0%	30,567.0	8.8%
Other	10.2	1.5%	11,921.0	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **DICKINSON H S**

Campus Number: **084901001**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above													
End of Course													
English I	2016	65%	60%	**60%**	56%	57%	65%	*	88%	-	71%	23%	56%	21%
English II	2016	67%	64%	**64%**	58%	61%	71%	75%	77%	-	64%	20%	57%	25%
Algebra I	2016	78%	79%	**76%**	73%	78%	75%	*	100%	-	56%	40%	73%	70%
Biology	2016	87%	86%	**86%**	80%	88%	85%	*	90%	-	82%	45%	83%	75%
U.S. History	2016	91%	92%	**92%**	85%	92%	96%	*	100%	-	78%	59%	89%	50%
STAAR Percent at Level II Satisfactory Standard or Above													
All Grades													
All Subjects	2016	75%	72%	**73%**	68%	72%	77%	76%	88%	-	69%	35%	69%	43%
Reading	2016	73%	69%	**62%**	57%	59%	68%	69%	82%	-	67%	21%	57%	23%
Mathematics	2016	76%	76%	**76%**	73%	78%	75%	*	100%	-	56%	40%	73%	70%
Science	2016	79%	76%	**86%**	80%	88%	85%	*	90%	-	82%	45%	83%	75%
Social Studies	2016	77%	73%	**92%**	85%	92%	96%	*	100%	-	78%	59%	89%	50%
STAAR Percent at Postsecondary Readiness Standard													
All Grades													
Two or More Subjects	2016	45%	37%	**50%**	44%	44%	59%	*	72%	-	58%	18%	42%	*
Reading	2016	46%	37%	**42%**	38%	35%	53%	*	59%	-	56%	11%	35%	*
Mathematics	2016	43%	41%	**40%**	41%	39%	39%	*	*	-	*	15%	35%	*
Science	2016	47%	42%	**58%**	56%	54%	64%	*	89%	-	75%	15%	54%	*
Social Studies	2016	47%	40%	**64%**	55%	62%	72%	*	76%	-	67%	30%	57%	*
STAAR Percent at Advanced Standard													
All Grades													
All Subjects	2016	18%	13%	**10%**	6%	8%	14%	*	29%	-	13%	5%	7%	*

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2016	17%	11%	**4%**	2%	2%	6%	*	24%	-	*	*	2%	*
Mathematics	2016	19%	16%	**10%**	7%	10%	12%	*	*	-	*	6%	8%	*
Science	2016	16%	15%	**14%**	5%	13%	20%	*	40%	-	*	*	11%	*
Social Studies	2016	22%	17%	**25%**	17%	22%	34%	*	29%	-	*	17%	18%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	59%	**54%**	59%	49%	59%	*	*	-	*	*	51%	*
Reading	2016	60%	57%	**57%**	*	*	*	*	*	-	*	*	*	*
Mathematics	2016	63%	61%	**49%**	52%	49%	46%	*	*	-	*	*	47%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	12%	**5%**	5%	5%	6%	*	*	-	*	*	4%	*
Reading	2016	16%	12%	**1%**	*	*	*	*	*	-	*	*	*	*
Mathematics	2016	17%	13%	**14%**	12%	12%	15%	*	*	-	*	*	12%	*

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 2,825

Campus Name: DICKINSON H S

2015-16 Campus Performance

Grade Span: 09 - 12

Campus Number: 084901001

School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2016	12%	7%	**7%**	*	*	*	-	*	-	-	*	7%	*

District Name: DICKINSON ISD

Campus Name: DICKINSON H S

Campus Number: 084901001

Total Students: 2,825

Grade Span: 09 - 12

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**73%**	-	-	-	-	-	39%	46%	29%	82%	39%	43%
Reading	2016	73%	69%	**62%**	-	-	-	-	-	19%	22%	16%	*	19%	23%
Mathematics	2016	76%	76%	**76%**	-	-	-	-	-	67%	73%	*	*	67%	70%
Science	2016	79%	76%	**86%**	-	-	-	-	-	76%	79%	*	*	76%	75%
Social Studies	2016	77%	73%	**92%**	-	-	-	-	-	47%	*	*	*	47%	50%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**50%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	46%	37%	**42%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	43%	41%	**40%**	-	-	-	-	-	*	*	*	*	*	*
Science	2016	47%	42%	**58%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2016	47%	40%	**64%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**10%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	17%	11%	**4%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	16%	**10%**	-	-	-	-	-	*	*	*	*	*	*
Science	2016	16%	15%	**14%**	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2016	22%	17%	**25%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**54%**	-	-	-	-	-	*	*	*	*	*	*

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	57%	**57%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	63%	61%	**49%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**5%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	16%	12%	**1%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	17%	13%	**14%**	-	-	-	-	-	*	*	*	*	*	*

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation													
(All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	*	99%	99%	99%	99%
Included in Accountability	94%	93%	**93%**	92%	94%	92%	100%	100%	*	94%	93%	94%	73%
Not Included in Accountability													
Mobile	4%	5%	**5%**	7%	3%	6%	0%	0%	*	0%	4%	4%	6%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	*	4%	2%	1%	20%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	*	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	*	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**94.6%**	95.1%	94.3%	94.4%	94.0%	97.9%	*	94.1%	92.7%	94.3%	95.5%
2013-14	95.9%	95.4%	**94.1%**	94.8%	93.6%	93.8%	91.9%	97.4%	*	94.3%	91.2%	93.7%	93.9%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	**1.1%**	1.2%	1.1%	0.9%	8.3%	0.0%	*	1.5%	2.6%	1.2%	4.0%
2013-14	2.2%	2.0%	**1.6%**	0.6%	2.7%	1.1%	0.0%	0.0%	*	0.0%	3.1%	1.9%	10.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	89.6%	**93.0%**	91.8%	91.0%	95.4%	*	100.0%	*	93.8%	81.8%	91.0%	84.6%
Received GED	0.6%	0.3%	**0.2%**	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.1%	2.5%	**1.6%**	2.0%	1.6%	1.7%	*	0.0%	*	0.0%	4.5%	1.1%	0.0%
Dropped Out	6.3%	7.5%	**5.2%**	6.1%	6.9%	2.9%	*	0.0%	*	6.3%	13.6%	7.9%	15.4%
Graduates and GED	89.6%	90.0%	**93.2%**	91.8%	91.4%	95.4%	*	100.0%	*	93.8%	81.8%	91.0%	84.6%
Grads, GED, & Cont	93.7%	92.5%	**94.8%**	93.9%	93.1%	97.1%	*	100.0%	*	93.8%	86.4%	92.1%	84.6%
Class of 2014													
Graduated	88.3%	88.6%	**91.5%**	96.4%	86.0%	95.2%	*	94.4%	-	100.0%	76.0%	87.6%	12.5%
Received GED	0.8%	0.7%	**0.6%**	0.0%	0.5%	0.6%	*	5.6%	-	0.0%	0.0%	0.8%	0.0%
Continued HS	4.3%	2.3%	**2.2%**	1.2%	3.7%	1.2%	*	0.0%	-	0.0%	8.0%	3.1%	37.5%
Dropped Out	6.6%	8.3%	**5.7%**	2.4%	9.8%	3.0%	*	0.0%	-	0.0%	16.0%	8.5%	50.0%
Graduates and GED	89.1%	89.3%	**92.1%**	96.4%	86.4%	95.8%	*	100.0%	-	100.0%	76.0%	88.4%	12.5%
Grads, GED, & Cont	93.4%	91.7%	**94.3%**	97.6%	90.2%	97.0%	*	100.0%	-	100.0%	84.0%	91.5%	50.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	90.6%	**93.0%**	97.6%	88.2%	96.4%	*	94.4%	-	100.0%	80.4%	89.5%	16.7%
Received GED	1.0%	1.0%	**0.8%**	0.0%	0.5%	1.2%	*	5.6%	-	0.0%	0.0%	0.8%	0.0%
Continued HS	1.3%	0.3%	**0.4%**	0.0%	0.9%	0.0%	*	0.0%	-	0.0%	3.9%	0.8%	0.0%
Dropped Out	7.2%	8.1%	**5.7%**	2.4%	10.4%	2.4%	*	0.0%	-	0.0%	15.7%	9.0%	83.3%
Graduates and GED	91.5%	91.6%	**93.9%**	97.6%	88.6%	97.6%	*	100.0%	-	100.0%	80.4%	90.2%	16.7%
Grads, GED, & Cont	92.8%	91.9%	**94.3%**	97.6%	89.6%	97.6%	*	100.0%	-	100.0%	84.3%	91.0%	16.7%
Class of 2013													
Graduated	90.4%	93.3%	**95.8%**	95.5%	96.1%	94.8%	-	100.0%	*	100.0%	81.5%	95.5%	*
Received GED	1.1%	1.0%	**0.6%**	0.0%	0.0%	1.5%	-	0.0%	*	0.0%	3.7%	0.8%	*
Continued HS	1.3%	0.7%	**0.8%**	0.0%	0.5%	1.5%	-	0.0%	*	0.0%	5.6%	0.8%	*
Dropped Out	7.2%	5.0%	**2.8%**	4.5%	3.4%	2.1%	-	0.0%	*	0.0%	9.3%	2.9%	*
Graduates and GED	91.5%	94.3%	**96.4%**	95.5%	96.1%	96.4%	-	100.0%	*	100.0%	85.2%	96.3%	*
Grads, GED, & Cont	92.8%	95.0%	**97.2%**	95.5%	96.6%	97.9%	-	100.0%	*	100.0%	90.7%	97.1%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	93.5%	**96.0%**	95.5%	96.6%	94.8%	-	100.0%	*	100.0%	83.3%	95.9%	*
Received GED	1.4%	1.0%	**0.6%**	0.0%	0.0%	1.5%	-	0.0%	*	0.0%	3.7%	0.8%	*
Continued HS	0.6%	0.5%	**0.6%**	0.0%	0.0%	1.5%	-	0.0%	*	0.0%	3.7%	0.4%	*
Dropped Out	7.2%	5.0%	**2.8%**	4.5%	3.4%	2.1%	-	0.0%	*	0.0%	9.3%	2.9%	*
Graduates and GED	92.3%	94.5%	**96.6%**	95.5%	96.6%	96.4%	-	100.0%	*	100.0%	87.0%	96.7%	*
Grads, GED, & Cont	92.8%	95.0%	**97.2%**	95.5%	96.6%	97.9%	-	100.0%	*	100.0%	90.7%	97.1%	*

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	91.0%	**94.7%**	95.2%	94.3%	94.3%	*	100.0%	-	100.0%	89.8%	96.5%	*
Received GED	1.5%	1.4%	**0.6%**	0.0%	0.5%	1.0%	*	0.0%	-	0.0%	2.0%	0.0%	*
Continued HS	0.6%	0.3%	**0.2%**	0.0%	0.0%	0.5%	*	0.0%	-	0.0%	2.0%	0.4%	*
Dropped Out	7.0%	7.3%	**4.5%**	4.8%	5.2%	4.1%	*	0.0%	-	0.0%	6.1%	3.1%	*
Graduates and GED	92.4%	92.3%	**95.3%**	95.2%	94.8%	95.3%	*	100.0%	-	100.0%	91.8%	96.5%	*
Grads, GED, & Cont	93.0%	92.7%	**95.5%**	95.2%	94.8%	95.9%	*	100.0%	-	100.0%	93.9%	96.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	87.2%	**90.7%**	90.0%	88.1%	93.2%	*	100.0%	*	93.8%	76.6%	88.8%	84.6%
Class of 2014	88.3%	87.1%	**89.8%**	92.0%	84.8%	94.0%	*	94.4%	-	100.0%	75.0%	85.7%	11.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	88.5%	**91.0%**	94.3%	85.7%	95.2%	*	94.4%	-	100.0%	81.1%	87.8%	11.1%
Class of 2013	90.4%	91.5%	**94.3%**	92.9%	94.7%	93.4%	-	100.0%	*	100.0%	81.5%	95.1%	40.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	72.2%	**77.1%**	63.3%	73.4%	86.0%	*	100.0%	*	80.0%	11.1%	70.9%	63.6%
Class of 2014	85.5%	75.3%	**85.8%**	85.0%	84.8%	85.4%	*	100.0%	-	90.0%	36.8%	82.3%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2015	3.5%	*	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	38.7%	*	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	72.3%	**77.2%**	63.3%	73.5%	86.1%	*	100.0%	*	80.0%	11.1%	71.1%	63.6%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	72.9%	**77.4%**	64.5%	74.8%	84.7%	*	100.0%	*	80.0%	10.0%	69.7%	62.5%
2013-14	83.8%	74.6%	**83.7%**	81.7%	83.2%	83.0%	*	100.0%	-	90.0%	29.8%	81.5%	*
FHSP-E Graduates (Annual Rate)													
2014-15	3.5%	*	*	-	*	*	-	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2014-15	37.3%	*	*	-	*	*	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	73.1%	**77.5%**	64.5%	75.0%	84.8%	*	100.0%	*	80.0%	10.0%	70.0%	62.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	44.7%	**46.9%**	41.5%	42.7%	52.5%	*	75.0%	*	32.1%	8.4%	38.4%	19.2%
2013-14	53.2%	36.9%	**39.0%**	31.9%	31.6%	46.6%	*	71.4%	*	63.0%	4.0%	31.7%	0.0%

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
English Language Arts													
2014-15	29.0%	20.7%	**21.5%**	14.2%	17.9%	28.2%	*	42.6%	*	18.5%	3.2%	14.4%	0.0%
2013-14	28.9%	21.2%	**22.3%**	12.7%	16.3%	30.5%	*	48.8%	*	37.0%	2.2%	14.2%	0.0%
Mathematics													
2014-15	43.8%	42.9%	**44.5%**	34.5%	40.2%	52.1%	*	77.8%	*	39.1%	5.7%	37.0%	22.7%
2013-14	42.4%	33.8%	**35.3%**	25.4%	30.9%	39.5%	*	74.3%	*	50.0%	1.9%	28.7%	0.0%
Science													
2014-15	12.7%	7.5%	**7.7%**	3.4%	4.7%	10.6%	*	30.8%	-	15.8%	0.0%	4.4%	0.0%
2013-14	13.4%	8.4%	**8.6%**	7.7%	5.5%	10.2%	*	25.0%	*	16.0%	0.0%	5.1%	0.0%
Social Studies													
2014-15	28.4%	20.3%	**21.2%**	13.7%	17.8%	26.1%	*	54.5%	*	17.9%	0.0%	13.7%	0.0%
2013-14	27.8%	24.8%	**26.3%**	20.5%	19.2%	33.4%	*	52.6%	*	48.1%	1.1%	18.5%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	26.6%	**27.3%**	23.1%	22.6%	34.3%	36.4%	53.6%	*	20.3%	6.4%	19.7%	8.3%
2013-14	33.1%	23.9%	**24.5%**	18.0%	20.2%	29.8%	20.0%	56.0%	*	40.7%	3.8%	19.4%	0.0%
English Language Arts													
2014-15	15.7%	10.7%	**10.9%**	7.1%	8.3%	15.7%	0.0%	25.3%	*	9.8%	3.0%	6.7%	0.0%
2013-14	15.4%	9.8%	**9.9%**	5.3%	7.2%	14.2%	11.1%	24.7%	*	18.9%	1.4%	5.7%	0.0%
Mathematics													
2014-15	19.4%	18.7%	**19.1%**	14.7%	16.7%	22.7%	20.0%	45.7%	*	15.8%	2.0%	14.1%	7.8%
2013-14	18.8%	12.9%	**13.2%**	8.5%	10.7%	16.0%	0.0%	38.7%	*	22.9%	0.6%	9.3%	0.0%
Science													
2014-15	5.2%	2.8%	**2.9%**	1.3%	1.7%	4.2%	0.0%	16.0%	*	5.7%	0.0%	1.4%	0.0%
2013-14	5.6%	3.3%	**3.4%**	2.6%	2.1%	4.2%	12.5%	11.8%	*	7.8%	0.0%	1.8%	0.0%
Social Studies													
2014-15	19.5%	14.1%	**14.4%**	9.7%	11.1%	19.7%	0.0%	41.3%	*	13.1%	0.9%	9.2%	0.0%
2013-14	18.3%	15.2%	**15.6%**	10.2%	12.1%	19.8%	0.0%	44.2%	*	28.3%	0.5%	11.2%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	44.0%	**44.0%**	26.0%	38.0%	57.0%	*	52.0%	*	56.0%	33.0%	31.0%	*
Mathematics													
2014-15	38.0%	38.0%	**38.0%**	20.0%	31.0%	46.0%	*	74.0%	*	60.0%	17.0%	27.0%	*
Both Subjects													
2014-15	35.0%	34.0%	**34.0%**	18.0%	27.0%	45.0%	*	52.0%	*	56.0%	17.0%	22.0%	*
Either Subject													
2014-15	45.0%	47.0%	**47.0%**	28.0%	42.0%	58.0%	*	74.0%	*	60.0%	33.0%	36.0%	*
College and Career Ready Graduates													
2014-15	74.5%	74.3%	**77.0%**	74.2%	72.7%	80.1%	*	100.0%	*	93.3%	70.0%	71.7%	37.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	13.2%	**13.9%**	11.8%	14.1%	15.8%	*	8.7%	*	13.3%	2.5%	10.0%	0.0%

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Texas Success Initiative Assessment (TSIA)													
Mathematics													
2014-15	7.1%	10.0%	**10.9%**	7.5%	10.5%	9.9%	*	30.4%	*	20.0%	0.0%	7.8%	12.5%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	36.3%	**39.2%**	28.0%	34.1%	47.4%	*	69.6%	*	46.7%	2.5%	30.9%	0.0%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	15.7%	**17.0%**	7.5%	12.7%	22.8%	*	39.1%	*	33.3%	2.5%	9.6%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	35.4%	**37.3%**	23.7%	32.7%	43.9%	*	82.6%	*	46.7%	2.5%	27.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	50.7%	**51.4%**	55.9%	52.3%	45.6%	*	60.9%	*	66.7%	70.0%	53.9%	37.5%
2013-14	46.4%	72.2%	**73.8%**	12.5%	32.7%	24.9%	*	2.8%	-	0.9%	8.0%	35.7%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	13.3%	**14.0%**	8.5%	11.1%	17.0%	*	45.8%	*	13.8%	n/a	9.4%	n/a
2014	23.5%	19.6%	**20.2%**	10.1%	16.3%	25.0%	*	54.8%	*	40.0%	n/a	15.0%	n/a
English Language Arts													
2015	15.1%	8.5%	**8.9%**	6.3%	6.5%	11.9%	*	25.0%	*	6.9%	n/a	5.5%	n/a
2014	15.0%	12.8%	**13.3%**	4.2%	10.6%	17.6%	*	40.5%	*	24.0%	n/a	8.9%	n/a
Mathematics													
2015	6.8%	5.0%	**5.2%**	1.8%	4.0%	5.7%	*	29.2%	*	6.9%	n/a	2.9%	n/a
2014	6.5%	4.4%	**4.6%**	3.2%	3.2%	4.7%	*	23.8%	*	8.0%	n/a	4.0%	n/a
Science													
2015	10.2%	5.3%	**5.6%**	1.8%	3.3%	6.8%	*	33.3%	*	10.3%	n/a	3.1%	n/a
2014	6.9%	5.1%	**5.3%**	4.2%	3.2%	6.3%	*	19.0%	*	12.0%	n/a	3.3%	n/a
Social Studies													
2015	14.4%	6.3%	**6.6%**	4.5%	4.2%	8.1%	*	29.2%	*	6.9%	n/a	4.4%	n/a
2014	13.8%	10.7%	**11.1%**	7.4%	8.3%	13.2%	*	35.7%	*	20.0%	n/a	8.6%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	36.6%	**36.6%**	21.1%	26.4%	42.9%	-	54.5%	-	*	n/a	31.0%	n/a
2014	51.3%	33.0%	**33.0%**	21.1%	22.1%	41.8%	*	47.8%	-	30.0%	n/a	26.7%	n/a
English Language Arts													
2015	43.7%	32.0%	**32.0%**	28.6%	22.6%	36.4%	-	41.7%	-	*	n/a	20.6%	n/a
2014	44.7%	35.2%	**35.2%**	37.5%	22.0%	40.6%	-	47.1%	-	50.0%	n/a	33.3%	n/a
Mathematics													
2015	51.7%	18.3%	**18.3%**	*	10.5%	19.0%	-	28.6%	-	*	n/a	11.1%	n/a

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
Mathematics													
2014	53.6%	24.0%	**24.0%**	50.0%	13.3%	29.4%	-	20.0%	-	*	n/a	8.7%	n/a
Science													
2015	35.4%	48.4%	**48.4%**	*	37.5%	64.0%	-	37.5%	-	*	n/a	36.8%	n/a
2014	45.7%	32.8%	**32.8%**	25.0%	33.3%	39.1%	*	37.5%	-	*	n/a	21.1%	n/a
Social Studies													
2015	40.1%	32.9%	**32.9%**	20.0%	30.0%	26.7%	-	50.0%	-	*	n/a	29.6%	n/a
2014	41.6%	14.9%	**14.9%**	21.4%	10.3%	14.6%	-	20.0%	-	20.0%	n/a	14.3%	n/a
SAT/ACT Results													
Tested													
Class of 2015	68.3%	51.4%	**55.6%**	60.2%	41.8%	64.9%	*	91.3%	*	66.7%	n/a	48.2%	n/a
Class of 2014	66.3%	49.6%	**58.1%**	75.6%	47.4%	56.4%	*	88.2%	-	90.0%	n/a	49.6%	n/a
At/Above Criterion													
Class of 2015	24.3%	17.8%	**17.8%**	8.9%	8.7%	26.1%	*	33.3%	*	30.0%	n/a	9.0%	n/a
Class of 2014	25.1%	17.4%	**17.4%**	9.7%	16.7%	23.7%	*	6.7%	-	33.3%	n/a	11.3%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1377	**1377**	1255	1345	1432	-	1485	*	1490	n/a	1311	n/a
Class of 2014	1417	1360	**1360**	1215	1330	1481	*	1359	-	1398	n/a	1302	n/a
English Language Arts and Writing													
Class of 2015	912	899	**899**	824	873	942	-	943	*	972	n/a	853	n/a
Class of 2014	925	886	**886**	795	860	972	*	862	-	919	n/a	842	n/a
Mathematics													
Class of 2015	482	478	**478**	431	472	490	-	542	*	518	n/a	458	n/a
Class of 2014	491	474	**474**	420	470	510	*	497	-	479	n/a	461	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	20.0	**20.0**	17.8	19.1	21.7	*	22.7	*	20.6	n/a	18.7	n/a
Class of 2014	20.6	18.7	**18.7**	16.7	18.9	20.6	-	17.0	-	19.2	n/a	17.2	n/a
English Language Arts													
Class of 2015	20.1	19.4	**19.4**	16.9	18.1	21.8	*	20.9	*	22.1	n/a	17.6	n/a
Class of 2014	20.0	17.9	**17.9**	15.5	18.2	20.3	-	15.5	-	17.8	n/a	15.8	n/a
Mathematics													
Class of 2015	20.9	20.1	**20.1**	18.4	19.7	20.6	*	24.4	*	20.0	n/a	19.5	n/a
Class of 2014	21.2	19.5	**19.5**	17.9	19.5	21.0	-	18.7	-	20.8	n/a	18.6	n/a
Science													
Class of 2015	20.7	20.6	**20.6**	18.5	20.2	21.8	*	23.9	*	17.8	n/a	19.6	n/a
Class of 2014	20.7	19.2	**19.2**	17.5	19.6	20.5	-	18.0	-	20.0	n/a	18.4	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	51.1%	**57.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	52.6%	**57.0%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	75.3%	**76.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	68.0%	**70.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students:	2,825	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	857	30.3%	8.0%	8.1%
Grade 10	806	28.5%	7.6%	7.3%
Grade 11	628	22.2%	6.0%	6.7%
Grade 12	534	18.9%	5.0%	6.1%
Ethnic Distribution:				
African American	562	19.9%	17.8%	12.6%
Hispanic	1,253	44.4%	48.0%	52.2%
White	867	30.7%	29.6%	28.5%
American Indian	12	0.4%	0.3%	0.4%
Asian	77	2.7%	2.2%	4.0%
Pacific Islander	3	0.1%	0.1%	0.1%
Two or More Races	51	1.8%	2.0%	2.1%
Economically Disadvantaged	1,571	55.6%	61.6%	59.0%
Non-Educationally Disadvantaged	1,254	44.4%	38.4%	41.0%
English Language Learners (ELL)	84	3.0%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	158	5.5%	2.0%	1.4%
At-Risk	1,325	46.9%	50.9%	50.1%
Mobility (2014-2015)	426	14.7%	18.2%	16.5%
Graduates (Class of 2015):				
Total Graduates	525	100.0%	568	313,397
By Ethnicity (incl. Special Ed.):				
African American	93	17.7%	98	39,692
Hispanic	220	41.9%	240	148,966
White	171	32.6%	187	104,377
American Indian	2	0.4%	3	1,335
Asian	23	4.4%	24	13,090
Pacific Islander	1	0.2%	1	486
Two or More Races	15	2.9%	15	5,451

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	118	22.5%	153	46,723
Recommended H.S. Program/DAP	404	77.0%	412	251,524
Foundation High School Plan (No Endorsement)	0	0.0%	0	8,982
Foundation High School Plan (Endorsement)	2	0.4%	2	523
Foundation High School Plan (DLA)	1	0.2%	1	5,645
Special Education Graduates	40	7.6%	41	23,541

District Name: DICKINSON ISD

Campus Name: DICKINSON H S

Campus Number: 084901001

Total Students: 2,825

Grade Span: 09 - 12

School Type: High School

Class Size Information	Campus	District	State

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary:

	Campus	District	State
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4

Secondary:

	Campus	District	State
English/Language Arts	21.9	22.6	17.1
Foreign Languages	24.6	25.2	19.1
Mathematics	26.2	25.0	18.1
Science	26.6	25.1	19.1
Social Studies	26.2	25.1	19.5

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	207.0	100.0%	100.0%	100.0%
Professional Staff:	187.9	90.8%	63.8%	64.3%
Teachers	169.3	81.8%	51.3%	50.5%
Professional Support	10.6	5.1%	8.8%	9.8%
Campus Administration (School Leadership)	8.0	3.9%	2.8%	2.9%
Educational Aides:	19.1	9.2%	10.6%	9.6%
Total Minority Staff:	61.1	29.5%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	24.8	14.6%	12.6%	10.1%
Hispanic	16.8	9.9%	13.7%	26.0%
White	125.7	74.3%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	0.6%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.6%	0.9%	1.1%
Males	66.3	39.2%	20.0%	23.5%
Females	103.0	60.8%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	6.9	4.1%	1.2%	1.0%
Bachelors	110.2	65.1%	75.0%	74.7%
Masters	49.2	29.1%	23.2%	23.6%
Doctorate	3.0	1.8%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	7.9	4.7%	7.6%	8.1%
1-5 Years Experience	44.9	26.5%	27.7%	27.3%
6-10 Years Experience	49.5	29.2%	25.1%	21.7%
11-20 Years Experience	47.7	28.2%	27.9%	27.3%
Over 20 Years Experience	19.3	11.4%	11.8%	15.7%
Number of Students per Teacher	16.7	n/a	16.3	15.2

District Name: DICKINSON ISD

Campus Name: DICKINSON H S

Campus Number: 084901001

Total Students: 2,825

Grade Span: 09 - 12

School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.0	10.2	10.9
Average Years Experience of Teachers with District:	5.1	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,048	$47,363	$45,507
1-5 Years Experience	$49,939	$49,374	$47,996
6-10 Years Experience	$51,267	$50,864	$50,459
11-20 Years Experience	$54,250	$54,005	$53,794
Over 20 Years Experience	$63,103	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$52,814	$52,377	$51,891
Professional Support	$67,278	$65,100	$61,145
Campus Administration (School Leadership)	$85,313	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: DICKINSON H S
Campus Number: 084901001

Total Students: 2,825
Grade Span: 09 - 12
School Type: High School

| | --------------- Campus --------------- | | | |
Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	77	2.7%	11.0%	18.3%
Career & Technical Education	2,258	79.9%	21.1%	24.3%
Gifted & Talented Education	206	7.3%	4.8%	7.7%
Special Education	254	9.0%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	1.2%	6.8%	5.9%
Career & Technical Education	25.5	15.0%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	99.3	58.7%	74.7%	72.6%
Special Education	32.3	19.1%	11.0%	8.8%
Other	10.2	6.1%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **DICKINSON CONTINUATION CENTER**

Campus Number: **084901009**

2016 Accountability Rating: **Met Alternative Standard**
(evaluated with alternative education accountability provisions)

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	60%	**71%**	*	73%	*	-	-	-	-	-	80%	-
English II	2016	67%	64%	**77%**	*	75%	*	-	-	-	*	-	75%	-
Algebra I	2016	78%	79%	**88%**	*	*	*	-	-	-	-	-	*	-
Biology	2016	87%	86%	*	*	*	*	-	-	-	-	-	*	-
U.S. History	2016	91%	92%	**97%**	*	100%	86%	-	-	-	*	-	100%	-
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**86%**	100%	86%	75%	-	-	-	*	-	87%	-
Reading	2016	73%	69%	**75%**	*	74%	*	-	-	-	*	-	77%	-
Mathematics	2016	76%	76%	**88%**	*	*	*	-	-	-	-	-	*	-
Science	2016	79%	76%	*	*	*	*	-	-	-	-	-	*	-
Social Studies	2016	77%	73%	**97%**	*	100%	86%	-	-	-	*	-	100%	-
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	*	*	*	*	-	-	-	*	-	*	-
Reading	2016	46%	37%	*	-	*	*	-	-	-	*	-	*	-
Science	2016	47%	42%	*	-	*	-	-	-	-	-	-	*	-
Social Studies	2016	47%	40%	*	*	*	*	-	-	-	*	-	*	-
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	*	*	*	*	-	-	-	*	-	*	-
Reading	2016	17%	11%	*	*	*	*	-	-	-	*	-	*	-

TEA Division of Performance Reporting

District Name: DICKINSON ISD

Texas Academic Performance Report
2015-16 Campus Performance

Campus Name: DICKINSON CONTINUATION CENTER

Campus Number: 084901009

Total Students: 54

Grade Span: 09 - 12

School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard **All Grades**													
Mathematics	2016	19%	16%	*	*	*	*	-	-	-	-	-	*	-
Science	2016	16%	15%	*	*	*	*	-	-	-	-	-	*	-
Social Studies	2016	22%	17%	*	*	*	*	-	-	-	*	-	*	-
STAAR Percent Met or Exceeded Progress **All Grades**													
All Subjects	2016	62%	59%	*	-	*	-	-	-	-	*	-	*	-
Reading	2016	60%	57%	*	-	*	-	-	-	-	*	-	*	-
STAAR Percent Exceeded Progress **All Grades**													
All Subjects	2016	17%	12%	*	-	*	-	-	-	-	*	-	*	-
Reading	2016	16%	12%	*	-	*	-	-	-	-	*	-	*	-

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 54

Campus Name: DICKINSON CONTINUATION CENTER

2015-16 Campus Performance

Grade Span: 09 - 12

Campus Number: 084901009

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**86%**	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	73%	69%	**75%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2016	76%	76%	**88%**	-	-	-	-	-	-	-	-	-	-	-
Science	2016	79%	76%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2016	77%	73%	**97%**	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	46%	37%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2016	47%	42%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2016	47%	40%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	17%	11%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2016	19%	16%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2016	16%	15%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2016	22%	17%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	60%	57%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: DICKINSON ISD

Campus Name: DICKINSON CONTINUATION CENTER

Campus Number: 084901009

Texas Academic Performance Report

2015-16 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 54

Grade Span: 09 - 12

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	16%	12%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**97%**	100%	97%	96%	-	-	-	*	*	95%	*
Included in Accountability	94%	93%	**78%**	67%	84%	67%	-	-	-	*	*	76%	*
Not Included in Accountability													
Mobile	4%	5%	**19%**	33%	12%	29%	-	-	-	*	*	19%	*
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	*	*	0%	*
Not Tested	1%	1%	**3%**	0%	3%	4%	-	-	-	*	*	5%	*
Absent	1%	1%	**3%**	0%	3%	4%	-	-	-	*	*	5%	*
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	*	0%	*

District Name: DICKINSON ISD

Campus Name: DICKINSON CONTINUATION CENTER

Campus Number: 084901009

Total Students: 54

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**84.5%**	85.0%	84.6%	83.8%	*	*	-	*	*	86.2%	-
2013-14	95.9%	95.4%	**86.9%**	87.1%	85.9%	88.4%	*	-	-	*	*	85.4%	*
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	**13.4%**	9.1%	18.6%	8.6%	*	*	-	*	*	13.6%	-
2013-14	2.2%	2.0%	**9.7%**	22.2%	8.7%	6.1%	*	-	-	*	0.0%	10.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	89.6%	**63.4%**	58.3%	56.8%	75.0%	*	*	-	-	*	53.8%	-
Received GED	0.6%	0.3%	**1.4%**	8.3%	0.0%	0.0%	*	*	-	-	*	2.6%	-
Continued HS	4.1%	2.5%	**9.9%**	0.0%	13.5%	10.0%	*	*	-	-	*	10.3%	-
Dropped Out	6.3%	7.5%	**25.4%**	33.3%	29.7%	15.0%	*	*	-	-	*	33.3%	-
Graduates and GED	89.6%	90.0%	**64.8%**	66.7%	56.8%	75.0%	*	*	-	-	*	56.4%	-
Grads, GED, & Cont	93.7%	92.5%	**74.6%**	66.7%	70.3%	85.0%	*	*	-	-	*	66.7%	-
Class of 2014													
Graduated	88.3%	88.6%	**76.4%**	86.7%	75.9%	77.8%	-	-	-	50.0%	80.0%	74.6%	-
Received GED	0.8%	0.7%	**0.9%**	0.0%	1.7%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Continued HS	4.3%	2.3%	**2.8%**	6.7%	1.7%	3.7%	-	-	-	0.0%	0.0%	3.2%	-
Dropped Out	6.6%	8.3%	**19.8%**	6.7%	20.7%	18.5%	-	-	-	50.0%	20.0%	22.2%	-
Graduates and GED	89.1%	89.3%	**77.4%**	86.7%	77.6%	77.8%	-	-	-	50.0%	80.0%	74.6%	-
Grads, GED, & Cont	93.4%	91.7%	**80.2%**	93.3%	79.3%	81.5%	-	-	-	50.0%	80.0%	77.8%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	90.6%	**80.0%**	92.9%	78.9%	82.1%	-	-	-	50.0%	83.3%	78.7%	-
Received GED	1.0%	1.0%	**1.9%**	0.0%	3.5%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Continued HS	1.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	8.1%	**18.1%**	7.1%	17.5%	17.9%	-	-	-	50.0%	16.7%	21.3%	-
Graduates and GED	91.5%	91.6%	**81.9%**	92.9%	82.5%	82.1%	-	-	-	50.0%	83.3%	78.7%	-
Grads, GED, & Cont	92.8%	91.9%	**81.9%**	92.9%	82.5%	82.1%	-	-	-	50.0%	83.3%	78.7%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	87.2%	**60.0%**	58.3%	51.2%	75.0%	*	*	-	-	*	51.2%	-
Class of 2014	88.3%	87.1%	**75.2%**	87.5%	74.6%	75.0%	-	-	-	50.0%	80.0%	72.7%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	88.5%	**78.0%**	93.3%	76.3%	79.3%	-	-	-	50.0%	83.3%	75.4%	-
Class of 2013	90.4%	91.5%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	72.2%	**15.6%**	42.9%	9.5%	13.3%	*	*	-	-	*	9.5%	-
Class of 2014	85.5%	75.3%	**17.3%**	15.4%	18.2%	14.3%	-	-	-	*	*	12.8%	-

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	72.3%	**15.6%**	42.9%	9.5%	13.3%	*	*	-	-	*	9.5%	-
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	72.9%	**18.6%**	40.0%	15.0%	18.8%	*	*	-	-	*	21.1%	-
2013-14	83.8%	74.6%	**21.5%**	27.3%	19.1%	22.2%	-	-	-	*	*	12.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	73.1%	**18.6%**	40.0%	15.0%	18.8%	*	*	-	-	*	21.1%	-
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	44.7%	**1.3%**	9.1%	0.0%	0.0%	*	*	-	*	*	2.4%	-
2013-14	53.2%	36.9%	**2.8%**	0.0%	1.6%	7.7%	*	-	-	*	*	3.8%	-
English Language Arts													
2014-15	29.0%	20.7%	**1.7%**	10.0%	0.0%	0.0%	-	*	-	*	*	3.0%	-
2013-14	28.9%	21.2%	**3.2%**	0.0%	1.9%	8.3%	*	-	-	*	*	4.7%	-
Mathematics													
2014-15	43.8%	42.9%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
2013-14	42.4%	33.8%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
Science													
2014-15	12.7%	7.5%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
2013-14	13.4%	8.4%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
Social Studies													
2014-15	28.4%	20.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	*	0.0%	-
2013-14	27.8%	24.8%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	26.6%	**2.2%**	7.1%	2.2%	0.0%	*	*	-	*	*	4.2%	-
2013-14	33.1%	23.9%	**2.5%**	0.0%	1.5%	6.7%	*	-	-	*	*	3.4%	-
English Language Arts													
2014-15	15.7%	10.7%	**2.9%**	7.7%	3.0%	0.0%	-	*	-	*	*	5.3%	-
2013-14	15.4%	9.8%	**3.1%**	0.0%	1.8%	7.7%	*	-	-	*	*	4.3%	-
Mathematics													
2014-15	19.4%	18.7%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
2013-14	18.8%	12.9%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
Science													
2014-15	5.2%	2.8%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-
2013-14	5.6%	3.3%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Social Studies													
2014-15	19.5%	14.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	*	0.0%	-
2013-14	18.3%	15.2%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	*	0.0%	-

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	44.0%	**43.0%**	*	*	*	-	-	-	-	-	*	-
Mathematics													
2014-15	38.0%	38.0%	**14.0%**	*	*	*	-	-	-	-	-	*	-
Both Subjects													
2014-15	35.0%	34.0%	**14.0%**	*	*	*	-	-	-	-	-	*	-
Either Subject													
2014-15	45.0%	47.0%	**43.0%**	*	*	*	-	-	-	-	-	*	-
College and Career Ready Graduates													
2014-15	74.5%	74.3%	**41.9%**	20.0%	35.0%	62.5%	*	*	-	-	*	52.6%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	13.2%	**4.7%**	0.0%	5.0%	6.3%	*	*	-	-	*	5.3%	-
Mathematics													
2014-15	7.1%	10.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	*	0.0%	-
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	36.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	*	0.0%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	15.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	*	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	35.4%	**11.6%**	20.0%	10.0%	6.3%	*	*	-	-	*	10.5%	-
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	50.7%	**41.9%**	20.0%	35.0%	62.5%	*	*	-	-	*	52.6%	-
2013-14	46.4%	72.2%	**63.3%**	6.3%	40.5%	15.2%	-	-	-	*	*	35.4%	-
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	13.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2014	23.5%	19.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2015	15.1%	8.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2014	15.0%	12.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2015	6.8%	5.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2014	6.5%	4.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a

District Name: DICKINSON ISD

Campus Name: DICKINSON CONTINUATION CENTER

Campus Number: 084901009

Total Students: 54

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)													
Science													
2015	10.2%	5.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2014	6.9%	5.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2015	14.4%	6.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
2014	13.8%	10.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
SAT/ACT Results													
Tested													
Class of 2015	68.3%	51.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	n/a	0.0%	n/a
Class of 2014	66.3%	49.6%	**1.3%**	0.0%	0.0%	5.6%	-	-	-	*	n/a	0.0%	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	51.1%	**16.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	52.6%	**25.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	75.3%	**57.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	68.0%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: DICKINSON ISD

Campus Name: DICKINSON CONTINUATION CENTER

Campus Number: 084901009

Total Students: 54

Grade Span: 09 - 12

School Type: High School

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Total Students:	54	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	3	5.6%	8.0%	8.1%
Grade 10	13	24.1%	7.6%	7.3%
Grade 11	22	40.7%	6.0%	6.7%
Grade 12	16	29.6%	5.0%	6.1%
Ethnic Distribution:				
African American	9	16.7%	17.8%	12.6%
Hispanic	32	59.3%	48.0%	52.2%
White	12	22.2%	29.6%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	1.9%	2.0%	2.1%
Economically Disadvantaged	30	55.6%	61.6%	59.0%
Non-Educationally Disadvantaged	24	44.4%	38.4%	41.0%
English Language Learners (ELL)	0	0.0%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	3	2.4%	2.0%	1.4%
At-Risk	53	98.1%	50.9%	50.1%
Mobility (2014-2015)	100	81.3%	18.2%	16.5%
Graduates (Class of 2015):				
Total Graduates	43	100.0%	568	313,397
By Ethnicity (incl. Special Ed.):				
African American	5	11.6%	98	39,692
Hispanic	20	46.5%	240	148,966
White	16	37.2%	187	104,377
American Indian	1	2.3%	3	1,335
Asian	1	2.3%	24	13,090
Pacific Islander	0	0.0%	1	486
Two or More Races	0	0.0%	15	5,451

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 54

Campus Name: DICKINSON CONTINUATION CENTER

2015-16 Campus Profile

Grade Span: 09 - 12

Campus Number: 084901009

School Type: High School

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	35	81.4%	153	46,723
Recommended H.S. Program/DAP	8	18.6%	412	251,524
Foundation High School Plan (No Endorsement)	0	0.0%	0	8,982
Foundation High School Plan (Endorsement)	0	0.0%	2	523
Foundation High School Plan (DLA)	0	0.0%	1	5,645
Special Education Graduates	1	2.3%	41	23,541

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	6.0	100.0%	100.0%	100.0%
Professional Staff:	6.0	100.0%	63.8%	64.3%
Teachers	4.0	66.7%	51.3%	50.5%
Professional Support	1.0	16.7%	8.8%	9.8%
Campus Administration (School Leadership)	1.0	16.7%	2.8%	2.9%
Educational Aides:	0.0	0.0%	10.6%	9.6%
Total Minority Staff:	1.0	16.7%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	12.6%	10.1%
Hispanic	0.0	0.0%	13.7%	26.0%
White	3.0	75.0%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	25.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	2.0	50.0%	20.0%	23.5%
Females	2.0	50.0%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	3.0	75.0%	75.0%	74.7%
Masters	0.0	0.0%	23.2%	23.6%
Doctorate	1.0	25.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.6%	8.1%
1-5 Years Experience	1.0	25.0%	27.7%	27.3%
6-10 Years Experience	2.0	50.0%	25.1%	21.7%
11-20 Years Experience	1.0	25.0%	27.9%	27.3%
Over 20 Years Experience	0.0	0.0%	11.8%	15.7%
Number of Students per Teacher	13.5	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	9.8	10.2	10.9
Average Years Experience of Teachers with District:	4.3	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$47,363	$45,507
1-5 Years Experience	$51,050	$49,374	$47,996
6-10 Years Experience	$50,623	$50,864	$50,459
11-20 Years Experience	$55,450	$54,005	$53,794
Over 20 Years Experience	-	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$51,936	$52,377	$51,891
Professional Support	$60,064	$65,100	$61,145
Campus Administration (School Leadership)	$91,054	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: DICKINSON CONTINUATION CENTER
Campus Number: 084901009

Total Students: 54
Grade Span: 09 - 12
School Type: High School

Program Information	--------------- Campus ---------------			
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	11.0%	18.3%
Career & Technical Education	18	33.3%	21.1%	24.3%
Gifted & Talented Education	0	0.0%	4.8%	7.7%
Special Education	0	0.0%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	4.0	100.0%	74.7%	72.6%
Special Education	0.0	0.0%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##'   Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **TRANSFORMING LIVES COOPERATIVE (TL**

Campus Number: **084901011**

2016 Accountability Rating: **Not Rated**

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: TRANSFORMING LIVES COOPERATIVE (TL
Campus Number: 084901011

Total Students: 10
Grade Span: 08 - 11
School Type: High School

There is no assessment data for this campus.

District Name: DICKINSON ISD
Campus Name: TRANSFORMING LIVES COOPERATIVE (TL
Campus Number: 084901011

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 10
Grade Span: 08 - 11
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	*	-	*	-	-	-	-	-	100%	-
Included in Accountability	94%	93%	**0%**	*	-	*	-	-	-	-	-	0%	-
Not Included in Accountability													
Mobile	4%	5%	**100%**	*	-	*	-	-	-	-	-	100%	-
Other Exclusions	1%	1%	**0%**	*	-	*	-	-	-	-	-	0%	-
Not Tested	1%	1%	**0%**	*	-	*	-	-	-	-	-	0%	-
Absent	1%	1%	**0%**	*	-	*	-	-	-	-	-	0%	-
Other	0%	0%	**0%**	*	-	*	-	-	-	-	-	0%	-

District Name: DICKINSON ISD
Campus Name: TRANSFORMING LIVES COOPERATIVE (TL
Campus Number: 084901011

Total Students: 10
Grade Span: 08 - 11
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	*	-	*	*	-	-	-	-	*	*	-
2013-14	95.9%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	*	-	*	*	-	-	-	-	*	*	-
2013-14	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	26.6%	*	-	*	*	-	-	-	-	*	*	-
2013-14	33.1%	23.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2014-15	15.7%	10.7%	*	-	*	*	-	-	-	-	*	*	-
2013-14	15.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2014-15	19.4%	18.7%	*	-	*	*	-	-	-	-	*	*	-
2013-14	18.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Science													
2014-15	5.2%	2.8%	*	-	*	*	-	-	-	-	*	*	-
2013-14	5.6%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2014-15	19.5%	14.1%	*	-	*	*	-	-	-	-	*	*	-
2013-14	18.3%	15.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 10

Campus Name: TRANSFORMING LIVES COOPERATIVE (TL

2015-16 Campus Profile

Grade Span: 08 - 11

Campus Number: 084901011

School Type: High School

Student Information	Count	Percent	District	State
	--------------- Campus ---------------			
Total Students:	10	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	1	10.0%	6.8%	7.3%
Grade 9	5	50.0%	8.0%	8.1%
Grade 10	3	30.0%	7.6%	7.3%
Grade 11	1	10.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	5	50.0%	17.8%	12.6%
Hispanic	3	30.0%	48.0%	52.2%
White	2	20.0%	29.6%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	2.0%	2.1%
Economically Disadvantaged	3	30.0%	61.6%	59.0%
Non-Educationally Disadvantaged	7	70.0%	38.4%	41.0%
English Language Learners (ELL)	1	10.0%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	10	100.0%	50.9%	50.1%
Mobility (2014-2015)	23	95.8%	18.2%	16.5%

District Name: DICKINSON ISD

Campus Name: TRANSFORMING LIVES COOPERATIVE (TL

Campus Number: 084901011

Total Students: 10

Grade Span: 08 - 11

School Type: High School

Student Information	------- Non-Special Education Rates -------			------- Special Education Rates -------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.9%	-	7.5%	8.2%
Grade 1	-	1.8%	4.1%	-	2.3%	7.4%
Grade 2	-	2.6%	2.7%	-	0.0%	3.4%
Grade 3	-	1.2%	2.0%	-	2.7%	1.6%
Grade 4	-	0.1%	1.0%	-	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: TRANSFORMING LIVES COOPERATIVE (TL
Campus Number: 084901011

Total Students: 10
Grade Span: 08 - 11
School Type: High School

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	3.1	100.0%	100.0%	100.0%
Professional Staff:	3.1	100.0%	63.8%	64.3%
Teachers	2.7	89.1%	51.3%	50.5%
Professional Support	0.0	0.0%	8.8%	9.8%
Campus Administration (School Leadership)	0.3	10.9%	2.8%	2.9%
Educational Aides:	0.0	0.0%	10.6%	9.6%
Total Minority Staff:	0.3	10.9%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	12.6%	10.1%
Hispanic	0.0	0.0%	13.7%	26.0%
White	2.2	81.6%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.5	18.4%	0.9%	1.1%
Males	1.1	39.1%	20.0%	23.5%
Females	1.7	60.9%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	1.2	44.9%	75.0%	74.7%
Masters	1.5	55.1%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.5	18.4%	7.6%	8.1%
1-5 Years Experience	0.0	0.0%	27.7%	27.3%
6-10 Years Experience	1.1	39.1%	25.1%	21.7%
11-20 Years Experience	1.2	42.5%	27.9%	27.3%
Over 20 Years Experience	0.0	0.0%	11.8%	15.7%
Number of Students per Teacher	3.7	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: TRANSFORMING LIVES COOPERATIVE (TL
Campus Number: 084901011

Total Students: 10
Grade Span: 08 - 11
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	7.6	10.2	10.9
Average Years Experience of Teachers with District:	7.6	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,050	$47,363	$45,507
1-5 Years Experience	-	$49,374	$47,996
6-10 Years Experience	$50,199	$50,864	$50,459
11-20 Years Experience	$52,334	$54,005	$53,794
Over 20 Years Experience	-	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$51,079	$52,377	$51,891
Professional Support	-	$65,100	$61,145
Campus Administration (School Leadership)	$49,951	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD

Campus Name: TRANSFORMING LIVES COOPERATIVE (TL

Campus Number: 084901011

Total Students: 10

Grade Span: 08 - 11

School Type: High School

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	1	10.0%	11.0%	18.3%
Career & Technical Education	6	60.0%	21.1%	24.3%
Gifted & Talented Education	0	0.0%	4.8%	7.7%
Special Education	3	30.0%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.8%	5.9%
Career & Technical Education	0.4	13.8%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	2.3	86.2%	74.7%	72.6%
Special Education	0.0	0.0%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

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

'-'   Indicates zero observations reported for this group.

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

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

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

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

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **GALVESTON CO DETENTION CTR**

Campus Number: **084901012**

2016 Accountability Rating: **Not Rated**

This page intentionally left blank.

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 19

Campus Name: GALVESTON CO DETENTION CTR

2015-16 Campus Performance

Grade Span: 08 - 11

Campus Number: 084901012

School Type: High School

There is no assessment data for this campus.

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 19
Grade Span: 08 - 11
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**91%**	82%	100%	100%	-	-	-	*	-	*	-
Included in Accountability	94%	93%	**0%**	0%	0%	0%	-	-	-	*	-	*	-
Not Included in Accountability													
Mobile	4%	5%	**91%**	82%	100%	100%	-	-	-	*	-	*	-
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	*	-	*	-
Not Tested	1%	1%	**9%**	18%	0%	0%	-	-	-	*	-	*	-
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	-	*	-
Other	0%	0%	**9%**	18%	0%	0%	-	-	-	*	-	*	-

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Total Students: 19
Grade Span: 08 - 11
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	*	*	*	*	-	-	-	-	*	*	-
2013-14	95.9%	95.4%	*	*	*	*	-	-	-	-	*	*	-
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.4%	**0.0%**	*	-	*	-	-	-	-	*	*	-
2013-14	0.5%	0.2%	**0.0%**	*	*	*	-	-	-	-	*	0.0%	-
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2013-14	2.2%	2.0%	**0.0%**	*	*	*	-	-	-	-	*	0.0%	-
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	26.6%	*	*	-	*	-	-	-	-	*	*	-
2013-14	33.1%	23.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2014-15	15.7%	10.7%	*	*	-	*	-	-	-	-	*	*	-
2013-14	15.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2014-15	19.4%	18.7%	-	-	-	-	-	-	-	-	-	-	-
2013-14	18.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Science													
2014-15	5.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2013-14	5.6%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2014-15	19.5%	14.1%	-	-	-	-	-	-	-	-	-	-	-
2013-14	18.3%	15.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Total Students: 19
Grade Span: 08 - 11
School Type: High School

Student Information	---------------- Campus ----------------		District	State
	Count	Percent	District	State
Total Students:	19	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	5	26.3%	6.8%	7.3%
Grade 9	11	57.9%	8.0%	8.1%
Grade 10	2	10.5%	7.6%	7.3%
Grade 11	1	5.3%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	7	36.8%	17.8%	12.6%
Hispanic	6	31.6%	48.0%	52.2%
White	5	26.3%	29.6%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	5.3%	2.0%	2.1%
Economically Disadvantaged	2	10.5%	61.6%	59.0%
Non-Educationally Disadvantaged	17	89.5%	38.4%	41.0%
English Language Learners (ELL)	1	5.3%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	19	100.0%	50.9%	50.1%
Mobility (2014-2015)	198	100.0%	18.2%	16.5%

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Total Students: 19
Grade Span: 08 - 11
School Type: High School

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.9%	-	7.5%	8.2%
Grade 1	-	1.8%	4.1%	-	2.3%	7.4%
Grade 2	-	2.6%	2.7%	-	0.0%	3.4%
Grade 3	-	1.2%	2.0%	-	2.7%	1.6%
Grade 4	-	0.1%	1.0%	-	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	0.0%	0.5%	0.8%	-	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Total Students: 19
Grade Span: 08 - 11
School Type: High School

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	2.6	100.0%	100.0%	100.0%
Professional Staff:	2.6	100.0%	63.8%	64.3%
Teachers	2.3	87.2%	51.3%	50.5%
Professional Support	0.0	0.0%	8.8%	9.8%
Campus Administration (School Leadership)	0.3	12.8%	2.8%	2.9%
Educational Aides:	0.0	0.0%	10.6%	9.6%
Total Minority Staff:	0.3	12.8%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	12.6%	10.1%
Hispanic	0.0	0.0%	13.7%	26.0%
White	1.8	78.0%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.5	22.0%	0.9%	1.1%
Males	0.9	41.0%	20.0%	23.5%
Females	1.3	59.0%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	1.8	78.0%	75.0%	74.7%
Masters	0.5	22.0%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.5	22.0%	7.6%	8.1%
1-5 Years Experience	0.0	0.0%	27.7%	27.3%
6-10 Years Experience	0.9	41.0%	25.1%	21.7%
11-20 Years Experience	0.8	37.0%	27.9%	27.3%
Over 20 Years Experience	0.0	0.0%	11.8%	15.7%
Number of Students per Teacher	8.4	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Total Students: 19
Grade Span: 08 - 11
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	6.7	10.2	10.9
Average Years Experience of Teachers with District:	6.7	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,050	$47,363	$45,507
1-5 Years Experience	-	$49,374	$47,996
6-10 Years Experience	$50,705	$50,864	$50,459
11-20 Years Experience	$51,470	$54,005	$53,794
Over 20 Years Experience	-	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$50,844	$52,377	$51,891
Professional Support	-	$65,100	$61,145
Campus Administration (School Leadership)	$49,951	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: GALVESTON CO DETENTION CTR
Campus Number: 084901012

Total Students: 19
Grade Span: 08 - 11
School Type: High School

| | --------------- Campus --------------- | | | |
Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	1	5.3%	11.0%	18.3%
Career & Technical Education	16	84.2%	21.1%	24.3%
Gifted & Talented Education	0	0.0%	4.8%	7.7%
Special Education	4	21.1%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.8%	5.9%
Career & Technical Education	0.4	16.7%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	1.9	83.3%	74.7%	72.6%
Special Education	0.0	0.0%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **COASTAL ALTERNATIVE PROGRAM (CAP)**

Campus Number: **084901014**

2016 Accountability Rating: **Not Rated**

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)
Campus Number: 084901014

Total Students: 5
Grade Span: 08 - 11
School Type: High School

There is no assessment data for this campus.

District Name: DICKINSON ISD

Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)

Campus Number: 084901014

Total Students: 5

Grade Span: 08 - 11

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	*	*	*	*	-	-	-	-	*	*	-
2013-14	95.9%	95.4%	**72.7%**	*	*	*	-	-	-	*	*	72.8%	*
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.4%	**0.0%**	*	*	*	-	-	-	-	*	0.0%	-
2013-14	0.5%	0.2%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	-
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	-
2013-14	2.2%	2.0%	**0.0%**	*	0.0%	*	-	-	-	*	*	0.0%	*
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	26.6%	**0.0%**	-	*	*	-	-	-	-	-	*	-
2013-14	33.1%	23.9%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
English Language Arts													
2014-15	15.7%	10.7%	**0.0%**	-	*	*	-	-	-	-	-	*	-
2013-14	15.4%	9.8%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
Mathematics													
2014-15	19.4%	18.7%	*	-	*	-	-	-	-	-	-	*	-
2013-14	18.8%	12.9%	**-**	-	-	-	-	-	-	-	-	-	-
Science													
2014-15	5.2%	2.8%	*	-	*	-	-	-	-	-	-	*	-
2013-14	5.6%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Social Studies													
2014-15	19.5%	14.1%	*	-	*	-	-	-	-	-	-	*	-
2013-14	18.3%	15.2%	**-**	-	-	-	-	-	-	-	-	-	-

District Name: DICKINSON ISD
Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)
Campus Number: 084901014

Total Students: 5
Grade Span: 08 - 11
School Type: High School

	---------------- Campus ----------------			
Student Information	**Count**	**Percent**	**District**	**State**
Total Students:	5	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	2	40.0%	6.8%	7.3%
Grade 9	1	20.0%	8.0%	8.1%
Grade 10	1	20.0%	7.6%	7.3%
Grade 11	1	20.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	0	0.0%	17.8%	12.6%
Hispanic	5	100.0%	48.0%	52.2%
White	0	0.0%	29.6%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	2.0%	2.1%
Economically Disadvantaged	1	20.0%	61.6%	59.0%
Non-Educationally Disadvantaged	4	80.0%	38.4%	41.0%
English Language Learners (ELL)	0	0.0%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	5	31.3%	2.0%	1.4%
At-Risk	5	100.0%	50.9%	50.1%
Mobility (2014-2015)	16	100.0%	18.2%	16.5%

District Name: DICKINSON ISD
Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)
Campus Number: 084901014

Total Students: 5
Grade Span: 08 - 11
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)
Campus Number: 084901014

Total Students: 5
Grade Span: 08 - 11
School Type: High School

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	7.0	100.0%	100.0%	100.0%
Professional Staff:	7.0	100.0%	63.8%	64.3%
Teachers	6.0	85.6%	51.3%	50.5%
Professional Support	0.0	0.0%	8.8%	9.8%
Campus Administration (School Leadership)	1.0	14.4%	2.8%	2.9%
Educational Aides:	0.0	0.0%	10.6%	9.6%
Total Minority Staff:	3.0	42.6%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	32.9%	12.6%	10.1%
Hispanic	0.0	0.0%	13.7%	26.0%
White	4.0	67.1%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	2.0	32.9%	20.0%	23.5%
Females	4.0	67.1%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	6.0	100.0%	75.0%	74.7%
Masters	0.0	0.0%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.6%	8.1%
1-5 Years Experience	2.0	32.9%	27.7%	27.3%
6-10 Years Experience	0.0	0.0%	25.1%	21.7%
11-20 Years Experience	4.0	67.1%	27.9%	27.3%
Over 20 Years Experience	0.0	0.0%	11.8%	15.7%
Number of Students per Teacher	0.8	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)
Campus Number: 084901014

Total Students: 5
Grade Span: 08 - 11
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.6	10.2	10.9
Average Years Experience of Teachers with District:	6.4	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$47,363	$45,507
1-5 Years Experience	$42,104	$49,374	$47,996
6-10 Years Experience	-	$50,864	$50,459
11-20 Years Experience	$52,956	$54,005	$53,794
Over 20 Years Experience	-	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$49,384	$52,377	$51,891
Professional Support	-	$65,100	$61,145
Campus Administration (School Leadership)	$79,887	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)
Campus Number: 084901014

Total Students: 5
Grade Span: 08 - 11
School Type: High School

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	11.0%	18.3%
Career & Technical Education	1	20.0%	21.1%	24.3%
Gifted & Talented Education	0	0.0%	4.8%	7.7%
Special Education	0	0.0%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.8%	5.9%
Career & Technical Education	0.1	2.4%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	5.8	97.6%	74.7%	72.6%
Special Education	0.0	0.0%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **R D MCADAMS J H**

Campus Number: **084901041**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: DICKINSON ISD

Campus Name: R D MCADAMS J H

Campus Number: 084901041

Total Students: 1,535

Grade Span: 07 - 08

School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	66%	**66%**	61%	64%	69%	*	90%	*	81%	35%	59%	*
Mathematics	2016	69%	68%	**68%**	61%	67%	73%	*	90%	*	63%	35%	61%	28%
Writing	2016	69%	57%	**57%**	56%	53%	61%	*	80%	*	63%	28%	50%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	83%	**83%**	81%	81%	89%	-	79%	*	75%	35%	79%	45%
Mathematics	2016	82%	79%	**79%**	81%	75%	82%	-	88%	*	75%	47%	76%	60%
Science	2016	75%	72%	**72%**	67%	68%	80%	-	89%	*	75%	40%	65%	35%
Social Studies	2016	63%	54%	**54%**	48%	51%	64%	-	58%	*	50%	31%	46%	*
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
Algebra I	2016	78%	79%	**99%**	100%	100%	98%	-	*	-	*	*	100%	-
Biology	2016	87%	86%	*	*	-	-	-	-	-	-	-	-	-
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**69%**	66%	66%	74%	33%	82%	100%	70%	36%	63%	25%
Reading	2016	73%	69%	**74%**	71%	72%	79%	*	85%	*	79%	35%	69%	26%
Mathematics	2016	76%	76%	**75%**	72%	73%	79%	*	90%	*	71%	41%	69%	41%
Writing	2016	69%	61%	**57%**	56%	53%	61%	*	80%	*	63%	28%	50%	*
Science	2016	79%	76%	**72%**	67%	68%	80%	-	89%	*	75%	40%	65%	35%
Social Studies	2016	77%	73%	**54%**	48%	51%	64%	-	58%	*	50%	31%	46%	*

Texas Academic Performance Report
2015-16 Campus Performance

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Total Students: 1,535
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**37%**	33%	33%	45%	*	53%	*	46%	9%	28%	*
Reading	2016	46%	37%	**35%**	32%	30%	46%	*	47%	*	39%	8%	27%	*
Mathematics	2016	43%	41%	**41%**	33%	37%	49%	*	72%	*	54%	10%	33%	*
Writing	2016	41%	28%	**26%**	26%	22%	31%	*	44%	*	*	*	20%	*
Science	2016	47%	42%	**43%**	35%	40%	53%	-	59%	*	50%	11%	35%	*
Social Studies	2016	47%	40%	**19%**	17%	16%	29%	-	*	*	*	*	13%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**14%**	10%	11%	20%	*	22%	*	13%	13%	10%	*
Reading	2016	17%	11%	**13%**	12%	10%	20%	*	23%	*	*	8%	9%	*
Mathematics	2016	19%	16%	**15%**	11%	14%	19%	*	33%	*	*	15%	11%	*
Writing	2016	15%	8%	**7%**	7%	5%	9%	*	*	*	*	8%	4%	*
Science	2016	16%	15%	**23%**	14%	21%	32%	-	28%	*	*	19%	17%	*
Social Studies	2016	22%	17%	**10%**	6%	9%	16%	-	*	*	*	13%	6%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	59%	**64%**	65%	63%	64%	*	72%	-	*	57%	62%	53%
Reading	2016	60%	57%	**62%**	61%	61%	63%	*	67%	-	*	60%	61%	51%
Mathematics	2016	63%	61%	**66%**	68%	65%	66%	*	77%	-	*	54%	63%	55%

District Name: DICKINSON ISD

Campus Name: R D MCADAMS J H

Campus Number: 084901041

Total Students: 1,535

Grade Span: 07 - 08

School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	12%	**13%**	12%	14%	13%	*	24%	-	*	14%	12%	12%
Reading	2016	16%	12%	**16%**	14%	18%	15%	*	23%	-	*	18%	16%	17%
Mathematics	2016	17%	13%	**10%**	9%	10%	11%	*	26%	-	*	10%	8%	7%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	32%	**39%**	36%	38%	44%	*	*	-	*	16%	37%	20%

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Total Students: 1,535
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	75%	**75%**	72%	73%	83%	-	65%	*	75%	16%	68%	21%
Students Requiring Accelerated Instruction													
2016	20%	25%	**25%**	28%	27%	17%	-	35%	0%	*	84%	32%	79%
STAAR Cumulative Met Standard													
2016	86%	82%	**82%**	81%	79%	89%	-	75%	*	75%	20%	77%	29%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	97%	100%	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Retained in Grade 8													
2016	44%	*	*	*	*	-	-	-	-	-	-	*	-
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	68%	**68%**	70%	62%	74%	-	83%	*	63%	31%	63%	29%
Students Requiring Accelerated Instruction													
2016	29%	32%	**32%**	30%	38%	26%	-	*	0%	*	69%	37%	71%
STAAR Cumulative Met Standard													
2016	81%	77%	**77%**	81%	72%	81%	-	83%	*	75%	34%	74%	36%

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Total Students: 1,535
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**69%**	-	-	-	-	-	26%	24%	29%	21%	26%	25%
Reading	2016	73%	69%	**74%**	-	-	-	-	-	26%	30%	*	*	26%	26%
Mathematics	2016	76%	76%	**75%**	-	-	-	-	-	41%	33%	57%	*	41%	41%
Writing	2016	69%	61%	**57%**	-	-	-	-	-	*	*	*	*	*	*
Science	2016	79%	76%	**72%**	-	-	-	-	-	38%	*	*	*	38%	35%
Social Studies	2016	77%	73%	**54%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**37%**	-	-	-	-	-	*	*	-	*	*	*
Reading	2016	46%	37%	**35%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	41%	**41%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2016	41%	28%	**26%**	-	-	-	-	-	*	*	-	*	*	*
Science	2016	47%	42%	**43%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2016	47%	40%	**19%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**14%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	17%	11%	**13%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	16%	**15%**	-	-	-	-	-	*	*	*	*	*	*
Writing	2016	15%	8%	**7%**	-	-	-	-	-	*	*	*	*	*	*
Science	2016	16%	15%	**23%**	-	-	-	-	-	*	*	*	*	*	*

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,535
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	17%	**10%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**64%**	-	-	-	-	-	45%	48%	*	81%	45%	51%
Reading	2016	60%	57%	**62%**	-	-	-	-	-	43%	56%	*	*	43%	50%
Mathematics	2016	63%	61%	**66%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**13%**	-	-	-	-	-	8%	11%	*	31%	8%	12%
Reading	2016	16%	12%	**16%**	-	-	-	-	-	12%	19%	*	*	12%	18%
Mathematics	2016	17%	13%	**10%**	-	-	-	-	-	*	*	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**39%**	-	-	-	-	-	18%	25%	*	*	18%	20%

District Name: DICKINSON ISD

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 1,535

Campus Name: R D MCADAMS J H

Grade Span: 07 - 08

Campus Number: 084901041

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	98%	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	94%	93%	**93%**	95%	94%	91%	79%	89%	100%	93%	91%	94%	67%
Not Included in Accountability													
Mobile	4%	5%	**4%**	4%	3%	7%	21%	5%	0%	7%	8%	4%	8%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	5%	0%	0%	1%	1%	24%
Not Tested	1%	1%	**1%**	1%	1%	2%	0%	1%	0%	0%	0%	1%	0%
Absent	1%	1%	**1%**	1%	1%	2%	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Academic Performance Report

District Name: DICKINSON ISD

Campus Name: R D MCADAMS J H

Campus Number: 084901041

2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,535

Grade Span: 07 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**94.9%**	95.9%	95.2%	93.8%	*	97.5%	*	93.5%	92.7%	94.6%	94.8%
2013-14	95.9%	95.4%	**95.2%**	96.0%	95.3%	94.2%	96.7%	98.4%	*	95.2%	93.3%	94.8%	96.5%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.4%	**0.4%**	0.0%	0.4%	0.6%	*	0.0%	*	0.0%	1.9%	0.3%	1.9%
2013-14	0.5%	0.2%	**0.2%**	0.4%	0.3%	0.0%	0.0%	0.0%	*	0.0%	0.8%	0.2%	1.8%

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Total Students: 1,535
Grade Span: 07 - 08
School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	1,535	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	796	51.9%	7.3%	7.4%
Grade 8	739	48.1%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	305	19.9%	17.8%	12.6%
Hispanic	731	47.6%	48.0%	52.2%
White	419	27.3%	29.6%	28.5%
American Indian	5	0.3%	0.3%	0.4%
Asian	42	2.7%	2.2%	4.0%
Pacific Islander	2	0.1%	0.1%	0.1%
Two or More Races	31	2.0%	2.0%	2.1%
Economically Disadvantaged	925	60.3%	61.6%	59.0%
Non-Educationally Disadvantaged	610	39.7%	38.4%	41.0%
English Language Learners (ELL)	72	4.7%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	59	3.8%	2.0%	1.4%
At-Risk	808	52.6%	50.9%	50.1%
Mobility (2014-2015)	223	14.3%	18.2%	16.5%

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Total Students: 1,535
Grade Span: 07 - 08
School Type: Middle

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.9%	-	7.5%	8.2%
Grade 1	-	1.8%	4.1%	-	2.3%	7.4%
Grade 2	-	2.6%	2.7%	-	0.0%	3.4%
Grade 3	-	1.2%	2.0%	-	2.7%	1.6%
Grade 4	-	0.1%	1.0%	-	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	0.5%	0.5%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	23.9	22.6	17.1
Foreign Languages	28.0	25.2	19.1
Mathematics	23.2	25.0	18.1
Science	22.8	25.1	19.1
Social Studies	23.2	25.1	19.5

District Name: DICKINSON ISD
Campus Name: R D MCADAMS J H
Campus Number: 084901041

Total Students: 1,535
Grade Span: 07 - 08
School Type: Middle

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	114.1	100.0%	100.0%	100.0%
Professional Staff:	101.7	89.2%	63.8%	64.3%
Teachers	92.2	80.8%	51.3%	50.5%
Professional Support	4.5	4.0%	8.8%	9.8%
Campus Administration (School Leadership)	5.0	4.4%	2.8%	2.9%
Educational Aides:	12.4	10.8%	10.6%	9.6%
Total Minority Staff:	40.8	35.8%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	20.3	22.1%	12.6%	10.1%
Hispanic	7.6	8.2%	13.7%	26.0%
White	62.3	67.6%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	1.1%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.1%	0.9%	1.1%
Males	22.6	24.5%	20.0%	23.5%
Females	69.6	75.5%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	69.7	75.6%	75.0%	74.7%
Masters	22.5	24.4%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	7.8	8.5%	7.6%	8.1%
1-5 Years Experience	33.0	35.8%	27.7%	27.3%
6-10 Years Experience	14.0	15.2%	25.1%	21.7%
11-20 Years Experience	25.6	27.7%	27.9%	27.3%
Over 20 Years Experience	11.8	12.8%	11.8%	15.7%
Number of Students per Teacher	16.7	n/a	16.3	15.2

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD

Campus Name: R D MCADAMS J H

Campus Number: 084901041

Total Students: 1,535

Grade Span: 07 - 08

School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.0	10.2	10.9
Average Years Experience of Teachers with District:	5.8	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,381	$47,363	$45,507
1-5 Years Experience	$49,410	$49,374	$47,996
6-10 Years Experience	$50,818	$50,864	$50,459
11-20 Years Experience	$53,637	$54,005	$53,794
Over 20 Years Experience	$60,849	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$52,258	$52,377	$51,891
Professional Support	$58,856	$65,100	$61,145
Campus Administration (School Leadership)	$78,374	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD

Campus Name: R D MCADAMS J H

Campus Number: 084901041

Total Students: 1,535

Grade Span: 07 - 08

School Type: Middle

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	64	4.2%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	81	5.3%	4.8%	7.7%
Special Education	166	10.8%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.1%	6.8%	5.9%
Career & Technical Education	1.6	1.7%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	82.2	89.2%	74.7%	72.6%
Special Education	7.3	7.9%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

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

'-' Indicates zero observations reported for this group.

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

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

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

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

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **DUNBAR MIDDLE**

Campus Number: **084901042**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: DICKINSON ISD

Campus Name: DUNBAR MIDDLE

Campus Number: 084901042

Total Students: 822

Grade Span: 05 - 06

School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	76%	**80%**	72%	78%	86%	*	82%	-	93%	50%	72%	63%
Mathematics	2016	86%	82%	**78%**	64%	81%	82%	*	91%	-	93%	50%	70%	47%
Science	2016	74%	70%	**71%**	58%	69%	82%	*	82%	-	64%	53%	61%	33%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	68%	**67%**	51%	73%	71%	*	100%	-	86%	43%	59%	*
Mathematics	2016	72%	74%	**73%**	60%	76%	79%	*	100%	-	86%	50%	66%	45%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**74%**	60%	75%	80%	88%	91%	-	84%	49%	65%	41%
Reading	2016	73%	69%	**73%**	60%	75%	79%	*	91%	-	89%	46%	65%	41%
Mathematics	2016	76%	76%	**76%**	62%	78%	81%	*	95%	-	89%	50%	68%	46%
Science	2016	79%	76%	**71%**	58%	69%	82%	*	82%	-	64%	53%	61%	33%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**30%**	18%	30%	39%	*	50%	-	26%	7%	20%	*
Reading	2016	46%	37%	**39%**	25%	38%	49%	*	55%	-	37%	10%	27%	*
Mathematics	2016	43%	41%	**37%**	25%	36%	44%	*	73%	-	41%	13%	28%	*
Science	2016	47%	42%	**26%**	13%	22%	36%	*	45%	-	*	*	16%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**13%**	7%	11%	19%	*	38%	-	11%	8%	7%	*
Reading	2016	17%	11%	**17%**	9%	15%	23%	*	41%	-	18%	*	9%	*

TEA Division of Performance Reporting

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard **All Grades**														
Mathematics	2016	19%	16%	**13%**	8%	10%	17%	*	45%	-	*	11%	8%	*
Science	2016	16%	15%	**8%**	*	5%	14%	*	*	-	*	*	3%	*
STAAR Percent Met or Exceeded Progress **All Grades**														
All Subjects	2016	62%	59%	**55%**	56%	54%	57%	*	60%	-	*	63%	53%	51%
Reading	2016	60%	57%	**54%**	52%	54%	54%	*	*	-	*	56%	49%	50%
Mathematics	2016	63%	61%	**57%**	60%	53%	59%	*	*	-	*	70%	57%	*
STAAR Percent Exceeded Progress **All Grades**														
All Subjects	2016	17%	12%	**10%**	9%	11%	11%	*	14%	-	*	14%	9%	11%
Reading	2016	16%	12%	**13%**	11%	14%	14%	*	*	-	*	12%	11%	16%
Mathematics	2016	17%	13%	**7%**	7%	7%	8%	*	*	-	*	16%	7%	*
Progress of Prior-Year Non-Proficient Students **Sum of Grades 4-8**														
Reading	2016	35%	32%	**25%**	19%	31%	*	*	*	-	*	19%	23%	29%

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	66%	**71%**	66%	67%	77%	*	73%	-	77%	25%	60%	33%
Students Requiring Accelerated Instruction													
2016	27%	34%	**29%**	34%	33%	23%	0%	*	-	*	75%	40%	67%
STAAR Cumulative Met Standard													
2016	80%	75%	**79%**	72%	77%	85%	*	82%	-	92%	38%	71%	61%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	95%	96%	**93%**	100%	88%	86%	-	-	-	*	95%	94%	88%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6													
2016	11%	18%	*	*	*	*	-	-	-	-	*	*	*
Retained in Grade 5													
2016	45%	83%	*	-	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	70%	**68%**	56%	70%	74%	*	64%	-	75%	25%	57%	28%
Students Requiring Accelerated Instruction													
2016	23%	30%	**32%**	44%	30%	26%	0%	*	-	*	75%	43%	72%
STAAR Cumulative Met Standard													
2016	85%	81%	**77%**	64%	80%	81%	*	91%	-	92%	38%	69%	47%

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	97%	100%	*	*	-	-	-	-	-	-	*	*	-

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Total Students: 822
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**74%**	28%	28%	-	-	-	51%	52%	*	33%	43%	41%
Reading	2016	73%	69%	**73%**	*	*	-	-	-	40%	43%	*	*	43%	41%
Mathematics	2016	76%	76%	**76%**	*	*	-	-	-	64%	62%	*	*	50%	46%
Science	2016	79%	76%	**71%**	*	*	-	-	-	*	*	-	*	*	33%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**30%**	*	*	-	-	-	*	*	*	*	*	*
Reading	2016	46%	37%	**39%**	*	*	-	-	-	*	*	*	*	*	*
Mathematics	2016	43%	41%	**37%**	*	*	-	-	-	*	*	*	*	*	*
Science	2016	47%	42%	**26%**	*	*	-	-	-	*	*	-	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**13%**	*	*	-	-	-	*	*	*	*	*	*
Reading	2016	17%	11%	**17%**	*	*	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	16%	**13%**	*	*	-	-	-	*	*	*	*	*	*
Science	2016	16%	15%	**8%**	*	*	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**55%**	*	*	-	-	-	*	*	*	*	47%	54%
Reading	2016	60%	57%	**54%**	*	*	-	-	-	*	*	*	*	61%	64%
Mathematics	2016	63%	61%	**57%**	*	*	-	-	-	*	*	*	*	*	*

District Name: DICKINSON ISD

Campus Name: DUNBAR MIDDLE

Campus Number: 084901042

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 822

Grade Span: 05 - 06

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**10%**	*	*	-	-	-	*	*	*	*	17%	14%
Reading	2016	16%	12%	**13%**	*	*	-	-	-	*	*	*	*	28%	24%
Mathematics	2016	17%	13%	**7%**	*	*	-	-	-	*	*	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**25%**	*	*	-	-	-	*	*	*	*	36%	29%

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	93%	92%	96%	100%	96%	-	97%	94%	92%	75%
Not Included in Accountability													
Mobile	4%	5%	**5%**	7%	6%	4%	0%	4%	-	3%	6%	7%	16%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	1%	9%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**96.2%**	96.6%	96.3%	95.3%	*	99.1%	*	96.4%	94.4%	96.0%	96.3%
2013-14	95.9%	95.4%	**96.1%**	96.4%	96.1%	95.5%	-	99.0%	*	95.2%	94.0%	95.8%	96.3%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.4%	*	*	*	-	-	-	-	*	*	*	-
2013-14	0.5%	0.2%	*	*	-	*	-	-	-	*	*	*	-

District Name: DICKINSON ISD

Campus Name: DUNBAR MIDDLE

Campus Number: 084901042

Total Students: 822

Grade Span: 05 - 06

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Total Students:	822	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	400	48.7%	7.1%	7.5%
Grade 6	422	51.3%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	221	26.9%	17.8%	12.6%
Hispanic	295	35.9%	48.0%	52.2%
White	253	30.8%	29.6%	28.5%
American Indian	3	0.4%	0.3%	0.4%
Asian	22	2.7%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	28	3.4%	2.0%	2.1%
Economically Disadvantaged	457	55.6%	61.6%	59.0%
Non-Educationally Disadvantaged	365	44.4%	38.4%	41.0%
English Language Learners (ELL)	32	3.9%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	2	0.2%	2.0%	1.4%
At-Risk	388	47.2%	50.9%	50.1%
Mobility (2014-2015)	112	13.0%	18.2%	16.5%

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.9%	-	7.5%	8.2%
Grade 1	-	1.8%	4.1%	-	2.3%	7.4%
Grade 2	-	2.6%	2.7%	-	0.0%	3.4%
Grade 3	-	1.2%	2.0%	-	2.7%	1.6%
Grade 4	-	0.1%	1.0%	-	0.0%	0.8%
Grade 5	1.1%	0.9%	0.9%	1.8%	0.9%	1.0%
Grade 6	0.0%	0.1%	0.6%	0.0%	0.0%	0.8%
Grade 7	-	0.5%	0.8%	0.0%	0.0%	0.9%
Grade 8	-	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	24.6	21.4	20.8
Grade 6	23.9	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	70.8	100.0%	100.0%	100.0%
Professional Staff:	56.6	79.9%	63.8%	64.3%
Teachers	50.6	71.4%	51.3%	50.5%
Professional Support	3.5	4.9%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.5%	2.8%	2.9%
Educational Aides:	14.2	20.1%	10.6%	9.6%
Total Minority Staff:	26.4	37.3%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	13.4	26.6%	12.6%	10.1%
Hispanic	3.4	6.7%	13.7%	26.0%
White	32.7	64.8%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	2.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	12.1	23.9%	20.0%	23.5%
Females	38.5	76.1%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.4	0.9%	1.2%	1.0%
Bachelors	33.7	66.7%	75.0%	74.7%
Masters	16.4	32.4%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.4	8.8%	7.6%	8.1%
1-5 Years Experience	20.1	39.8%	27.7%	27.3%
6-10 Years Experience	10.0	19.8%	25.1%	21.7%
11-20 Years Experience	11.5	22.7%	27.9%	27.3%
Over 20 Years Experience	4.5	9.0%	11.8%	15.7%
Number of Students per Teacher	16.3	n/a	16.3	15.2

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD

Campus Name: DUNBAR MIDDLE

Campus Number: 084901042

Total Students: 822

Grade Span: 05 - 06

School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	8.6	10.2	10.9
Average Years Experience of Teachers with District:	5.4	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,626	$47,363	$45,507
1-5 Years Experience	$49,464	$49,374	$47,996
6-10 Years Experience	$50,954	$50,864	$50,459
11-20 Years Experience	$54,107	$54,005	$53,794
Over 20 Years Experience	$60,894	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$51,588	$52,377	$51,891
Professional Support	$60,549	$65,100	$61,145
Campus Administration (School Leadership)	$76,522	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: DUNBAR MIDDLE
Campus Number: 084901042

Total Students: 822
Grade Span: 05 - 06
School Type: Middle

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	26	3.2%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	78	9.5%	4.8%	7.7%
Special Education	96	11.7%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.5%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	4.7	9.2%	0.7%	1.9%
Regular Education	38.9	76.9%	74.7%	72.6%
Special Education	6.7	13.3%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **JOHN AND SHAMARION BARBER MIDDLE**

Campus Number: **084901043**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	76%	**71%**	71%	68%	77%	-	*	-	*	39%	67%	40%
Mathematics	2016	86%	82%	**86%**	85%	86%	84%	-	*	-	*	58%	84%	84%
Science	2016	74%	70%	**68%**	59%	65%	77%	-	*	-	*	51%	63%	42%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	68%	**69%**	68%	67%	71%	*	*	*	86%	51%	65%	*
Mathematics	2016	72%	74%	**75%**	70%	77%	69%	*	*	*	100%	62%	72%	30%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**74%**	71%	73%	76%	*	100%	*	82%	53%	70%	47%
Reading	2016	73%	69%	**70%**	69%	68%	74%	*	100%	*	75%	46%	66%	32%
Mathematics	2016	76%	76%	**80%**	77%	82%	77%	*	100%	*	100%	60%	78%	65%
Science	2016	79%	76%	**68%**	59%	65%	77%	-	*	-	*	51%	63%	42%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**24%**	18%	20%	32%	*	83%	*	*	10%	18%	*
Reading	2016	46%	37%	**28%**	25%	23%	37%	*	83%	*	*	8%	21%	*
Mathematics	2016	43%	41%	**37%**	22%	37%	40%	*	83%	*	*	13%	32%	14%
Science	2016	47%	42%	**24%**	*	18%	40%	-	*	-	*	*	19%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**11%**	9%	9%	16%	*	28%	*	29%	13%	8%	*
Reading	2016	17%	11%	**11%**	10%	8%	17%	*	*	*	*	9%	7%	*

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard **All Grades**														
Mathematics	2016	19%	16%	**13%**	10%	12%	16%	*	*	*	*	14%	11%	*
Science	2016	16%	15%	**6%**	*	4%	12%	-	*	-	*	16%	4%	*
STAAR Percent Met or Exceeded Progress **All Grades**														
All Subjects	2016	62%	59%	**58%**	61%	58%	58%	*	*	*	*	68%	57%	61%
Reading	2016	60%	57%	**53%**	54%	54%	50%	*	*	*	*	54%	54%	56%
Mathematics	2016	63%	61%	**63%**	67%	61%	66%	*	*	*	*	82%	61%	67%
STAAR Percent Exceeded Progress **All Grades**														
All Subjects	2016	17%	12%	**11%**	11%	10%	13%	*	*	*	*	14%	10%	13%
Reading	2016	16%	12%	**11%**	10%	11%	13%	*	*	*	*	10%	10%	14%
Mathematics	2016	17%	13%	**10%**	13%	10%	12%	*	*	*	*	18%	11%	12%
Progress of Prior-Year Non-Proficient Students **Sum of Grades 4-8**														
Reading	2016	35%	32%	**23%**	*	24%	19%	-	-	-	*	14%	22%	19%

District Name: DICKINSON ISD

Campus Name: JOHN AND SHAMARION BARBER MIDDLE

Campus Number: 084901043

Total Students: 742

Grade Span: 05 - 06

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	66%	**60%**	65%	56%	70%	-	*	-	*	*	55%	24%
Students Requiring Accelerated Instruction													
2016	27%	34%	**40%**	35%	44%	30%	-	*	-	*	89%	45%	76%
STAAR Cumulative Met Standard													
2016	80%	75%	**70%**	70%	68%	77%	-	*	-	*	*	65%	40%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	95%	96%	**98%**	100%	97%	100%	*	-	-	-	100%	98%	96%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6													
2016	11%	18%	**27%**	*	26%	*	*	-	-	-	28%	29%	*
Retained in Grade 5													
2016	45%	83%	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	70%	**73%**	62%	74%	74%	-	*	-	*	22%	70%	53%
Students Requiring Accelerated Instruction													
2016	23%	30%	**27%**	38%	26%	26%	-	*	-	*	78%	30%	47%
STAAR Cumulative Met Standard													
2016	85%	81%	**85%**	85%	86%	84%	-	*	-	*	42%	84%	82%

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**74%**	43%	43%	-	-	-	50%	*	46%	67%	44%	47%
Reading	2016	73%	69%	**70%**	27%	27%	-	-	-	*	*	*	63%	28%	32%
Mathematics	2016	76%	76%	**80%**	67%	67%	-	-	-	*	*	*	63%	66%	65%
Science	2016	79%	76%	**68%**	32%	32%	-	-	-	*	*	*	*	37%	42%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**24%**	*	*	-	-	-	*	*	*	*	*	*
Reading	2016	46%	37%	**28%**	*	*	-	-	-	*	*	*	*	*	*
Mathematics	2016	43%	41%	**37%**	14%	14%	-	-	-	*	*	*	*	13%	14%
Science	2016	47%	42%	**24%**	*	*	-	-	-	*	*	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**11%**	*	*	-	-	-	*	*	*	*	*	*
Reading	2016	17%	11%	**11%**	*	*	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	16%	**13%**	*	*	-	-	-	*	*	*	*	*	*
Science	2016	16%	15%	**6%**	*	*	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**58%**	65%	65%	-	-	-	*	*	*	*	61%	62%
Reading	2016	60%	57%	**53%**	59%	59%	-	-	-	*	*	*	*	54%	53%
Mathematics	2016	63%	61%	**63%**	71%	71%	-	-	-	*	*	*	*	68%	71%

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 742

Campus Name: JOHN AND SHAMARION BARBER MIDDLE

2015-16 Campus Performance

Grade Span: 05 - 06

Campus Number: 084901043

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**11%**	14%	14%	-	-	-	*	*	*	*	13%	12%
Reading	2016	16%	12%	**11%**	14%	14%	-	-	-	*	*	*	*	13%	13%
Mathematics	2016	17%	13%	**10%**	13%	13%	-	-	-	*	*	*	*	14%	12%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**23%**	22%	22%	-	-	-	*	-	*	*	21%	19%

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	90%	95%	92%	*	86%	*	100%	95%	94%	91%
Not Included in Accountability													
Mobile	4%	5%	**6%**	10%	4%	8%	*	0%	*	0%	4%	5%	6%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	14%	*	0%	0%	0%	3%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**96.1%**	96.9%	96.5%	94.9%	*	97.6%	*	95.3%	95.4%	96.1%	96.8%
2013-14	95.9%	95.4%	**95.9%**	96.8%	96.2%	94.9%	*	97.5%	-	96.0%	94.2%	95.8%	95.7%

Texas Academic Performance Report
2015-16 Campus Profile

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	742	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	0	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	7.6%	7.1%
Grade 1	0	0.0%	8.1%	7.8%
Grade 2	0	0.0%	8.1%	7.8%
Grade 3	0	0.0%	8.6%	7.7%
Grade 4	0	0.0%	8.0%	7.5%
Grade 5	377	50.8%	7.1%	7.5%
Grade 6	365	49.2%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	82	11.1%	17.8%	12.6%
Hispanic	449	60.5%	48.0%	52.2%
White	192	25.9%	29.6%	28.5%
American Indian	1	0.1%	0.3%	0.4%
Asian	8	1.1%	2.2%	4.0%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	9	1.2%	2.0%	2.1%
Economically Disadvantaged	548	73.9%	61.6%	59.0%
Non-Educationally Disadvantaged	194	26.1%	38.4%	41.0%
English Language Learners (ELL)	70	9.4%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	7	0.9%	2.0%	1.4%
At-Risk	391	52.7%	50.9%	50.1%
Mobility (2014-2015)	121	15.0%	18.2%	16.5%

District Name: DICKINSON ISD

Campus Name: JOHN AND SHAMARION BARBER MIDDLE

Campus Number: 084901043

Total Students: 742

Grade Span: 05 - 06

School Type: Middle

| | --------- Non-Special Education Rates --------- | | | ------------ Special Education Rates ------------ | | |
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.1%	1.9%	-	7.5%	8.2%
Grade 1	-	1.8%	4.1%	-	2.3%	7.4%
Grade 2	-	2.6%	2.7%	-	0.0%	3.4%
Grade 3	-	1.2%	2.0%	-	2.7%	1.6%
Grade 4	-	0.1%	1.0%	-	0.0%	0.8%
Grade 5	0.6%	0.9%	0.9%	0.0%	0.9%	1.0%
Grade 6	0.3%	0.1%	0.6%	0.0%	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.1	18.9
Grade 1	-	21.3	19.1
Grade 2	-	21.7	19.1
Grade 3	-	22.4	19.1
Grade 4	-	21.7	19.0
Grade 5	18.7	21.4	20.8
Grade 6	23.5	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	67.0	100.0%	100.0%	100.0%
Professional Staff:	53.6	79.9%	63.8%	64.3%
Teachers	48.0	71.5%	51.3%	50.5%
Professional Support	3.1	4.6%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.7%	2.8%	2.9%
Educational Aides:	13.5	20.1%	10.6%	9.6%
Total Minority Staff:	18.8	28.0%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	4.0	8.3%	12.6%	10.1%
Hispanic	5.0	10.4%	13.7%	26.0%
White	39.0	81.2%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	8.0	16.7%	20.0%	23.5%
Females	40.0	83.3%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	34.0	70.8%	75.0%	74.7%
Masters	14.0	29.2%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	10.4%	7.6%	8.1%
1-5 Years Experience	11.7	24.5%	27.7%	27.3%
6-10 Years Experience	12.0	25.0%	25.1%	21.7%
11-20 Years Experience	13.0	27.1%	27.9%	27.3%
Over 20 Years Experience	6.2	12.9%	11.8%	15.7%
Number of Students per Teacher	15.5	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.9	10.2	10.9
Average Years Experience of Teachers with District:	4.2	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,900	$47,363	$45,507
1-5 Years Experience	$49,735	$49,374	$47,996
6-10 Years Experience	$50,689	$50,864	$50,459
11-20 Years Experience	$54,545	$54,005	$53,794
Over 20 Years Experience	$62,172	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$52,801	$52,377	$51,891
Professional Support	$54,243	$65,100	$61,145
Campus Administration (School Leadership)	$78,909	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: JOHN AND SHAMARION BARBER MIDDLE
Campus Number: 084901043

Total Students: 742
Grade Span: 05 - 06
School Type: Middle

Program Information	--------------- Campus ---------------		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	60	8.1%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	40	5.4%	4.8%	7.7%
Special Education	88	11.9%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.7%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	0.0	0.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	43.0	89.6%	74.7%	72.6%
Special Education	4.6	9.7%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **KENNETH E LITTLE EL**

Campus Number: **084901101**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	67%	**73%**	73%	72%	76%	*	-	-	*	58%	70%	44%
Mathematics	2016	75%	73%	**80%**	64%	80%	85%	*	-	-	*	75%	81%	72%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	**65%**	83%	59%	74%	-	-	*	*	*	63%	21%
Mathematics	2016	73%	78%	**69%**	*	64%	79%	-	-	*	*	63%	67%	48%
Writing	2016	69%	65%	**50%**	*	42%	60%	-	-	*	*	*	47%	21%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**67%**	70%	63%	74%	*	-	*	100%	56%	66%	41%
Reading	2016	73%	69%	**69%**	76%	65%	75%	*	-	*	*	55%	66%	32%
Mathematics	2016	76%	76%	**74%**	65%	72%	81%	*	-	*	*	70%	74%	60%
Writing	2016	69%	61%	**50%**	*	42%	60%	-	-	*	*	*	47%	21%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**27%**	35%	25%	29%	-	-	*	*	*	22%	*
Reading	2016	46%	37%	**34%**	41%	29%	40%	-	-	*	*	*	29%	*
Mathematics	2016	43%	41%	**42%**	41%	42%	41%	-	-	*	*	*	39%	*
Writing	2016	41%	28%	**21%**	*	15%	26%	-	-	*	*	*	16%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**15%**	23%	12%	18%	*	-	*	*	13%	12%	8%
Reading	2016	17%	11%	**15%**	*	12%	20%	*	-	*	*	*	14%	9%

Texas Academic Performance Report
2015-16 Campus Performance

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard **All Grades**														
Mathematics	2016	19%	16%	**19%**	*	17%	20%	*	-	*	*	*	15%	12%
Writing	2016	15%	8%	**7%**	*	*	*	-	-	*	*	*	*	*
STAAR Percent Met or Exceeded Progress **All Grades**														
All Subjects	2016	62%	59%	**49%**	*	52%	40%	*	-	-	*	*	47%	53%
Reading	2016	60%	57%	**55%**	*	55%	53%	*	-	-	*	*	55%	53%
Mathematics	2016	63%	61%	**42%**	*	49%	*	*	-	-	*	*	39%	54%
STAAR Percent Exceeded Progress **All Grades**														
All Subjects	2016	17%	12%	**11%**	*	11%	10%	*	-	-	*	*	9%	13%
Reading	2016	16%	12%	**12%**	*	11%	13%	*	-	-	*	*	11%	13%
Mathematics	2016	17%	13%	**10%**	*	11%	*	*	-	-	*	*	7%	13%
Progress of Prior-Year Non-Proficient Students **Sum of Grades 4-8**														
Reading	2016	35%	32%	**31%**	*	27%	*	-	-	-	-	*	31%	23%

District Name: DICKINSON ISD

Campus Name: KENNETH E LITTLE EL

Campus Number: 084901101

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 729

Grade Span: EE - 04

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**67%**	39%	39%	-	-	-	*	*	-	56%	40%	41%
Reading	2016	73%	69%	**69%**	29%	29%	-	-	-	*	*	-	*	30%	32%
Mathematics	2016	76%	76%	**74%**	56%	56%	-	-	-	*	*	-	*	57%	60%
Writing	2016	69%	61%	**50%**	24%	24%	-	-	-	-	-	-	*	24%	21%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**27%**	*	*	-	-	-	-	-	-	*	*	*
Reading	2016	46%	37%	**34%**	*	*	-	-	-	-	-	-	*	*	*
Mathematics	2016	43%	41%	**42%**	*	*	-	-	-	-	-	-	*	*	*
Writing	2016	41%	28%	**21%**	*	*	-	-	-	-	-	-	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**15%**	9%	9%	-	-	-	*	*	-	*	9%	8%
Reading	2016	17%	11%	**15%**	10%	10%	-	-	-	*	*	-	*	10%	9%
Mathematics	2016	19%	16%	**19%**	13%	13%	-	-	-	*	*	-	*	12%	12%
Writing	2016	15%	8%	**7%**	*	*	-	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**49%**	47%	47%	-	-	-	*	*	-	*	48%	51%
Reading	2016	60%	57%	**55%**	43%	43%	-	-	-	*	*	-	*	44%	48%
Mathematics	2016	63%	61%	**42%**	51%	51%	-	-	-	*	*	-	*	52%	53%

District Name: DICKINSON ISD

Campus Name: KENNETH E LITTLE EL

Campus Number: 084901101

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 729

Grade Span: EE - 04

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**11%**	13%	13%	-	-	-	*	*	-	*	13%	13%
Reading	2016	16%	12%	**12%**	12%	12%	-	-	-	*	*	-	*	12%	13%
Mathematics	2016	17%	13%	**10%**	15%	15%	-	-	-	*	*	-	*	14%	13%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**31%**	*	*	-	-	-	-	-	-	*	*	23%

Texas Academic Performance Report
2015-16 Campus Participation

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	96%	99%	100%	*	-	*	100%	97%	99%	99%
Included in Accountability	94%	93%	**89%**	83%	89%	90%	*	-	*	100%	80%	90%	86%
Not Included in Accountability													
Mobile	4%	5%	**10%**	13%	9%	9%	*	-	*	0%	13%	8%	12%
Other Exclusions	1%	1%	**1%**	0%	1%	1%	*	-	*	0%	3%	1%	2%
Not Tested	1%	1%	**1%**	4%	1%	0%	*	-	*	0%	3%	1%	1%
Absent	1%	1%	**1%**	4%	1%	0%	*	-	*	0%	3%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%

District Name: DICKINSON ISD

Campus Name: KENNETH E LITTLE EL

Campus Number: 084901101

Total Students: 729

Grade Span: EE - 04

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**95.9%**	96.3%	96.4%	94.8%	*	96.2%	*	*	95.7%	96.0%	96.9%
2013-14	95.9%	95.4%	**96.3%**	97.0%	96.8%	95.6%	-	*	*	95.5%	96.3%	96.3%	97.1%

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

Student Information	---------------- Campus ----------------		District	State
	Count	Percent	District	State
Total Students:	729	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	23	3.2%	0.5%	0.2%
Pre-Kindergarten	83	11.4%	4.0%	4.2%
Kindergarten	113	15.5%	7.6%	7.1%
Grade 1	136	18.7%	8.1%	7.8%
Grade 2	125	17.1%	8.1%	7.8%
Grade 3	124	17.0%	8.6%	7.7%
Grade 4	125	17.1%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	33	4.5%	17.8%	12.6%
Hispanic	444	60.9%	48.0%	52.2%
White	236	32.4%	29.6%	28.5%
American Indian	2	0.3%	0.3%	0.4%
Asian	9	1.2%	2.2%	4.0%
Pacific Islander	2	0.3%	0.1%	0.1%
Two or More Races	3	0.4%	2.0%	2.1%
Economically Disadvantaged	587	80.5%	61.6%	59.0%
Non-Educationally Disadvantaged	142	19.5%	38.4%	41.0%
English Language Learners (ELL)	225	30.9%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	509	69.8%	50.9%	50.1%
Mobility (2014-2015)	103	19.2%	18.2%	16.5%

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.9%	2.1%	1.9%	0.0%	7.5%	8.2%
Grade 1	2.8%	1.8%	4.1%	0.0%	2.3%	7.4%
Grade 2	6.0%	2.6%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	1.2%	2.0%	0.0%	2.7%	1.6%
Grade 4	0.0%	0.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.8	20.1	18.9
Grade 1	21.8	21.3	19.1
Grade 2	23.3	21.7	19.1
Grade 3	23.0	22.4	19.1
Grade 4	18.5	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	67.3	100.0%	100.0%	100.0%
Professional Staff:	52.3	77.7%	63.8%	64.3%
Teachers	44.8	66.6%	51.3%	50.5%
Professional Support	5.0	7.4%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.7%	2.8%	2.9%
Educational Aides:	15.0	22.3%	10.6%	9.6%
Total Minority Staff:	26.8	39.8%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	4.0	8.9%	12.6%	10.1%
Hispanic	13.8	30.8%	13.7%	26.0%
White	27.0	60.3%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	1.0	2.2%	20.0%	23.5%
Females	43.8	97.8%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	36.8	82.1%	75.0%	74.7%
Masters	8.0	17.9%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.5%	7.6%	8.1%
1-5 Years Experience	11.0	24.5%	27.7%	27.3%
6-10 Years Experience	10.8	24.1%	25.1%	21.7%
11-20 Years Experience	18.0	40.2%	27.9%	27.3%
Over 20 Years Experience	3.0	6.7%	11.8%	15.7%
Number of Students per Teacher	16.3	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.9	10.2	10.9
Average Years Experience of Teachers with District:	6.9	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,900	$47,363	$45,507
1-5 Years Experience	$48,324	$49,374	$47,996
6-10 Years Experience	$50,528	$50,864	$50,459
11-20 Years Experience	$53,929	$54,005	$53,794
Over 20 Years Experience	$63,063	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$52,122	$52,377	$51,891
Professional Support	$64,146	$65,100	$61,145
Campus Administration (School Leadership)	$77,339	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: KENNETH E LITTLE EL
Campus Number: 084901101

Total Students: 729
Grade Span: EE - 04
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	214	29.4%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	8	1.1%	4.8%	7.7%
Special Education	81	11.1%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	9.9	22.0%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	1.0	2.2%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	30.0	66.9%	74.7%	72.6%
Special Education	4.0	8.9%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **JAKE SILBERNAGEL EL**

Campus Number: **084901105**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 708
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	67%	**60%**	67%	58%	72%	-	*	-	*	70%	57%	39%
Mathematics	2016	75%	73%	**80%**	78%	79%	83%	-	*	-	*	70%	78%	72%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	**64%**	57%	59%	87%	-	-	-	*	*	58%	34%
Mathematics	2016	73%	78%	**77%**	79%	74%	87%	-	-	-	*	60%	74%	49%
Writing	2016	69%	65%	**54%**	79%	47%	64%	-	-	-	*	*	49%	31%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**67%**	72%	64%	79%	-	*	-	100%	54%	63%	45%
Reading	2016	73%	69%	**62%**	61%	58%	80%	-	*	-	*	55%	57%	37%
Mathematics	2016	76%	76%	**79%**	78%	77%	85%	-	*	-	*	65%	76%	61%
Writing	2016	69%	61%	**54%**	79%	47%	64%	-	-	-	*	*	49%	31%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**31%**	*	31%	41%	-	*	-	*	*	28%	*
Reading	2016	46%	37%	**34%**	*	32%	49%	-	*	-	*	*	30%	*
Mathematics	2016	43%	41%	**49%**	36%	50%	49%	-	*	-	*	*	44%	*
Writing	2016	41%	28%	**29%**	*	26%	41%	-	-	-	*	*	26%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**19%**	13%	17%	28%	-	*	-	*	16%	16%	10%
Reading	2016	17%	11%	**15%**	*	13%	29%	-	*	-	*	*	13%	*

Texas Academic Performance Report
2015-16 Campus Performance

District Name: DICKINSON ISD
Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Total Students: 708
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard **All Grades**														
Mathematics	2016	19%	16%	**28%**	22%	27%	34%	-	*	-	*	*	25%	21%
Writing	2016	15%	8%	**7%**	*	6%	*	-	-	-	*	*	5%	*
STAAR Percent Met or Exceeded Progress **All Grades**														
All Subjects	2016	62%	59%	**57%**	*	56%	61%	-	-	-	*	70%	54%	55%
Reading	2016	60%	57%	**49%**	*	47%	*	-	-	-	*	*	47%	44%
Mathematics	2016	63%	61%	**64%**	*	65%	*	-	-	-	*	*	61%	66%
STAAR Percent Exceeded Progress **All Grades**														
All Subjects	2016	17%	12%	**21%**	*	23%	13%	-	-	-	*	25%	20%	23%
Reading	2016	16%	12%	**15%**	*	15%	*	-	-	-	*	*	13%	17%
Mathematics	2016	17%	13%	**26%**	*	30%	*	-	-	-	*	*	26%	30%
Progress of Prior-Year Non-Proficient Students **Sum of Grades 4-8**														
Reading	2016	35%	32%	**26%**	*	26%	*	-	-	-	-	*	21%	27%

District Name: DICKINSON ISD
Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Total Students: 708
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**67%**	45%	45%	-	-	-	*	*	-	73%	43%	45%
Reading	2016	73%	69%	**62%**	36%	36%	-	-	-	*	*	-	*	34%	37%
Mathematics	2016	76%	76%	**79%**	63%	63%	-	-	-	*	*	-	*	60%	61%
Writing	2016	69%	61%	**54%**	28%	28%	-	-	-	-	-	-	*	28%	31%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**31%**	*	*	-	-	-	-	-	-	*	*	*
Reading	2016	46%	37%	**34%**	*	*	-	-	-	-	-	-	*	*	*
Mathematics	2016	43%	41%	**49%**	*	*	-	-	-	-	-	-	*	*	*
Writing	2016	41%	28%	**29%**	*	*	-	-	-	-	-	-	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**19%**	11%	11%	-	-	-	*	*	-	*	10%	10%
Reading	2016	17%	11%	**15%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	19%	16%	**28%**	22%	22%	-	-	-	*	*	-	*	21%	21%
Writing	2016	15%	8%	**7%**	*	*	-	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**57%**	52%	52%	-	-	-	*	*	-	*	50%	51%
Reading	2016	60%	57%	**49%**	40%	40%	-	-	-	*	*	-	*	38%	40%
Mathematics	2016	63%	61%	**64%**	65%	65%	-	-	-	*	*	-	*	62%	62%

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 708

Campus Name: JAKE SILBERNAGEL EL

2015-16 Campus Performance

Grade Span: EE - 04

Campus Number: 084901105

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**21%**	22%	22%	-	-	-	*	*	-	*	21%	21%
Reading	2016	16%	12%	**15%**	11%	11%	-	-	-	*	*	-	*	11%	13%
Mathematics	2016	17%	13%	**26%**	32%	32%	-	-	-	*	*	-	*	31%	29%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**26%**	22%	22%	-	-	-	-	-	-	*	22%	27%

District Name: DICKINSON ISD
Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Total Students: 708
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation													
(All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	92%	96%	86%	-	*	-	100%	93%	95%	92%
Not Included in Accountability													
Mobile	4%	5%	**5%**	8%	3%	13%	-	*	-	0%	7%	4%	6%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: DICKINSON ISD

Campus Name: JAKE SILBERNAGEL EL

Campus Number: 084901105

Total Students: 708

Grade Span: EE - 04

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**96.6%**	96.8%	96.8%	95.5%	*	*	-	95.8%	96.3%	96.6%	97.2%
2013-14	95.9%	95.4%	**96.6%**	97.8%	96.6%	95.7%	-	-	-	95.7%	96.0%	96.5%	97.1%

Texas Academic Performance Report

District Name: DICKINSON ISD

Campus Name: JAKE SILBERNAGEL EL

Campus Number: 084901105

2015-16 Campus Profile

Total Students: 708

Grade Span: EE - 04

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	708	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	3	0.4%	0.5%	0.2%
Pre-Kindergarten	72	10.2%	4.0%	4.2%
Kindergarten	97	13.7%	7.6%	7.1%
Grade 1	115	16.2%	8.1%	7.8%
Grade 2	138	19.5%	8.1%	7.8%
Grade 3	140	19.8%	8.6%	7.7%
Grade 4	143	20.2%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	67	9.5%	17.8%	12.6%
Hispanic	536	75.7%	48.0%	52.2%
White	92	13.0%	29.6%	28.5%
American Indian	1	0.1%	0.3%	0.4%
Asian	2	0.3%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	10	1.4%	2.0%	2.1%
Economically Disadvantaged	543	76.7%	61.6%	59.0%
Non-Educationally Disadvantaged	165	23.3%	38.4%	41.0%
English Language Learners (ELL)	248	35.0%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	436	61.6%	50.9%	50.1%
Mobility (2014-2015)	86	14.1%	18.2%	16.5%

District Name: DICKINSON ISD

Texas Academic Performance Report
2015-16 Campus Profile

Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Total Students: 708
Grade Span: EE - 04
School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.0%	2.1%	1.9%	0.0%	7.5%	8.2%
Grade 1	0.0%	1.8%	4.1%	0.0%	2.3%	7.4%
Grade 2	0.0%	2.6%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.8%	1.2%	2.0%	12.5%	2.7%	1.6%
Grade 4	0.0%	0.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	20.1	18.9
Grade 1	19.2	21.3	19.1
Grade 2	24.0	21.7	19.1
Grade 3	19.3	22.4	19.1
Grade 4	20.7	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Total Students: 708
Grade Span: EE - 04
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	65.9	100.0%	100.0%	100.0%
Professional Staff:	52.5	79.6%	63.8%	64.3%
Teachers	45.9	69.6%	51.3%	50.5%
Professional Support	4.1	6.2%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.8%	2.8%	2.9%
Educational Aides:	13.5	20.4%	10.6%	9.6%
Total Minority Staff:	26.7	40.5%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	3.0	6.5%	12.6%	10.1%
Hispanic	12.0	26.2%	13.7%	26.0%
White	30.9	67.3%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	4.0	8.7%	20.0%	23.5%
Females	41.9	91.3%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	35.9	78.2%	75.0%	74.7%
Masters	10.0	21.8%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.9	8.5%	7.6%	8.1%
1-5 Years Experience	4.0	8.7%	27.7%	27.3%
6-10 Years Experience	14.5	31.6%	25.1%	21.7%
11-20 Years Experience	14.0	30.5%	27.9%	27.3%
Over 20 Years Experience	9.5	20.7%	11.8%	15.7%
Number of Students per Teacher	15.4	n/a	16.3	15.2

District Name: DICKINSON ISD

Campus Name: JAKE SILBERNAGEL EL

Campus Number: 084901105

Total Students: 708

Grade Span: EE - 04

School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	13.8	10.2	10.9
Average Years Experience of Teachers with District:	9.0	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,159	$47,363	$45,507
1-5 Years Experience	$49,266	$49,374	$47,996
6-10 Years Experience	$50,884	$50,864	$50,459
11-20 Years Experience	$53,979	$54,005	$53,794
Over 20 Years Experience	$63,512	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$54,154	$52,377	$51,891
Professional Support	$54,454	$65,100	$61,145
Campus Administration (School Leadership)	$72,030	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: JAKE SILBERNAGEL EL
Campus Number: 084901105

Total Students: 708
Grade Span: EE - 04
School Type: Elementary

| Program Information | ---------------- Campus ---------------- | | District | State |
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	231	32.6%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	24	3.4%	4.8%	7.7%
Special Education	52	7.3%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	10.3	22.5%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	1.0	2.2%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	31.6	68.8%	74.7%	72.6%
Special Education	3.0	6.5%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **HUGHES ROAD EL**

Campus Number: **084901106**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

Texas Academic Performance Report
2015-16 Campus Performance

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	67%	**58%**	47%	59%	66%	-	*	-	*	46%	51%	45%
Mathematics	2016	75%	73%	**62%**	49%	71%	61%	-	*	-	*	54%	56%	73%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	**65%**	52%	71%	71%	*	*	-	*	42%	58%	*
Mathematics	2016	73%	78%	**64%**	54%	67%	75%	*	*	-	*	58%	57%	*
Writing	2016	69%	65%	**51%**	46%	52%	57%	*	*	-	*	*	41%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**60%**	50%	64%	66%	*	100%	-	56%	45%	53%	47%
Reading	2016	73%	69%	**61%**	49%	65%	68%	*	*	-	*	44%	54%	40%
Mathematics	2016	76%	76%	**63%**	52%	69%	67%	*	*	-	71%	56%	56%	60%
Writing	2016	69%	61%	**51%**	46%	52%	57%	*	*	-	*	*	41%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**22%**	12%	27%	23%	*	*	-	*	*	18%	*
Reading	2016	46%	37%	**30%**	14%	37%	37%	*	*	-	*	*	25%	*
Mathematics	2016	43%	41%	**32%**	23%	34%	38%	*	*	-	*	*	27%	*
Writing	2016	41%	28%	**21%**	12%	23%	32%	*	*	-	*	*	14%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**11%**	4%	16%	12%	*	*	-	*	*	8%	10%	*
Reading	2016	17%	11%	**12%**	*	20%	11%	*	*	-	*	*	11%	*

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	16%	**13%**	8%	15%	13%	*	*	-	*	*	12%	*
Writing	2016	15%	8%	**6%**	*	10%	*	*	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	59%	**47%**	41%	49%	50%	*	*	-	*	59%	46%	*
Reading	2016	60%	57%	**38%**	*	*	*	*	*	-	*	*	*	*
Mathematics	2016	63%	61%	**56%**	59%	52%	57%	*	*	-	*	*	54%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	12%	**13%**	15%	9%	16%	*	*	-	*	27%	13%	*
Reading	2016	16%	12%	**6%**	*	*	*	*	*	-	*	*	*	*
Mathematics	2016	17%	13%	**19%**	24%	13%	21%	*	*	-	*	*	21%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	32%	*	*	*	*	-	-	-	*	*	*	*

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 728

Campus Name: HUGHES ROAD EL

2015-16 Campus Performance

Grade Span: PK - 04

Campus Number: 084901106

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**60%**	-	-	-	-	-	52%	-	52%	*	52%	47%
Reading	2016	73%	69%	**61%**	-	-	-	-	-	*	-	*	*	*	40%
Mathematics	2016	76%	76%	**63%**	-	-	-	-	-	70%	-	70%	*	70%	60%
Writing	2016	69%	61%	**51%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**22%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	46%	37%	**30%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	43%	41%	**32%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	41%	28%	**21%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**11%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	17%	11%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	19%	16%	**13%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	15%	8%	**6%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**47%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	60%	57%	**38%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	63%	61%	**56%**	-	-	-	-	-	*	-	*	*	*	*

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Total Students: 728
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**13%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	16%	12%	**6%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	17%	13%	**19%**	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	*	-	-	-	-	-	*	-	*	*	*	*

District Name: DICKINSON ISD

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 728

Campus Name: HUGHES ROAD EL

Grade Span: PK - 04

Campus Number: 084901106

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation													
(All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	93%	93%	92%	*	100%	-	84%	94%	91%	100%
Not Included in Accountability													
Mobile	4%	5%	**7%**	7%	7%	7%	*	0%	-	16%	6%	8%	0%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**96.0%**	96.9%	95.5%	95.8%	*	95.2%	-	93.2%	95.6%	95.7%	95.9%
2013-14	95.9%	95.4%	**96.4%**	96.6%	96.1%	96.4%	*	98.1%	-	97.1%	95.3%	96.1%	96.3%

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Total Students:	728	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	66	9.1%	4.0%	4.2%
Kindergarten	110	15.1%	7.6%	7.1%
Grade 1	134	18.4%	8.1%	7.8%
Grade 2	115	15.8%	8.1%	7.8%
Grade 3	148	20.3%	8.6%	7.7%
Grade 4	155	21.3%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	222	30.5%	17.8%	12.6%
Hispanic	268	36.8%	48.0%	52.2%
White	208	28.6%	29.6%	28.5%
American Indian	2	0.3%	0.3%	0.4%
Asian	14	1.9%	2.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	14	1.9%	2.0%	2.1%
Economically Disadvantaged	482	66.2%	61.6%	59.0%
Non-Educationally Disadvantaged	246	33.8%	38.4%	41.0%
English Language Learners (ELL)	45	6.2%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	211	29.0%	50.9%	50.1%
Mobility (2014-2015)	100	16.7%	18.2%	16.5%

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	2.1%	1.9%	9.1%	7.5%	8.2%
Grade 1	2.8%	1.8%	4.1%	0.0%	2.3%	7.4%
Grade 2	0.0%	2.6%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	1.2%	2.0%	0.0%	2.7%	1.6%
Grade 4	0.0%	0.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.2	20.1	18.9
Grade 1	22.5	21.3	19.1
Grade 2	18.8	21.7	19.1
Grade 3	24.3	22.4	19.1
Grade 4	21.9	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	60.9	100.0%	100.0%	100.0%
Professional Staff:	49.9	82.0%	63.8%	64.3%
Teachers	43.3	71.2%	51.3%	50.5%
Professional Support	4.1	6.7%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	4.1%	2.8%	2.9%
Educational Aides:	11.0	18.0%	10.6%	9.6%
Total Minority Staff:	21.0	34.6%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	5.0	11.5%	12.6%	10.1%
Hispanic	4.0	9.2%	13.7%	26.0%
White	33.3	76.9%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	1.0	2.3%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	3.0	6.9%	20.0%	23.5%
Females	40.3	93.1%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.9	2.2%	1.2%	1.0%
Bachelors	38.4	88.6%	75.0%	74.7%
Masters	4.0	9.2%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	7.9	18.3%	7.6%	8.1%
1-5 Years Experience	12.0	27.7%	27.7%	27.3%
6-10 Years Experience	13.0	30.0%	25.1%	21.7%
11-20 Years Experience	5.9	13.6%	27.9%	27.3%
Over 20 Years Experience	4.5	10.4%	11.8%	15.7%
Number of Students per Teacher	16.8	n/a	16.3	15.2

District Name: DICKINSON ISD

Campus Name: HUGHES ROAD EL

Campus Number: 084901106

Total Students: 728

Grade Span: PK - 04

School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	7.6	10.2	10.9
Average Years Experience of Teachers with District:	4.2	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,062	$47,363	$45,507
1-5 Years Experience	$49,422	$49,374	$47,996
6-10 Years Experience	$50,587	$50,864	$50,459
11-20 Years Experience	$53,146	$54,005	$53,794
Over 20 Years Experience	$60,863	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$50,665	$52,377	$51,891
Professional Support	$53,439	$65,100	$61,145
Campus Administration (School Leadership)	$77,726	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: HUGHES ROAD EL
Campus Number: 084901106

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	38	5.2%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	5	0.7%	4.8%	7.7%
Special Education	61	8.4%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	1.5	3.5%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	40.7	93.9%	74.7%	72.6%
Special Education	1.0	2.3%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **BAY COLONY EL**

Campus Number: **084901107**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	67%	**75%**	66%	77%	78%	-	*	-	*	46%	67%	*
Mathematics	2016	75%	73%	**74%**	55%	79%	82%	-	*	-	*	62%	61%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	**76%**	63%	73%	83%	*	*	-	100%	70%	68%	*
Mathematics	2016	73%	78%	**80%**	61%	83%	90%	*	*	-	75%	60%	68%	*
Writing	2016	69%	65%	**72%**	54%	78%	76%	*	*	-	75%	50%	60%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**75%**	60%	78%	82%	*	73%	-	81%	57%	65%	47%
Reading	2016	73%	69%	**75%**	65%	75%	80%	*	83%	-	92%	57%	67%	*
Mathematics	2016	76%	76%	**77%**	57%	81%	85%	*	83%	-	75%	61%	65%	*
Writing	2016	69%	61%	**72%**	54%	78%	76%	*	*	-	75%	50%	60%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**35%**	20%	35%	44%	-	*	-	*	*	19%	*
Reading	2016	46%	37%	**42%**	23%	42%	51%	-	*	-	42%	*	27%	*
Mathematics	2016	43%	41%	**45%**	23%	46%	53%	-	*	-	67%	*	27%	*
Writing	2016	41%	28%	**33%**	26%	34%	38%	-	*	-	*	*	17%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**22%**	12%	23%	26%	*	*	-	19%	25%	10%	*
Reading	2016	17%	11%	**25%**	13%	27%	31%	*	*	-	*	30%	12%	*

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard All Grades														
Mathematics	2016	19%	16%	**23%**	13%	23%	28%	*	*	-	*	*	9%	*
Writing	2016	15%	8%	**13%**	*	14%	12%	*	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress All Grades														
All Subjects	2016	62%	59%	**60%**	69%	60%	54%	*	*	-	*	*	63%	*
Reading	2016	60%	57%	**54%**	70%	53%	*	*	*	-	*	*	61%	*
Mathematics	2016	63%	61%	**67%**	68%	66%	65%	*	*	-	*	*	64%	*
STAAR Percent Exceeded Progress All Grades														
All Subjects	2016	17%	12%	**17%**	22%	15%	16%	*	*	-	*	*	17%	*
Reading	2016	16%	12%	**14%**	26%	14%	*	*	*	-	*	*	19%	*
Mathematics	2016	17%	13%	**19%**	18%	16%	24%	*	*	-	*	*	14%	*
Progress of Prior-Year Non-Proficient Students Sum of Grades 4-8														
Reading	2016	35%	32%	**37%**	42%	*	*	-	*	-	-	*	36%	*

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**75%**	-	-	-	-	-	*	*	*	58%	*	47%
Reading	2016	73%	69%	**75%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	76%	76%	**77%**	-	-	-	-	-	*	*	*	*	*	*
Writing	2016	69%	61%	**72%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**35%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2016	46%	37%	**42%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2016	43%	41%	**45%**	-	-	-	-	-	-	-	-	*	-	*
Writing	2016	41%	28%	**33%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**22%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	17%	11%	**25%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	16%	**23%**	-	-	-	-	-	*	*	*	*	*	*
Writing	2016	15%	8%	**13%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**60%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	60%	57%	**54%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	63%	61%	**67%**	-	-	-	-	-	*	*	*	*	*	*

District Name: DICKINSON ISD

Campus Name: BAY COLONY EL

Campus Number: 084901107

Texas Academic Performance Report

2015-16 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 940

Grade Span: EE - 04

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**17%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	16%	12%	**14%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	17%	13%	**19%**	-	-	-	-	-	*	*	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**37%**	-	-	-	-	-	*	*	-	-	*	*

District Name: DICKINSON ISD

Texas Academic Performance Report

Total Students: 940

Campus Name: BAY COLONY EL

2015-16 Campus Participation

Grade Span: EE - 04

Campus Number: 084901107

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	99%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	93%	**95%**	95%	97%	92%	*	88%	-	100%	92%	93%	89%
Not Included in Accountability													
Mobile	4%	5%	**4%**	4%	2%	7%	*	0%	-	0%	8%	7%	0%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	12%	-	0%	0%	0%	11%
Not Tested	1%	1%	**1%**	1%	1%	1%	*	0%	-	0%	0%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**96.2%**	96.2%	96.2%	96.1%	*	97.8%	*	96.7%	95.3%	95.7%	96.7%
2013-14	95.9%	95.4%	**96.4%**	96.0%	96.7%	96.2%	*	98.6%	*	96.5%	95.1%	96.0%	97.0%

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Total Students:	940	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	24	2.6%	0.5%	0.2%
Pre-Kindergarten	51	5.4%	4.0%	4.2%
Kindergarten	172	18.3%	7.6%	7.1%
Grade 1	182	19.4%	8.1%	7.8%
Grade 2	176	18.7%	8.1%	7.8%
Grade 3	172	18.3%	8.6%	7.7%
Grade 4	163	17.3%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	217	23.1%	17.8%	12.6%
Hispanic	305	32.4%	48.0%	52.2%
White	351	37.3%	29.6%	28.5%
American Indian	5	0.5%	0.3%	0.4%
Asian	27	2.9%	2.2%	4.0%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	34	3.6%	2.0%	2.1%
Economically Disadvantaged	419	44.6%	61.6%	59.0%
Non-Educationally Disadvantaged	521	55.4%	38.4%	41.0%
English Language Learners (ELL)	42	4.5%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	505	53.7%	50.9%	50.1%
Mobility (2014-2015)	131	17.9%	18.2%	16.5%

District Name: DICKINSON ISD

Campus Name: BAY COLONY EL

Campus Number: 084901107

Total Students: 940

Grade Span: EE - 04

School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.6%	2.1%	1.9%	0.0%	7.5%	8.2%
Grade 1	0.0%	1.8%	4.1%	14.3%	2.3%	7.4%
Grade 2	1.3%	2.6%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	1.2%	2.0%	0.0%	2.7%	1.6%
Grade 4	0.0%	0.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.1	20.1	18.9
Grade 1	22.1	21.3	19.1
Grade 2	21.6	21.7	19.1
Grade 3	24.0	22.4	19.1
Grade 4	23.1	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

Staff Information	---------------- Campus ----------------		District	State
	Count/Average	Percent	District	State
Total Staff	72.9	100.0%	100.0%	100.0%
Professional Staff:	61.4	84.2%	63.8%	64.3%
Teachers	53.4	73.3%	51.3%	50.5%
Professional Support	5.4	7.5%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.4%	2.8%	2.9%
Educational Aides:	11.6	15.8%	10.6%	9.6%
Total Minority Staff:	17.1	23.5%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	4.0	7.5%	12.6%	10.1%
Hispanic	6.4	12.0%	13.7%	26.0%
White	43.0	80.5%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	5.0	9.4%	20.0%	23.5%
Females	48.4	90.6%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	42.4	79.4%	75.0%	74.7%
Masters	11.0	20.6%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.4%	7.6%	8.1%
1-5 Years Experience	13.4	25.1%	27.7%	27.3%
6-10 Years Experience	13.0	24.3%	25.1%	21.7%
11-20 Years Experience	13.0	24.3%	27.9%	27.3%
Over 20 Years Experience	9.0	16.9%	11.8%	15.7%
Number of Students per Teacher	17.6	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.2	10.2	10.9
Average Years Experience of Teachers with District:	6.7	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,980	$47,363	$45,507
1-5 Years Experience	$49,428	$49,374	$47,996
6-10 Years Experience	$50,908	$50,864	$50,459
11-20 Years Experience	$54,469	$54,005	$53,794
Over 20 Years Experience	$61,380	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$52,988	$52,377	$51,891
Professional Support	$57,496	$65,100	$61,145
Campus Administration (School Leadership)	$75,430	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: BAY COLONY EL
Campus Number: 084901107

Total Students: 940
Grade Span: EE - 04
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	34	3.6%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	47	5.0%	4.8%	7.7%
Special Education	79	8.4%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	1.4	2.6%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	46.0	86.1%	74.7%	72.6%
Special Education	6.0	11.2%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **SAN LEON EL**

Campus Number: **084901108**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

This page intentionally left blank.

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	67%	**71%**	67%	71%	74%	-	*	*	*	57%	64%	57%
Mathematics	2016	75%	73%	**66%**	50%	62%	74%	-	*	*	71%	29%	60%	50%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	**87%**	82%	88%	87%	-	*	-	*	64%	85%	*
Mathematics	2016	73%	78%	**84%**	82%	80%	87%	-	*	-	*	71%	82%	*
Writing	2016	69%	65%	**84%**	91%	88%	76%	-	*	-	*	50%	83%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**77%**	74%	76%	79%	-	82%	*	73%	52%	73%	54%
Reading	2016	73%	69%	**78%**	74%	78%	80%	-	71%	*	64%	60%	73%	58%
Mathematics	2016	76%	76%	**74%**	65%	69%	80%	-	86%	*	82%	46%	69%	49%
Writing	2016	69%	61%	**84%**	91%	88%	76%	-	*	-	*	50%	83%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**39%**	*	40%	41%	-	*	*	55%	*	32%	*
Reading	2016	46%	37%	**43%**	35%	41%	44%	-	*	*	55%	*	34%	*
Mathematics	2016	43%	41%	**47%**	26%	51%	45%	-	*	*	55%	22%	40%	*
Writing	2016	41%	28%	**47%**	*	49%	42%	-	*	-	*	*	43%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**19%**	18%	17%	21%	-	*	*	31%	*	13%	8%
Reading	2016	17%	11%	**19%**	22%	15%	25%	-	*	*	*	*	13%	*

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	16%	**21%**	*	21%	20%	-	*	*	*	*	16%	14%
Writing	2016	15%	8%	**14%**	*	12%	13%	-	*	-	*	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	59%	**62%**	68%	61%	60%	-	*	-	*	*	57%	54%
Reading	2016	60%	57%	**63%**	*	63%	60%	-	*	-	*	*	59%	56%
Mathematics	2016	63%	61%	**60%**	*	59%	60%	-	*	-	*	*	56%	51%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	12%	**21%**	27%	21%	21%	-	*	-	*	*	20%	16%
Reading	2016	16%	12%	**15%**	*	12%	21%	-	*	-	*	*	15%	7%
Mathematics	2016	17%	13%	**27%**	*	30%	21%	-	*	-	*	*	25%	26%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	32%	**42%**	*	46%	*	-	-	-	*	*	45%	*

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**77%**	49%	49%	-	-	-	65%	65%	-	64%	53%	54%
Reading	2016	73%	69%	**78%**	53%	53%	-	-	-	64%	64%	-	*	56%	58%
Mathematics	2016	76%	76%	**74%**	44%	44%	-	-	-	64%	64%	-	*	48%	49%
Writing	2016	69%	61%	**84%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**39%**	*	*	-	-	-	*	*	-	*	*	*
Reading	2016	46%	37%	**43%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	41%	**47%**	*	*	-	-	-	*	*	-	*	*	*
Writing	2016	41%	28%	**47%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**19%**	9%	9%	-	-	-	*	*	-	*	9%	8%
Reading	2016	17%	11%	**19%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	19%	16%	**21%**	14%	14%	-	-	-	*	*	-	*	15%	14%
Writing	2016	15%	8%	**14%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**62%**	51%	51%	-	-	-	*	*	-	*	51%	50%
Reading	2016	60%	57%	**63%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	63%	61%	**60%**	45%	45%	-	-	-	*	*	-	*	47%	46%

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 866
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**21%**	12%	12%	-	-	-	*	*	-	*	12%	11%
Reading	2016	16%	12%	**15%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	17%	13%	**27%**	20%	20%	-	-	-	*	*	-	*	18%	17%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**42%**	-	-	-	-	-	*	*	-	-	*	*

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	93%	94%	92%	-	100%	*	100%	95%	94%	92%
Not Included in Accountability													
Mobile	4%	5%	**6%**	7%	5%	8%	-	0%	*	0%	5%	5%	6%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**95.6%**	96.3%	96.0%	94.9%	-	96.3%	-	93.9%	94.4%	95.3%	96.8%
2013-14	95.9%	95.4%	**95.9%**	96.9%	96.3%	94.9%	-	98.0%	-	95.7%	94.3%	95.9%	96.9%

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	866	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.5%	0.2%
Pre-Kindergarten	86	9.9%	4.0%	4.2%
Kindergarten	170	19.6%	7.6%	7.1%
Grade 1	153	17.7%	8.1%	7.8%
Grade 2	145	16.7%	8.1%	7.8%
Grade 3	176	20.3%	8.6%	7.7%
Grade 4	136	15.7%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	53	6.1%	17.8%	12.6%
Hispanic	457	52.8%	48.0%	52.2%
White	311	35.9%	29.6%	28.5%
American Indian	2	0.2%	0.3%	0.4%
Asian	19	2.2%	2.2%	4.0%
Pacific Islander	2	0.2%	0.1%	0.1%
Two or More Races	22	2.5%	2.0%	2.1%
Economically Disadvantaged	615	71.0%	61.6%	59.0%
Non-Educationally Disadvantaged	251	29.0%	38.4%	41.0%
English Language Learners (ELL)	241	27.8%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	474	54.7%	50.9%	50.1%
Mobility (2014-2015)	122	18.3%	18.2%	16.5%

District Name: DICKINSON ISD

Campus Name: SAN LEON EL

Campus Number: 084901108

Total Students: 866

Grade Span: PK - 04

School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	8.4%	2.1%	1.9%	25.0%	7.5%	8.2%
Grade 1	3.1%	1.8%	4.1%	0.0%	2.3%	7.4%
Grade 2	3.3%	2.6%	2.7%	0.0%	0.0%	3.4%
Grade 3	2.4%	1.2%	2.0%	0.0%	2.7%	1.6%
Grade 4	1.0%	0.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.5	20.1	18.9
Grade 1	21.2	21.3	19.1
Grade 2	20.5	21.7	19.1
Grade 3	20.5	22.4	19.1
Grade 4	22.0	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	69.5	100.0%	100.0%	100.0%
Professional Staff:	58.2	83.7%	63.8%	64.3%
Teachers	50.9	73.2%	51.3%	50.5%
Professional Support	4.8	6.9%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.6%	2.8%	2.9%
Educational Aides:	11.4	16.3%	10.6%	9.6%
Total Minority Staff:	19.9	28.7%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	3.9%	12.6%	10.1%
Hispanic	9.9	19.5%	13.7%	26.0%
White	38.0	74.6%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.0%	0.9%	1.1%
Males	5.0	9.8%	20.0%	23.5%
Females	45.9	90.2%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	41.9	82.3%	75.0%	74.7%
Masters	9.0	17.7%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.9	7.7%	7.6%	8.1%
1-5 Years Experience	12.0	23.6%	27.7%	27.3%
6-10 Years Experience	14.0	27.5%	25.1%	21.7%
11-20 Years Experience	13.0	25.5%	27.9%	27.3%
Over 20 Years Experience	8.0	15.7%	11.8%	15.7%
Number of Students per Teacher	17.0	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.5	10.2	10.9
Average Years Experience of Teachers with District:	6.8	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,554	$47,363	$45,507
1-5 Years Experience	$49,497	$49,374	$47,996
6-10 Years Experience	$50,356	$50,864	$50,459
11-20 Years Experience	$53,984	$54,005	$53,794
Over 20 Years Experience	$60,793	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$52,351	$52,377	$51,891
Professional Support	$55,676	$65,100	$61,145
Campus Administration (School Leadership)	$76,991	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

District Name: DICKINSON ISD
Campus Name: SAN LEON EL
Campus Number: 084901108

Total Students: 866
Grade Span: PK - 04
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	230	26.6%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	15	1.7%	4.8%	7.7%
Special Education	76	8.8%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	11.0	21.6%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	1.0	2.0%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	34.7	68.1%	74.7%	72.6%
Special Education	4.2	8.3%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

2015-16 Texas Academic Performance Report

District Name: **DICKINSON ISD**

Campus Name: **CALDER ROAD EL**

Campus Number: **084901109**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

This page intentionally left blank.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

District Name: DICKINSON ISD

Campus Name: CALDER ROAD EL

Campus Number: 084901109

Total Students: 934

Grade Span: EE - 04

School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	67%	**65%**	73%	56%	76%	*	*	-	*	45%	62%	50%
Mathematics	2016	75%	73%	**81%**	92%	71%	89%	*	*	-	*	68%	79%	58%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	**86%**	76%	88%	89%	-	*	-	*	62%	85%	*
Mathematics	2016	73%	78%	**92%**	86%	92%	97%	-	*	-	*	77%	91%	100%
Writing	2016	69%	65%	**76%**	66%	76%	81%	-	*	-	*	54%	71%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	72%	**80%**	78%	76%	86%	*	100%	-	87%	60%	77%	60%
Reading	2016	73%	69%	**75%**	75%	71%	82%	*	*	-	*	51%	73%	54%
Mathematics	2016	76%	76%	**86%**	89%	81%	93%	*	*	-	100%	71%	85%	63%
Writing	2016	69%	61%	**76%**	66%	76%	81%	-	*	-	*	54%	71%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	**38%**	21%	35%	51%	*	*	-	*	*	31%	*
Reading	2016	46%	37%	**37%**	17%	36%	52%	*	*	-	*	*	26%	*
Mathematics	2016	43%	41%	**56%**	42%	55%	63%	*	*	-	*	22%	50%	*
Writing	2016	41%	28%	**34%**	24%	34%	43%	-	*	-	*	*	29%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	**19%**	9%	17%	30%	*	*	-	*	14%	14%	9%
Reading	2016	17%	11%	**16%**	*	12%	32%	*	*	-	*	*	8%	*

Texas Academic Performance Report
2015-16 Campus Performance

District Name: DICKINSON ISD

Campus Name: CALDER ROAD EL

Campus Number: 084901109

Total Students: 934

Grade Span: EE - 04

School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard **All Grades**														
Mathematics	2016	19%	16%	**26%**	13%	25%	35%	*	*	-	*	17%	22%	12%
Writing	2016	15%	8%	**10%**	*	12%	*	-	*	-	*	*	9%	*
STAAR Percent Met or Exceeded Progress **All Grades**														
All Subjects	2016	62%	59%	**65%**	77%	58%	76%	-	*	-	*	*	59%	53%
Reading	2016	60%	57%	**57%**	64%	50%	74%	-	*	-	*	*	48%	43%
Mathematics	2016	63%	61%	**73%**	89%	65%	77%	-	*	-	*	*	70%	63%
STAAR Percent Exceeded Progress **All Grades**														
All Subjects	2016	17%	12%	**23%**	23%	19%	34%	-	*	-	*	*	18%	16%
Reading	2016	16%	12%	**17%**	18%	15%	23%	-	*	-	*	*	15%	9%
Mathematics	2016	17%	13%	**30%**	29%	24%	46%	-	*	-	*	*	22%	22%
Progress of Prior-Year Non-Proficient Students **Sum of Grades 4-8**														
Reading	2016	35%	32%	**55%**	*	64%	*	-	-	-	-	*	64%	*

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	72%	**80%**	52%	52%	-	-	-	*	*	-	84%	53%	60%
Reading	2016	73%	69%	**75%**	48%	48%	-	-	-	*	*	-	71%	50%	54%
Mathematics	2016	76%	76%	**86%**	55%	55%	-	-	-	*	*	-	100%	56%	63%
Writing	2016	69%	61%	**76%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	**38%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2016	46%	37%	**37%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2016	43%	41%	**56%**	-	-	-	-	-	-	-	-	*	-	*
Writing	2016	41%	28%	**34%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	**19%**	*	*	-	-	-	*	*	-	*	*	9%
Reading	2016	17%	11%	**16%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	19%	16%	**26%**	*	*	-	-	-	*	*	-	*	*	12%
Writing	2016	15%	8%	**10%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	59%	**65%**	52%	52%	-	-	-	*	*	-	*	53%	57%
Reading	2016	60%	57%	**57%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	63%	61%	**73%**	55%	55%	-	-	-	*	*	-	*	56%	59%

District Name: DICKINSON ISD

Campus Name: CALDER ROAD EL

Campus Number: 084901109

Texas Academic Performance Report

2015-16 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 934

Grade Span: EE - 04

(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	12%	**23%**	15%	15%	-	-	-	*	*	-	*	15%	16%
Reading	2016	16%	12%	**17%**	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2016	17%	13%	**30%**	21%	21%	-	-	-	*	*	-	*	21%	24%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	**55%**	-	-	-	-	-	-	-	-	*	-	*

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation **(All Grades)**													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	93%	93%	93%	*	63%	*	88%	86%	93%	80%
Not Included in Accountability													
Mobile	4%	5%	**6%**	5%	6%	7%	*	13%	*	12%	11%	6%	13%
Other Exclusions	1%	1%	**1%**	1%	1%	0%	*	25%	*	0%	2%	1%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.4%	**96.3%**	95.9%	96.5%	96.2%	*	98.2%	*	96.4%	94.1%	96.4%	96.8%
2013-14	95.9%	95.4%	**96.5%**	96.4%	96.5%	96.2%	*	98.2%	-	96.6%	95.1%	96.4%	96.6%

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	934	100.0%	10,917	5,284,252
Students by Grade:				
Early Childhood Education	1	0.1%	0.5%	0.2%
Pre-Kindergarten	84	9.0%	4.0%	4.2%
Kindergarten	173	18.5%	7.6%	7.1%
Grade 1	167	17.9%	8.1%	7.8%
Grade 2	183	19.6%	8.1%	7.8%
Grade 3	176	18.8%	8.6%	7.7%
Grade 4	150	16.1%	8.0%	7.5%
Grade 5	0	0.0%	7.1%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.6%	7.3%
Grade 11	0	0.0%	6.0%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	156	16.7%	17.8%	12.6%
Hispanic	458	49.0%	48.0%	52.2%
White	281	30.1%	29.6%	28.5%
American Indian	2	0.2%	0.3%	0.4%
Asian	19	2.0%	2.2%	4.0%
Pacific Islander	2	0.2%	0.1%	0.1%
Two or More Races	16	1.7%	2.0%	2.1%
Economically Disadvantaged	545	58.4%	61.6%	59.0%
Non-Educationally Disadvantaged	389	41.6%	38.4%	41.0%
English Language Learners (ELL)	238	25.5%	11.9%	18.5%
Students w/ Disciplinary Placements (2014-2015)	1	0.1%	2.0%	1.4%
At-Risk	428	45.8%	50.9%	50.1%
Mobility (2014-2015)	107	16.2%	18.2%	16.5%

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.7%	2.1%	1.9%	0.0%	7.5%	8.2%
Grade 1	2.6%	1.8%	4.1%	0.0%	2.3%	7.4%
Grade 2	4.9%	2.6%	2.7%	0.0%	0.0%	3.4%
Grade 3	3.4%	1.2%	2.0%	7.7%	2.7%	1.6%
Grade 4	0.0%	0.1%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.9%	0.9%	-	0.9%	1.0%
Grade 6	-	0.1%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.8	20.1	18.9
Grade 1	20.2	21.3	19.1
Grade 2	22.9	21.7	19.1
Grade 3	22.7	22.4	19.1
Grade 4	24.2	21.7	19.0
Grade 5	-	21.4	20.8
Grade 6	-	23.7	20.4
Secondary:			
English/Language Arts	-	22.6	17.1
Foreign Languages	-	25.2	19.1
Mathematics	-	25.0	18.1
Science	-	25.1	19.1
Social Studies	-	25.1	19.5

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

Staff Information	--------------- Campus ---------------			
	Count/Average	Percent	District	State
Total Staff	79.8	100.0%	100.0%	100.0%
Professional Staff:	63.6	79.8%	63.8%	64.3%
Teachers	56.2	70.4%	51.3%	50.5%
Professional Support	5.0	6.3%	8.8%	9.8%
Campus Administration (School Leadership)	2.5	3.1%	2.8%	2.9%
Educational Aides:	16.2	20.2%	10.6%	9.6%
Total Minority Staff:	24.3	30.4%	37.7%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	3.6%	12.6%	10.1%
Hispanic	13.0	23.1%	13.7%	26.0%
White	39.2	69.7%	72.0%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.7%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	3.6%	0.9%	1.1%
Males	1.0	1.8%	20.0%	23.5%
Females	55.2	98.2%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.0%
Bachelors	47.2	84.0%	75.0%	74.7%
Masters	9.0	16.0%	23.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.8	3.1%	7.6%	8.1%
1-5 Years Experience	20.0	35.6%	27.7%	27.3%
6-10 Years Experience	13.0	23.1%	25.1%	21.7%
11-20 Years Experience	18.4	32.8%	27.9%	27.3%
Over 20 Years Experience	3.0	5.3%	11.8%	15.7%
Number of Students per Teacher	16.6	n/a	16.3	15.2

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	9.2	10.2	10.9
Average Years Experience of Teachers with District:	6.4	5.9	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,899	$47,363	$45,507
1-5 Years Experience	$48,832	$49,374	$47,996
6-10 Years Experience	$50,613	$50,864	$50,459
11-20 Years Experience	$53,858	$54,005	$53,794
Over 20 Years Experience	$61,937	$62,010	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$51,593	$52,377	$51,891
Professional Support	$55,892	$65,100	$61,145
Campus Administration (School Leadership)	$77,064	$78,481	$75,654
Instructional Staff Percent:	n/a	65.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

Texas Academic Performance Report
2015-16 Campus Profile

District Name: DICKINSON ISD
Campus Name: CALDER ROAD EL
Campus Number: 084901109

Total Students: 934
Grade Span: EE - 04
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	225	24.1%	11.0%	18.3%
Career & Technical Education	0	0.0%	21.1%	24.3%
Gifted & Talented Education	23	2.5%	4.8%	7.7%
Special Education	90	9.6%	9.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	10.8	19.3%	6.8%	5.9%
Career & Technical Education	0.0	0.0%	4.2%	4.4%
Compensatory Education	1.0	1.8%	1.0%	2.9%
Gifted & Talented Education	0.0	0.0%	0.7%	1.9%
Regular Education	40.1	71.4%	74.7%	72.6%
Special Education	4.2	7.6%	11.0%	8.8%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

Texas Education Agency

About the 2014-2015 PEIMS Actual Financial Data Reports

PEIMS Actual Financial Data reports provide annual financial data as they have been submitted by school districts and charter schools using the Public Education Information Management System (PEIMS). Reports are available by individual school district or charter school. A statewide total report is also available.

Actual financial information is submitted using several different numeric codes (fund, function, object, and program intent codes). For information about these codes, see the Financial Accountability System Resource Guide.

Note: *PEIMS Actual Financial Data* reports do not include revenues or expenditures for education service centers (ESCs). They also exclude revenues, expenditures, and student counts for Texas Youth Commission schools.

Note: Districts and charter schools report general revenue fund monies (fund codes 100, 101, and 199), which account for all financial resources except those required to be accounted for in another fund, separately from all other funds. Fund 420 (Foundation School Program funds and other state aid) is included in general revenue for nonprofit charter schools only.

About the "Per Student" Column Figures

These numbers are based on the number of students "in membership." The number of students in membership is the total number of public school students in the district who were reported in membership as of October 31, 2014, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because the count of students in membership does not include those students who are served in the district for fewer than two hours per day. For example, the count of total students in membership excludes students who attend a nonpublic school but receive some services from their local public school district, such as speech therapy, for fewer than two hours per day. Also, open enrollment charter schools with enrollment and without expenditures are not included.

Receipts

Total Revenue

Total revenue is the district's or charter school's total revenue and includes local tax revenue, other local and intermediate revenue, state revenue, and federal revenue. Equity transfers reported under function code 91 have been excluded from the total revenue figures.

Local Tax

Local tax revenue is revenue from local real and personal property taxes (revenue object codes 5710–5719), excluding function code 91 (equity transfer) revenue.

Other Local and Intermediate

Other local and intermediate revenues are local revenues realized as a result of services rendered to other school districts, revenues from tuition and fees, other revenues from local sources, revenues from cocurricular and enterprising services and activities, and revenues from intermediate sources (revenue object codes 5720–5769).

State

State revenue is state program revenues (revenue object codes 5810–5849).

Federal

Federal revenue is federal program revenues (revenue object codes 5910–5959).

State Fiscal Stabilization Fund

State Fiscal Stabilization Fund (SFSF) revenue is federal revenue received through a state program with fund code 266 (revenue object code 5929). The amount shown for this line is the amount of Foundation School Program funding that was financed by SFSF funds distributed under the American Recovery and Reinvestment Act of 2009. This funding is included in one or more categories of the total revenue shown for the previous lines.

Total Receipts

Total Revenue

(See the preceding section.)

Equity Transfers

Equity transfers are receipts for contracted instructional services between public schools (function code 91, Texas Education Code [TEC], Chapter 41).

Total Other Resources

These are receipts reported with object codes in the 7900 series except for operating transfers in (object code 7915) and locally defined codes.

Note: Function code 91 does include wealth equalization and tuition transfers. The state funding data determine which districts are participating in equalization. The function code 91 equalization amounts are filtered out and used as a separate amount.

Fund Balances (for ISDs)

This section of the report (available after May 2015) shows the total fund balance as well as the reserved, designated, and unreserved/undesignated portions of the total fund balance. Fund balance percentages are calculated by dividing the fund balance by either the general fund total revenue amount or the all funds total revenue amount. The percentages indicate the size of the fund balance or portion of the fund balance in relation to total revenues.

Net Assets (for Charter Schools)

Charter schools report net assets instead of fund balances. This section of the report (available after May 2015) shows the total net assets as well as the unrestricted, temporarily restricted, and permanently restricted portions of the total net assets. Net assets percentages are calculated by dividing the net assets by the all funds total revenue amount. The percentages indicate the size of the net assets or portion of the net assets in relation to total revenues.

Disbursements

Total Expenditures by Object

Expenditures by object exclude intergovernmental charges (function code 90 series) except for incremental costs associated with TEC, Chapter 41, purchase or sale of WADA (function code 92, wealth equalization). Expenditures by object also exclude payments to juvenile justice alternative education programs (function code 95).

Payroll

Payroll expenditures are expenditures for payroll costs (object codes 6110–6149).

Other Operating

These are expenditures for —
- Professional and contracted services (object codes 6210–6299)
- Supplies and materials (object codes 6310–6399)
- Other operating costs (object codes 6410–6499)

Debt Service

Debt service expenditures are expenditures for debt service (object code series 6500).

Capital Outlay

Capital outlay expenditures are expenditures for land, buildings, and equipment (object series 6600).

Total Expenditures by Function

Expenditures by function include payroll costs (object code series 6100), professional and contracted services (object code series 6200), supplies and materials (object code series 6300), and other operating costs (object code series 6400). Several function codes are excluded:

- 61: Community services
- 71: Debt service
- 81: Facilities acquisition and construction
- 91: Contracted instructional services between public schools
- 93: Payments to fiscal agent/member districts of SSAs
- 97: Payments to tax increment fund
- 99: Other intergovernmental charges

Community Services

Community services expenditures are those reported with function code 61.

Total Operating Expenditures

Instruction: Instruction expenditures are expenditures for activities that deal directly with the interaction between teachers and students (function code 11) and expenditures for payments to juvenile justice alternative education programs (function code 95).

Instructional Res Media: Instructional resources/media expenditures are those used for resource centers and for establishing and maintaining libraries and other major facilities dealing with educational resources and media (function code 12).

Curriculum/Staff Develop: Curriculum/staff development expenditures are those used to aid instructional staff in planning, developing, and evaluating the process of providing learning experiences for students (function code 13).

Instructional Leadership: Instructional leadership expenditures are those used for managing, directing, supervising, and providing leadership for staff who provide either instructional or instruction-related services (function code 21).

School Leadership: School leadership (administration) expenditures are those used for directing and managing a school campus (function code 23).

Guidance Counseling Svcs: Guidance/counseling services expenditures are those used for assessing and testing students' abilities, aptitudes, and interests; for counseling students with respect to career and educational opportunities; and for helping students establish realistic goals (function code 31).

Social Work Services: Social work services expenditures are those used for activities such as investigating and diagnosing student social needs, casework and group work services for children and parents, and interpreting the social needs of students for other staff members (function code 32).

Health Services: Health services expenditures are those used for providing physical health services that are not direct instruction (function code 33).

Transportation: Transportation expenditures are those used for student (pupil) transportation (function code 34).

Food: Food service operation expenditures are those used to pay for food service operation (function code 35).

Extracurricular: Extracurricular expenditures (function code 36) are those used for school-sponsored activities outside of the school day that are not essential to the delivery of services for function code 11 (instruction), the function code 20 series (instructional and school leadership), or other function code 30 series (support services—student) codes.

General Administration: General administration expenditures are expenditures used for managing or governing the school district as an overall entity (function code 41); function code 41 covers multiple activities that are not directly and exclusively used for costs applicable to specific functions. Incremental costs associated with TEC, Chapter 41, purchase or sale of WADA (function code 92) and charter school fund-raising (function code 81) are also included on this line.

Plant Maint/Operation: Plant maintenance and operations expenditures are those used to keep the facilities and grounds open, clean, and comfortable; in effective working condition and a good state of repair; and insured (function code 51).

Security/Monitoring: Security and monitoring services expenditures are those used for activities to keep student and staff surroundings safe, whether students and staff are in transit to or from school, are on a campus, or are participating in school-sponsored events at another location (function code 52).

Data Processing Services: Data processing services expenditures are those used for in-house or contracted data processing services (function code 53).

Total Disbursements

Total Expenditures
See the preceding sections.

Equity Transfers
These are disbursements reported with function code 91.

Total Other Uses
These are disbursements for special items (object code 8912), extraordinary items (object code 8913), other uses (object code 8949), losses on sale of real and personal property (object code 8951), and nonoperating expenses (object code 8989).

Intergovernmental Charge
"Intergovernmental" is a classification that is appropriate for disbursements from one governmental unit to another. Intergovernmental charge disbursements include the following:

- Tuition transfers (function code 91)
- Payments to fiscal agent/member districts of shared services arrangements (function code 93)
- Payments to tax increment fund (function 97)
- Other intergovernmental charges not defined above (function code 99)

Program Expenditures

Operating Expenditures by Program

> **Note:** The program expenditures in the "Operating Expenditures by Program" section exclude —
>
> - General administration (function code 41);
> - Data processing services (function code 53);
> - Community services (function code 61);
> - Debt service (function code 71);
> - Facilities acquisition and construction (function code 81);
> - Fund-raising for charter schools (charter school function code 81); and
> - Equity transfers (function code 91).
>
> Because of these exclusions, this section cannot be compared to total expenditures. Program intent code 99 (undistributed) is not included in the total operating expenditures by program. This code is used for identifying costs for expenditure functions not specifically identified with a major program. Payroll costs, professional and contracted services, supplies and materials, and other operating costs (object code series 6100, 6200, 6300, and 6400 respectively) are included in program expenditures.

Regular

Regular program expenditures are costs to provide the basic services for education/instruction to students not in special education (program intent code 11).

Gifted and Talented

Gifted and talented program expenditures are costs to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (program intent code 21).

Career and Technical

Career and technical program expenditures are costs to evaluate, place, and provide educational and/or other services to students to prepare them for gainful employment, advanced technical training, or homemaking (program intent code 22). Expenditures may include costs for apprenticeship and job training activities.

Students with Disabilities

These expenditures include expenditures for services to students with disabilities (special education) and the costs incurred to evaluate, place, and provide educational and/or other services to students who have individualized education programs (IEPs) approved by admission, review, and dismissal (ARD) committees (program intent code 23). IEPs are based on students' disabilities and/or learning needs.

Accelerated Education

Accelerated education program expenditures are costs to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school (program intent code 24).

Bilingual

Bilingual program expenditures are costs to evaluate and place students and to provide them with educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition, and academic language related to required courses (program intent code 25).

Nondisc Alt Ed – AEP Basic Serv (Nondisciplinary Alternative Education Program—AEP Basic Services)

These expenditures are costs to provide base-level program (nonsupplemental) services to students who are separated from the regular classroom to a nondisciplinary alternative education program and are at risk of dropping out of school (program intent code 26).

Disc Alt Ed – DAEP Basic Serv (Disciplinary Alternative Education Program—DAEP Basic Services)

These expenditures are costs to provide the baseline program (nonsupplemental) services to students who are separated from the regular classroom to a disciplinary alternative education program (program intent code 28).

Disc Alt Ed – DAEP Supplemental (Disciplinary Alternative Education Program—DAEP State Compensatory Education Supplemental Costs)

These expenditures are supplemental costs to provide services to students who are separated from the regular classroom to a disciplinary alternative education program (program intent code 29).

T1 A Schoolwide – St Comp >=40% (Title I, Part A, Schoolwide Activities Related to State Compensatory Education [SCE] and Other Costs on Campuses with 40% or More Educationally Disadvantaged Students)

These expenditures are the SCE costs to supplement federal awards for use on Title I, Part A, schoolwide campuses with at least 40 percent educationally disadvantaged students (program intent code 30).

Athletics/Related Activities

These expenditures are the costs to provide for participation in competitive athletic activities, including coaching costs and the costs to provide for sponsors of drill team, cheerleaders, pep squad, or any other organized activity to support athletics, excluding band (program intent code 91).

High School Allotment
The High School Allotment provides $275 per high school student to districts to prepare students to go on to higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and

postsecondary curriculum and support promising high school completion and success initiatives in grades 6 through 12. (program intent code 31).

Prekindergarten (PK)

A child who is 3 years old is eligible for PK only if the school district operates a 3-year-old PK program. A child who is 5 years of age on September 1 of the current school year is **not** eligible for enrollment in a PK class. Both 3-year-olds and 4-year-olds can be served in the same PK class. PK classes must operate on a half-day basis unless funding other than Foundation School Program funding is used to offer a full-day PK program, as PK is state-funded only as a half-day program. (program intent code 32).

2014-2015 Actual Financial data

Totals for Dickinson ISD (084901)

Total Membership: 10,391

| | District | | | | | | Sta |
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%
Receipts								
Total Revenue	82,408,505	100.00%	7,931	111,894,824	100.00%	10,768	56,133,489,714	1
Local Tax	31,154,758	37.81%	2,998	46,111,481	41.21%	4,438	25,280,136,712	
Other Local and Intermediate	1,080,877	1.31%	104	4,138,666	3.70%	398	2,184,020,956	
State	48,202,752	58.49%	4,639	51,096,331	45.66%	4,917	22,814,894,859	
Federal	1,970,118	2.39%	190	10,548,346	9.43%	1,015	5,854,437,187	
Total Receipts	82,416,445	100.00%	7,932	187,041,161	100.00%	18,000	78,601,559,619	1
Total Revenue	82,408,505	99.99%	7,931	111,894,824	59.82%	10,768	56,133,489,714	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	
Total Other Resources	7,940	0.01%	1	75,146,337	40.18%	7,232	20,971,460,489	
Fund Balances (for ISDs)								
Total Fund Balance**	42,344,279	51.38%	4,075	89,918,282	80.36%	8,653	29,561,641,503	
Nonspendable Fund Balance	387,697	0.47%	37	434,390	0.39%	42	308,398,318	
Restricted Fund Balance	0	0.00%	0	46,818,042	41.84%	4,506	13,254,233,291	
Committed Fund Balance	8,300,000	10.07%	799	9,009,268	8.05%	867	3,257,809,183	
Assigned Fund Balance	8,766,633	10.64%	844	8,766,633	7.83%	844	2,102,056,286	
Unassigned Fund Balance	24,889,949	30.20%	2,395	24,889,949	22.24%	2,395	10,639,144,425	
Disbursements								
Total Expenditures								
BY OBJECT	76,343,603	100.00%	7,347	121,349,716	100.00%	11,678	60,977,192,546	1
Payroll (Objects 6100)	61,918,460	81.10%	5,959	68,089,798	56.11%	6,553	37,049,271,624	
Other Operating (Objects 6200-6400)	9,634,638	12.62%	927	15,174,007	12.50%	1,460	10,508,649,793	
Debt Service (Objects 6500)	0	0.00%	0	17,102,565	14.09%	1,646	7,236,507,503	
Capital Outlay (Objects 6600)	4,790,505	6.27%	461	20,983,346	17.29%	2,019	6,182,763,626	
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	494,213	
Facilities Acquisition & Construction (81)	69,989		7	72,038		7	329,486,348	
Total Operating Expenditures	71,483,109	100.00%	6,879	83,191,767	100.00%	8,006	47,227,940,856	1
Instruction (11,95)	44,562,447	62.34%	4,289	49,408,773	59.39%	4,755	26,871,610,227	
Instructional Res Media (12)	881,777	1.23%	85	899,513	1.08%	87	586,142,869	
Curriculum/Staff Develop (13)	214,694	0.30%	21	522,073	0.63%	50	1,001,022,261	
Instructional Leadership (21)	900,209	1.26%	87	995,920	1.20%	96	718,051,639	
School Leadership (23)	4,161,248	5.82%	400	4,345,620	5.22%	418	2,722,138,250	
Guidance Counseling Svcs (31)	2,095,448	2.93%	202	2,470,427	2.97%	238	1,668,235,063	
Social Work Services (32)	78,243	0.11%	8	78,243	0.09%	8	128,116,298	
Health Services (33)	574,233	0.80%	55	574,245	0.69%	55	473,216,577	
Transportation (34)	3,661,683	5.12%	352	3,662,066	4.40%	352	1,347,546,868	
Food (35)	0	0.00%	0	5,387,834	6.48%	519	2,699,811,544	
Extracurricular (36)	1,650,274	2.31%	159	2,084,239	2.51%	201	1,367,198,521	
General Administration (41,92)	2,576,086	3.60%	248	2,576,086	3.10%	248	1,475,276,145	
Plant Maint/Operation (51)	8,111,156	11.35%	781	8,170,584	9.82%	786	4,693,527,961	
Security/Monitoring (52)	333,984	0.47%	32	333,984	0.40%	32	413,839,438	
Data Processing Services (53)	1,318,311	1.84%	127	1,318,311	1.58%	127	841,708,130	
Community Services (61)	363,316	0.51%	35	363,849	0.44%	35	220,499,065	
Total Disbursements	78,220,268	100.00%	7,528	107,636,022	100.00%	10,320	75,481,160,718	1

Total Disbursements	78,220,268	100.00%	7,328	197,636,022	100.00%	19,020	73,481,160,718
Total Expenditures	76,343,603	97.60%	7,347	121,349,716	61.40%	11,678	60,977,192,546
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416
Total Other Uses	0	0.00%	0	74,379,026	37.63%	7,158	12,392,399,682
Intergovernmental Charge	1,876,665	2.40%	181	1,907,280	0.97%	184	614,959,074

Program Expenditures

Operating Expenditures - Program	55,656,447	100.00%	5,356	61,572,378	100.00%	5,926	35,244,680,101
Regular	32,729,559	58.81%	3,150	34,071,698	55.34%	3,279	21,166,857,496
Gifted and Talented	471,187	0.85%	45	471,187	0.77%	45	398,047,499
Career and Technical	1,898,779	3.41%	183	1,989,321	3.23%	191	1,293,287,689
Students with Disabilities	9,233,520	16.59%	889	10,658,811	17.31%	1,026	5,342,939,885
Accelerated Education	52,199	0.09%	5	340,561	0.55%	33	1,785,245,681
Bilingual	2,833,959	5.09%	273	2,943,409	4.78%	283	871,163,578
Nondisc Alt Ed-AEP Basic Serv	448,600	0.81%	43	448,600	0.73%	43	133,254,572
Disc Alt Ed-DAEP Basic Serv	289,652	0.52%	28	1,227,488	1.99%	118	214,449,433
Disc Alt Ed-DAEP Supplemental	506,178	0.91%	49	506,178	0.82%	49	24,917,911
T1 A Schoolwide-St Comp>=40%	3,276,825	5.89%	315	4,835,543	7.85%	465	1,857,002,479
Athletics/Related Activities	1,447,422	2.60%	139	1,571,929	2.55%	151	919,076,645
High School Allotment	1,135,890	2.04%	109	1,136,048	1.85%	109	406,767,398
Prekindergarten	1,332,677	2.39%	128	1,371,605	2.23%	132	831,669,835

	District	Sta
Instructional Expenditure Ratio	63.8%	

Tax Rates

2014 (current tax year) Tax Rates

Maintenance and Operations	1.0400
Interest and Sinking Funds	0.5000
Total Tax Rate	1.5400

2013 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	2,752,939,305	N/A	1,871,511,130,244
Property Value per pupil	264,935	N/A	375,792
Property Value by category:			
Business	965,487,509	31.86%	734,946,454,778
Residential	1,842,410,206	60.79%	1,104,324,234,295
Land	160,857,075	5.31%	58,742,939,046
Oil and Gas	22,045,062	0.73%	133,469,263,469
Other	39,745,412	1.31%	11,225,667,994

Unassigned Fund Balance percentage of total budgeted expenditures

2014-2015 School Districts' General Fund Unassigned Fund Balance***	24,889,949	10,667,062,944
2014-2015 School Districts' General Fund Total Budgeted Expenditures	81,154,165	40,721,513,562
2014-2015 School Districts' Percent of Total Budgeted Expenditures	30.7%	26.2%

  ** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total reven

    Charter schools report net assets rather than fund balances.

  *** The TEA does not have encumbrance data to subtract from the fund balances.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Dickinson H S   District: DICKINSON ISD
Campus Number: 084901001   Total Membership: 2,649

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	15,624,703	100.00	5,898	18,320,683	100.00	6,916
Operating-Payroll	13,766,929	88.11	5,197	14,794,795	80.75	5,585
Other Operating	1,810,897	11.59	684	3,478,444	18.99	1,313
Non-Operating(Equipt/Supplies)	46,877	0.30	18	47,444	0.26	18
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	15,577,826	100.00	5,881	18,273,239	100.00	6,898
Instruction (11,95) *	11,470,808	73.64	4,330	12,886,051	70.52	4,864
Instructional Res/Media (12) *	131,919	0.85	50	132,261	0.72	50
Curriculum/Staff Develop (13) *	68,040	0.44	26	97,732	0.53	37
Instructional Leadership (21) *	266,873	1.71	101	266,873	1.46	101
School Leadership (23) *	1,152,170	7.40	435	1,161,011	6.35	438
Guidance/Counseling Svcs (31) *	713,858	4.58	269	715,981	3.92	270
Social Work Services (32) *	6,833	0.04	3	6,833	0.04	3
Health Services (33) *	88,719	0.57	33	88,719	0.49	33
Food (35) **	0	0.00	0	1,091,258	5.97	412
Extracurricular (36) *	1,251,282	8.03	472	1,393,341	7.63	526
Plant Maint/Operation (51) * **	411,659	2.64	155	417,514	2.28	158
Security/Monitoring (52) * **	15,665	0.10	6	15,665	0.09	6
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	13,899,220	100.00	5,247	15,351,509	100.00	5,795
Regular	8,040,439	57.85	3,035	8,711,659	56.75	3,289
Gifted & Talented	11,975	0.09	5	11,975	0.08	5
Career & Technical	1,739,049	12.51	656	1,829,559	11.92	691
Students with Disabilities	2,030,416	14.61	766	2,272,563	14.80	858
Accelerated Education	1,663	0.01	1	161,621	1.05	61
Bilingual	40,486	0.29	15	40,486	0.26	15
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	178,485	1.28	67	178,530	1.16	67
Disc Alted-DAEP Supplemental	506,178	3.64	191	506,178	3.30	191
T1 A Schoolwide-St Comp >=40%	297,454	2.14	112	585,821	3.82	221
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	1,053,075	7.58	398	1,053,117	6.86	398
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Dickinson Continuation Center   District: DICKINSON ISD
Campus Number: 084901009   Total Membership: 61

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	463,146	100.00	7,593	463,244	100.00	7,594
Operating-Payroll	452,096	97.61	7,411	452,096	97.59	7,411
Other Operating	11,050	2.39	181	11,148	2.41	183
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	463,146	100.00	7,593	463,244	100.00	7,594
Instruction (11,95) *	284,491	61.43	4,664	284,562	61.43	4,665
Instructional Res/Media (12) *	1,537	0.33	25	1,537	0.33	25
Curriculum/Staff Develop (13) *	907	0.20	15	952	0.21	16
Instructional Leadership (21) *	4,133	0.89	68	4,133	0.89	68
School Leadership (23) *	81,516	17.60	1,336	81,516	17.60	1,336
Guidance/Counseling Svcs (31) *	76,086	16.43	1,247	76,086	16.42	1,247
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	80	0.02	1	80	0.02	1
Food (35) **	0	0.00	0	-18	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	14,396	3.11	236	14,396	3.11	236
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	448,750	100.00	7,357	448,866	100.00	7,358
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	150	0.03	2	150	0.03	2
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	448,600	99.97	7,354	448,600	99.94	7,354
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	116	0.03	2
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: R D Mcadams J H   District: DICKINSON ISD
Campus Number: 084901041   Total Membership: 1,418

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	7,254,596	100.00	5,116	8,516,381	100.00	6,006
Operating-Payroll	6,924,328	95.45	4,883	7,517,107	88.27	5,301
Other Operating	330,268	4.55	233	982,744	11.54	693
Non-Operating(Equipt/Supplies)	0	0.00	0	16,530	0.19	12
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	7,254,596	100.00	5,116	8,499,851	100.00	5,994
Instruction (11,95) *	5,679,232	78.28	4,005	6,201,815	72.96	4,374
Instructional Res/Media (12) *	95,864	1.32	68	96,433	1.13	68
Curriculum/Staff Develop (13) *	30,910	0.43	22	54,173	0.64	38
Instructional Leadership (21) *	99,621	1.37	70	99,621	1.17	70
School Leadership (23) *	578,621	7.98	408	592,377	6.97	418
Guidance/Counseling Svcs (31) *	266,403	3.67	188	266,403	3.13	188
Social Work Services (32) *	13,964	0.19	10	13,964	0.16	10
Health Services (33) *	60,965	0.84	43	60,965	0.72	43
Food (35) **	0	0.00	0	634,434	7.46	447
Extracurricular (36) *	182,038	2.51	128	227,092	2.67	160
Plant Maint/Operation (51) * **	242,128	3.34	171	247,724	2.91	175
Security/Monitoring (52) * **	4,850	0.07	3	4,850	0.06	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,825,580	100.00	4,814	7,372,422	100.00	5,199
Regular	4,892,124	71.67	3,450	5,049,158	68.49	3,561
Gifted & Talented	2,510	0.04	2	2,510	0.03	2
Career & Technical	147,919	2.17	104	147,919	2.01	104
Students with Disabilities	962,186	14.10	679	1,120,532	15.20	790
Accelerated Education	0	0.00	0	2,746	0.04	2
Bilingual	42,952	0.63	30	58,549	0.79	41
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	695,074	10.18	490	908,193	12.32	640
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	82,815	1.21	58	82,815	1.12	58
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Dunbar Middle   District: DICKINSON ISD
Campus Number: 084901042   Total Membership: 800

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,143,871	100.00	5,180	4,810,455	100.00	6,013
Operating-Payroll	3,931,499	94.88	4,914	4,174,595	86.78	5,218
Other Operating	212,372	5.12	265	629,685	13.09	787
Non-Operating(Equipt/Supplies)	0	0.00	0	6,175	0.13	8
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,143,871	100.00	5,180	4,804,280	100.00	6,005
Instruction (11,95) *	3,314,235	79.98	4,143	3,530,122	73.48	4,413
Instructional Res/Media (12) *	93,996	2.27	117	97,566	2.03	122
Curriculum/Staff Develop (13) *	16,525	0.40	21	31,888	0.66	40
Instructional Leadership (21) *	74,198	1.79	93	74,198	1.54	93
School Leadership (23) *	305,598	7.37	382	311,086	6.48	389
Guidance/Counseling Svcs (31) *	166,681	4.02	208	167,612	3.49	210
Social Work Services (32) *	3,899	0.09	5	3,899	0.08	5
Health Services (33) *	51,636	1.25	65	51,636	1.07	65
Food (35) **	0	0.00	0	354,857	7.39	444
Extracurricular (36) *	6,365	0.15	8	65,082	1.35	81
Plant Maint/Operation (51) * **	110,738	2.67	138	116,334	2.42	145
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,026,768	100.00	5,033	4,260,809	100.00	5,326
Regular	2,616,544	64.98	3,271	2,707,281	63.54	3,384
Gifted & Talented	227,997	5.66	285	227,997	5.35	285
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	995,921	24.73	1,245	1,035,492	24.30	1,294
Accelerated Education	0	0.00	0	1,860	0.04	2
Bilingual	9,351	0.23	12	9,351	0.22	12
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	176,955	4.39	221	278,828	6.54	349
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S E D U C A T I O N A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: John And Shamarion Barber Middle   District: DICKINSON ISD

Campus Number: 084901043   Total Membership: 733

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,984,619	100.00	5,436	4,700,875	100.00	6,413
Operating-Payroll	3,770,416	94.62	5,144	4,068,008	86.54	5,550
Other Operating	209,073	5.25	285	610,702	12.99	833
Non-Operating(Equipt/Supplies)	5,130	0.13	7	22,165	0.47	30
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,979,489	100.00	5,429	4,678,710	100.00	6,383
Instruction (11,95) *	3,179,652	79.90	4,338	3,446,769	73.67	4,702
Instructional Res/Media (12) *	80,513	2.02	110	80,905	1.73	110
Curriculum/Staff Develop (13) *	18,352	0.46	25	32,878	0.70	45
Instructional Leadership (21) *	61,195	1.54	83	61,195	1.31	83
School Leadership (23) *	356,581	8.96	486	364,303	7.79	497
Guidance/Counseling Svcs (31) *	120,935	3.04	165	120,935	2.58	165
Social Work Services (32) *	7,008	0.18	10	7,008	0.15	10
Health Services (33) *	42,863	1.08	58	42,863	0.92	58
Food (35) **	0	0.00	0	354,888	7.59	484
Extracurricular (36) *	7,078	0.18	10	56,058	1.20	76
Plant Maint/Operation (51) * **	105,312	2.65	144	110,908	2.37	151
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,867,099	100.00	5,276	4,154,936	100.00	5,668
Regular	2,587,971	66.92	3,531	2,689,839	64.74	3,670
Gifted & Talented	37,316	0.96	51	37,316	0.90	51
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	752,431	19.46	1,027	820,489	19.75	1,119
Accelerated Education	0	0.00	0	6,194	0.15	8
Bilingual	177,455	4.59	242	177,664	4.28	242
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	311,926	8.07	426	423,434	10.19	578
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Kenneth E Little El   District: DICKINSON ISD
Campus Number: 084901101   Total Membership: 671

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,759,429	100.00	5,603	4,483,432	100.00	6,682
Operating-Payroll	3,578,369	95.18	5,333	4,009,361	89.43	5,975
Other Operating	181,060	4.82	270	467,896	10.44	697
Non-Operating(Equipt/Supplies)	0	0.00	0	6,175	0.14	9
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,759,429	100.00	5,603	4,477,257	100.00	6,673
Instruction (11,95) *	3,005,884	79.96	4,480	3,375,148	75.38	5,030
Instructional Res/Media (12) *	79,583	2.12	119	81,044	1.81	121
Curriculum/Staff Develop (13) *	11,577	0.31	17	17,765	0.40	26
Instructional Leadership (21) *	59,964	1.60	89	59,964	1.34	89
School Leadership (23) *	278,958	7.42	416	280,781	6.27	418
Guidance/Counseling Svcs (31) *	131,604	3.50	196	131,604	2.94	196
Social Work Services (32) *	6,983	0.19	10	6,983	0.16	10
Health Services (33) *	63,517	1.69	95	63,517	1.42	95
Food (35) **	0	0.00	0	321,677	7.18	479
Extracurricular (36) *	0	0.00	0	11,819	0.26	18
Plant Maint/Operation (51) * **	121,359	3.23	181	126,955	2.84	189
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,638,070	100.00	5,422	4,012,713	100.00	5,980
Regular	1,847,912	50.79	2,754	1,902,223	47.40	2,835
Gifted & Talented	27,838	0.77	41	27,838	0.69	41
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	580,968	15.97	866	623,749	15.54	930
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	673,108	18.50	1,003	702,462	17.51	1,047
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	184,759	5.08	275	414,489	10.33	618
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	323,485	8.89	482	341,952	8.52	510

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Jake Silbernagel El　　District: DICKINSON ISD
Campus Number: 084901105　　　Total Membership: 751

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,061,731	100.00	5,408	4,713,800	100.00	6,277
Operating-Payroll	3,898,666	95.99	5,191	4,202,614	89.16	5,596
Other Operating	163,065	4.01	217	505,011	10.71	672
Non-Operating(Equipt/Supplies)	0	0.00	0	6,175	0.13	8
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,061,731	100.00	5,408	4,707,625	100.00	6,268
Instruction (11,95) *	3,358,830	82.69	4,472	3,604,053	76.56	4,799
Instructional Res/Media (12) *	80,207	1.97	107	81,415	1.73	108
Curriculum/Staff Develop (13) *	14,326	0.35	19	21,533	0.46	29
Instructional Leadership (21) *	60,021	1.48	80	60,021	1.27	80
School Leadership (23) *	276,071	6.80	368	279,935	5.95	373
Guidance/Counseling Svcs (31) *	118,904	2.93	158	118,904	2.53	158
Social Work Services (32) *	9,006	0.22	12	9,006	0.19	12
Health Services (33) *	34,145	0.84	45	34,145	0.73	45
Food (35) **	0	0.00	0	342,666	7.28	456
Extracurricular (36) *	0	0.00	0	40,130	0.85	53
Plant Maint/Operation (51) * **	110,221	2.71	147	115,817	2.46	154
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,951,510	100.00	5,262	4,205,840	100.00	5,600
Regular	2,113,908	53.50	2,815	2,166,387	51.51	2,885
Gifted & Talented	31,361	0.79	42	31,361	0.75	42
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	440,228	11.14	586	508,248	12.08	677
Accelerated Education	0	0.00	0	1,900	0.05	3
Bilingual	769,951	19.48	1,025	771,085	18.33	1,027
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	377,892	9.56	503	508,689	12.09	677
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	218,170	5.52	291	218,170	5.19	291

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Hughes Road El	District: DICKINSON ISD					
Campus Number: 084901106 Total Membership: 717						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,050,431	100.00	5,649	4,599,492	100.00	6,415
Operating-Payroll	3,894,551	96.15	5,432	4,159,663	90.44	5,801
Other Operating	155,880	3.85	217	433,654	9.43	605
Non-Operating(Equipt/Supplies)	0	0.00	0	6,175	0.13	9
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,050,431	100.00	5,649	4,593,317	100.00	6,406
Instruction (11,95) *	3,275,080	80.86	4,568	3,473,749	75.63	4,845
Instructional Res/Media (12) *	85,056	2.10	119	86,138	1.88	120
Curriculum/Staff Develop (13) *	11,082	0.27	15	14,391	0.31	20
Instructional Leadership (21) *	66,910	1.65	93	66,910	1.46	93
School Leadership (23) *	290,536	7.17	405	293,544	6.39	409
Guidance/Counseling Svcs (31) *	140,934	3.48	197	140,934	3.07	197
Social Work Services (32) *	3,367	0.08	5	3,367	0.07	5
Health Services (33) *	55,490	1.37	77	55,490	1.21	77
Food (35) **	0	0.00	0	316,304	6.89	441
Extracurricular (36) *	0	0.00	0	13,519	0.29	19
Plant Maint/Operation (51) * **	121,976	3.01	170	128,971	2.81	180
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,928,455	100.00	5,479	4,133,033	100.00	5,764
Regular	2,642,765	67.27	3,686	2,687,956	65.04	3,749
Gifted & Talented	26,650	0.68	37	26,650	0.64	37
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	941,429	23.96	1,313	990,180	23.96	1,381
Accelerated Education	0	0.00	0	2,600	0.06	4
Bilingual	5,375	0.14	7	5,375	0.13	7
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	148,935	3.79	208	256,971	6.22	358
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	163,301	4.16	228	163,301	3.95	228

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Bay Colony El   District: DICKINSON ISD
Campus Number: 084901107   Total Membership: 877

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,380,823	100.00	4,995	4,968,903	100.00	5,666
Operating-Payroll	4,236,203	96.70	4,830	4,502,195	90.61	5,134
Other Operating	144,620	3.30	165	460,533	9.27	525
Non-Operating(Equipt/Supplies)	0	0.00	0	6,175	0.12	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,380,823	100.00	4,995	4,962,728	100.00	5,659
Instruction (11,95) *	3,637,760	83.04	4,148	3,846,064	77.50	4,385
Instructional Res/Media (12) *	84,353	1.93	96	90,337	1.82	103
Curriculum/Staff Develop (13) *	12,278	0.28	14	18,393	0.37	21
Instructional Leadership (21) *	67,375	1.54	77	67,375	1.36	77
School Leadership (23) *	281,300	6.42	321	283,482	5.71	323
Guidance/Counseling Svcs (31) *	110,909	2.53	126	110,909	2.23	126
Social Work Services (32) *	7,537	0.17	9	7,537	0.15	9
Health Services (33) *	61,114	1.40	70	61,126	1.23	70
Food (35) **	0	0.00	0	326,488	6.58	372
Extracurricular (36) *	0	0.00	0	27,224	0.55	31
Plant Maint/Operation (51) * **	118,197	2.70	135	123,793	2.49	141
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,262,626	100.00	4,860	4,475,195	100.00	5,103
Regular	3,179,664	74.59	3,626	3,242,929	72.46	3,698
Gifted & Talented	36,054	0.85	41	36,054	0.81	41
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	538,859	12.64	614	597,017	13.34	681
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	4,449	0.10	5	4,449	0.10	5
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	260,134	6.10	297	342,656	7.66	391
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	243,466	5.71	278	252,090	5.63	287

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: San Leon El   District: DICKINSON ISD
Campus Number: 084901108   Total Membership: 828

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,334,849	100.00	5,235	4,975,657	100.00	6,009
Operating-Payroll	4,146,053	95.64	5,007	4,454,850	89.53	5,380
Other Operating	188,796	4.36	228	509,122	10.23	615
Non-Operating(Equipt/Supplies)	0	0.00	0	11,685	0.23	14
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,334,849	100.00	5,235	4,963,972	100.00	5,995
Instruction (11,95) *	3,560,956	82.15	4,301	3,784,099	76.23	4,570
Instructional Res/Media (12) *	69,873	1.61	84	70,127	1.41	85
Curriculum/Staff Develop (13) *	12,550	0.29	15	18,725	0.38	23
Instructional Leadership (21) *	73,087	1.69	88	73,087	1.47	88
School Leadership (23) *	277,991	6.41	336	282,154	5.68	341
Guidance/Counseling Svcs (31) *	133,420	3.08	161	133,420	2.69	161
Social Work Services (32) *	9,706	0.22	12	9,706	0.20	12
Health Services (33) *	61,115	1.41	74	61,115	1.23	74
Food (35) **	0	0.00	0	364,248	7.34	440
Extracurricular (36) *	2,918	0.07	4	27,856	0.56	34
Plant Maint/Operation (51) * **	133,233	3.07	161	139,435	2.81	168
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,198,698	100.00	5,071	4,431,083	100.00	5,352
Regular	2,430,638	57.89	2,936	2,475,459	55.87	2,990
Gifted & Talented	32,381	0.77	39	32,381	0.73	39
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	747,804	17.81	903	789,515	17.82	954
Accelerated Education	0	0.00	0	3,067	0.07	4
Bilingual	428,983	10.22	518	455,979	10.29	551
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	367,336	8.75	444	483,126	10.90	583
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	191,556	4.56	231	191,556	4.32	231

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2014-2015 PEIMS Actual Financial Data by Campus

School Campus: Calder Road El   District: DICKINSON ISD

Campus Number: 084901109   Total Membership: 845

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,286,312	100.00	5,073	4,837,918	100.00	5,725
Operating-Payroll	4,142,715	96.65	4,903	4,383,681	90.61	5,188
Other Operating	143,597	3.35	170	448,062	9.26	530
Non-Operating(Equipt/Supplies)	0	0.00	0	6,175	0.13	7
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,286,312	100.00	5,073	4,831,743	100.00	5,718
Instruction (11,95) *	3,551,536	82.86	4,203	3,746,849	77.55	4,434
Instructional Res/Media (12) *	78,876	1.84	93	81,750	1.69	97
Curriculum/Staff Develop (13) *	18,147	0.42	21	28,543	0.59	34
Instructional Leadership (21) *	66,832	1.56	79	66,832	1.38	79
School Leadership (23) *	281,756	6.57	333	284,012	5.88	336
Guidance/Counseling Svcs (31) *	115,714	2.70	137	115,714	2.39	137
Social Work Services (32) *	9,940	0.23	12	9,940	0.21	12
Health Services (33) *	54,589	1.27	65	54,589	1.13	65
Food (35) **	0	0.00	0	307,471	6.36	364
Extracurricular (36) *	0	0.00	0	21,525	0.45	25
Plant Maint/Operation (51) * **	108,922	2.54	129	114,518	2.37	136
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,177,390	100.00	4,944	4,383,149	100.00	5,187
Regular	2,377,594	56.92	2,814	2,438,807	55.64	2,886
Gifted & Talented	37,105	0.89	44	37,105	0.85	44
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	524,285	12.55	620	567,038	12.94	671
Accelerated Education	0	0.00	0	1,900	0.04	2
Bilingual	622,499	14.90	737	632,318	14.43	748
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	423,208	10.13	501	501,445	11.44	593
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	192,699	4.61	228	204,536	4.67	242

 *Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Home / Student Testing and Accountability / Accountability / Accreditation Status

2015-2016 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2015-2016 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show 100 ▼ entries   Search: 084901

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
084901	DICKINSON ISD	4	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries)   Previous   1   Next

Accreditation Statuses as Defined by the TEA Commissioner's Rule

Chapter 19 of the Texas Administrative Code §97.1055

§97.1055. Accreditation Status.

(a) General provisions.

(1) Each year, the commissioner of education shall assign to each school district an accreditation status under Texas Education Code (TEC), §39.052(b) and (c). Each district shall be assigned a status defined as follows.

(A) Accredited. Accredited means the Texas Education Agency (TEA) recognizes the district as a public school of this state that:

(i) meets the standards determined by the commissioner under TEC, §39.052(b) and (c), and specified in §97.1059 of this title (relating to Standards for All Accreditation Sanction Determinations); and

(ii) is not currently assigned an accreditation status of Accredited-Warned or Accredited-Probation.

(B) Accredited-Warned. Accredited-Warned means the district exhibits deficiencies in performance, as specified in subsection (b) of this section, that, if not addressed, will lead to probation or revocation of its accreditation status.

(C) Accredited-Probation. Accredited-Probation means the district exhibits deficiencies in performance, as specified in subsection (c) of this section, that must be addressed to avoid revocation of its accreditation status.

(D) Not Accredited-Revoked. Not Accredited-Revoked means the TEA does not recognize the district as a Texas public school because the district's performance has failed to meet standards adopted by the commissioner under TEC, §39.052(b) and (c), and specified in subsection (d) of this section.

Source: http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html

Accessed on December 7, 2016

Dickinson Independent School District

District Improvement Plan

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The mission of the Dickinson Independent School District is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

Vision

VISION FOR DISD AS PERCEIVED BY BOARD OF TRUSTEES:

I see a time in the future where • • • • • • •

All stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/ improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

The district is recognized by all to be an exemplary school district.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core and implementing RtI with fidelity, 65% of tested students will meet or exceed the state and federal passing standards in math, reading, science and social studies, with special emphasis on student subgroups (ELL/Bilingual, Special Education, Title IA and CTE Special Education) making at least a 10% improvement over 2015 PBMAS results in core subjects.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to update curriculum documents to include more instructional resources for "hard-to-teach" standards. Align with STAAR/EOC assessment and include best-practice, research-based instructional strategies.	2	Curriculum Specialists, Campus Teachers, Deputy Supt. for Educational Services	◐	◑	◑	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Continue to provide/expand district-wide professional development on developing and implementing accommodations, modifications and supplemental aids across curriculum for all grade levels	10	Academic Coaches Teachers Campus Administrators	◔	◑	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide campus staff with the research-based training and necessary resources/materials to implement differentiated instructional strategies via small group instruction, cooperative learning, and curriculum compacting, while integrating our district-wide initiative for balanced literacy in order that all at-risk students can transfer skills acquired across all content curriculum.	2	Academic Coaches Campus administrators Curriculum Specialists District Administrators	◑	◕	◕	✔
4) Provide opportunities for campus teams to visit successful comparison group schools within Region 4.	2	Deputy Superintendent for Ed. Services, Campus Administrators	◐	◐	◑	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Provide professional development and support/ materials for classroom teachers on building student academic vocabulary for ELL, at-risk, and Special Education students.	4	Deputy Superintendent for Ed. Services, Campus Principals, Director of Federal Programs/ELL	◑	◑	◕	◕

Strategy		Status 1	Status 2	Status 3	Status 4
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide supplemental funds for campuses to use for professional development, curriculum travel, and cross-campus and district collaborative planning.	4 Campus Principals, Curriculum Specialists, Campus Teams.	◔	◔	◔	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Continue to provide supplemental teachers, Academic Coaches/Instructional Specialists. Class-Size reduction teachers and instructional aides on all Title IA campuses that support learning activities in and out of the regular classroom for any struggling student(s) in addition to those already identified as At-Risk, ELL, Special Education, or Dyslexic.	9, 10 Campus Administrators District Administrators	✓	✓	✓	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Continue to provide local staff development on data disaggregation and provide opportunities for staff to attend researched-based professional development on how to use data to plan lessons that will lead to improved student academic performance.	2 Deputy Superintendent for Ed. Services, Campus Principals, Curriculum Specialists.	◔	◔	◔	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Develop and implement Performance Based Monitoring goals and strategies requirements for PBM through district-wide training opportunities for campus administrators and teachers in how to effectively differentiate and scaffold lessons to meet the learning needs of every student.(ELL and Special Education, Title IA and CTE populations)	9 Deputy Superintendent for Ed. Services, Director of Special Program, Directors of Elementary and Secondary Programs Director of Accountability/Assessment, Campus Administrators,	◔	◔	◔	✓
10) Provide training and support to GT and AP teachers on how to differentiate instruction in order that all GT students perform at the Advanced Level on STAAR/EOC	9 Deputy Superintendent for Ed. Services Directors of Elementary and Secondary Programs, Campus Administrators.	○	◔	◔	✓
11) Plan and implement development of separate Pre AP and AP curriculum documents (curriculum guides, pacing documents). Use of effective curriculum compacting to facilitate differentiation.	Directors of Secondary and Elementary Programs, Curriculum Specialists, Campus Administrators, Pre AP and AP Content teachers.	○	◔	◔	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 12) Provide staff with the training necessary to implement differentiated , researched-based instructional strategies through the Reading and Writing Workshop model.	2 ELA Curriculum Specialists, Campus Principals, Directors of Elementary and Secondary Programs.	◔	◔	◔	✓

Strategy						
State System Safeguard Strategy **Federal System Safeguard Strategy** 13) Revise curriculum documents (CBAs, pacing guides, district Placemats) based on analysis of 2015 state and local assessment results.	2	Curriculum Specialists	Some Progress	Some Progress	Some Progress	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 14) Provide staff development on the utilization of on-line databases and resources as it relates to Level 2 STAAR requirement for student progress/academic growth for 2016 and beyond.	9	Director of Assessment, Campus Administrators, Curriculum Specialists.	No Progress	Some Progress	Some Progress	Some Progress
State System Safeguard Strategy **Federal System Safeguard Strategy** 15) Provide professional development, materials and support for teachers to address Math TEKS for grades K-8.		Math Elementary and Secondary Curriculum Specialists	No Progress	Some Progress	Some Progress	Some Progress
State System Safeguard Strategy **Federal System Safeguard Strategy** 16) Provide an Abydos Summer Writing Institute to train K-12th grade teachers in the Abydos writing model.	2	ELA Curriculum Specialist, Campus Administrators.	No Progress	Some Progress	Some Progress	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 17) Provide campuses with the expertise of experienced consultants skilled in modeling researched-based activities in core subjects that have proven successful in addressing the academic needs of elementary, middle school and secondary ELA teachers and students.	2, 4	Campus Administrators, Deputy Supt. for Educational Services, Curriculum Specialists, Directors of Elementary and Secondary Programs.	Some Progress	Some Progress	Some Progress	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 18) Provide opportunities to send Abydos- trained teachers to Abydos Reading and Grammar Week and Abydos State Conferences.	2, 4	Curriculum Specialists, Campus Administrators.	No Progress	Some Progress	✓	
State System Safeguard Strategy **Federal System Safeguard Strategy** 19) Provide students with English course choices at the secondary level that reflect student goals. Assess post- secondary student data.	2	Secondary ELA Curriculum Specialist, Campus Leaders, ELA Teachers/Dept. Heads, Counselors.	No Progress	Some Progress	Some Progress	Some Progress
20) Provide training /scoring sessions for Grade 4,7 and EOC writing teachers.		ELA Curriculum Specialist, Campus Administrators.	No Progress	No Progress	Some Progress	✓
21) Provide researched-based writing training opportunities and materials for PK-4 teachers.	2	ELA Curriculum Specialist, Campus Administrators.	No Progress	Some Progress	Some Progress	Some Progress
22) Provide resources for K-6 Social Studies classes that will improve vocabulary, process standards/map skills and student writing for at-risk students to help them perform at a higher level.	2, 4, 9	Teachers Campus Principals Soc. Studies Curriculum Specialist	No Progress	Some Progress	Some Progress	Some Progress

Strategy		#	Staff Responsible for Monitoring				
23) Provide staff to reduce class size on campuses that are not meeting 100% highly qualified requirements.		9	Superintendent, Campus Principals	✓	✓	✓	✓
24) Provide GT professional development to enable teachers to meet the initial 30 hour and annual 6 hour updates to provide differentiated instruction to students in the gifted and talented program.		3	Directors of Elementary and Secondary Programs, Campus Principals.	◕	◕	◕	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 25) Provide summer PD sessions that focus on building expert and research-based instructional delivery in the classroom.		3, 4, 10	Deputy Supt. for Ed. Services, Directors of Elementary and Secondary Programs, Director of Special Programs, Director of Technology, Director of Professional Learning, Campus Principals	○	○	○	✓
26) Provide professional development opportunities for P.E. teachers.		4	Campus Principals	○	○	○	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 27) Continue support of the Leveled Literacy Intervention for grades K-5. Provide professional development and materials throughout the school year and summer.		2	ELA Elementary Curriculum Specialist, Elementary and Middle School Principals, Deputy Supt. for Ed. Services	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 28) Provide trained teachers to focus on services to students identified with dyslexia and other identified at-risk students. Provide Neuhaus professional development and materials to Academic Coaches providing Dsylexia intervention.		4, 9	Director of Special Programs	◕	◕	✓	
State System Safeguard Strategy **Federal System Safeguard Strategy** 29) Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and counselors on 504 regarding compliance on homebound services.		9	Director of Special Programs, Campus Counselors, Social Worker	◔	◕	◕	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 30) Provide on-going professional development on sheltered instruction and research-based ELL strategies for all teachers.		2	Directors of Elementary and Secondary Programs	◔	◕	◕	✓
31) Provide on-going professional development on the English Language Proficiency Standards (ELPS) for all staff.		9	Directors of Elementary and Secondary Programs, Campus Administrators.	◔	◕	◕	✓

Strategy Description	Title I	Staff Responsible				
State System Safeguard Strategy **Federal System Safeguard Strategy** 32) Provide professional development for bilingual/ELS teachers, regular teachers and campus/district administrators as well as the opportunity to attend conferences relating to bilingual/ESL instructional support.	4	Campus Principals, Directors of Elementary and Secondary Programs	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 33) Continue to provide professional development for developing Standards Based IEP goals and objectives.		Director of Special Programs	⚪	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 34) Continue to provide professional development for PPCD , PK and K-12 support staff, teachers and paraprofessionals supporting research-based instructional strategies for working with students with Autism, occupational, physical , speech/ language , hearing, sight, functional and/or learning disabilities.l challenges.	9	Director of Special Programs, Campus Administrators, Academic Coaches/Instructional Specialists.	◕	◕	◕	✔
35) Provide supplemental reading lessons/transition support for TLC and Gal.Co.Det. students at Esmond Center.	9	Supplemental At-Risk Liaison Teacher	✔	✔	✔	✔
36) Purchase supplemental core curriculum materials and contracted services to enhance content areas and increase student success on state assessments for adjudicated students at Esmond Center.	9	Teachers	◖	◖	✔	
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: 85% of all DISD students will graduate on the Recommended or Distinguished graduation plan.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide Dropout/Credit Recovery teacher and Transition Teacher for students at DHS and the Alternative Education Campuses that are at-risk of dropping out of school.	9	Superintendent, Campus Principals, Director of Federal Programs/ELL, Director of Alternative Campuses.	◔	◔	◔	✔

Strategy						
2) Investigate and provide a program to track students who leave the district and do not return to their home campus. Reduce drop-out rate for district	9	Assistant Superintendent for Administration	◯	◯	✗	
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide Edgenuity online courses to alternative campuses, Detention, and high school and junior high school for primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses.	9	Secondary Curriculum Specialists, Campus Principals, Director of Alternative Programs.	◕	◕	◕	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide elementary, middle and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This includes opportunities for intervention and accelerated instruction to meet state testing requirements.	10	Campus Administrators, Deputy Supt. for Ed. Services, Director of Assessment, Director of Curriculum Services, Director of Special Programs, Director of Federal Programs/ELL Director of CTE Program	◯	◯	◯	✔
5) Provide ongoing training to counselors for consistently developing Personal Graduation Plans for students in grades 6-12 meeting criteria.		Campus Counselors Director of CTE Programs	◔	◔	◔	✗
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide and expand Advancement Via Individual Determination (AVID) courses in 5-12th grade to equip students with skills needed in order to be successful in school and prepared for college. Provide on-going professional development for teachers working in the program.	2	Campus Principals, Deputy Supt. for Ed. Services, Director of Student Services	◔	◔	◔	✔
7) Continuation of the use of Study Buddies within the Detention setting for core subject areas to support STAAR/EOC failures and at-risk students.	9	Director of Alternative Programs, Transition Teacher, Director of Federal Programs/ELL.	◯	◔	✗	
8) Provide professional development for teachers and paraprofessionals on behavior strategies and interventions.	2	Director of Special Programs	◯	◔	◕	◕

Strategy		Responsible				
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Work with DHS and MJHS campus personnel to ensure Special Education and ELL graduation rate increases and drop-out rates decrease and all are monitored accurately and within a timely manner.	9	Campus Administrators and Teachers, Campus Personnel working with data entry, Campus counselors.	Considerable	Considerable	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Continue to provide Dickinson Continuation Center to offer a different setting in order for at-risk students to accelerate credit acquisition.	9	DCC Administrative staff, Counselor and Staff, DHS Counselors	Some Progress	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Provide Communities in Schools counselors for KELES, Dunbar Middle School, Barber Middle School, McAdams Junior High School and Dickinson High School.	9	Assistant Superintendent for Administration, Campus Administrators.	Considerable	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 12) Provide a District Alternative Learning Center for identified at-risk students.	9	Principal of Alternative Programs	Considerable	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 13) Provide opportunities for tutorials for identified homeless students at Dickinson Continuation Center and Juvenile Detention facility.	9	Principal of Alternative Programs	No Progress	No Progress	No Progress	Discontinue
14) Provide funds for At-Risk Liaison to travel as itinerant provider as students are placed in disciplinary or Juvenile Justice Center. Provide for At-Risk Liaison and Esmond Center teachers to attend professional development opportunities that address academic needs of high at-risk students.	4	Principal	Considerable	Considerable	Considerable	Accomplished
15) Provide training and continuing staff development in topics related to the more rigorous state assessment system and behavior intervention programs for at-risk students.	9	Principal of Alternative Programs	No Progress	Considerable	Considerable	Accomplished
16) Provide opportunities to accelerate areas of strength for students identified as GT.		Teachers	No Progress	Considerable	Considerable	Some Progress
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Generated by Plan4Learning.com

10 of 26

District #084901
December 12, 2016 9:10 am

Performance Objective 3: Improve overall student performance to meet or exceed state standards in Science and Social Studies, with emphasis on improving subgroups of ELL, Special Education and CTE, Title IA improving by a minimum of 10% growth on PBMAS standard, meeting all State Safeguards and Federal Standards on STAAR.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Provide staff development on data disaggregation and opportunities for staff to attend researched-based professional development on how to use the data to plan for lessons that will lead to improved academic performance.	4	Director of Assessment and Accountability, Campus Principals.	◕	◕	◕	◕
State System Safeguard Strategy 2) In Secondary Classrooms: Implement Biology STAAR Academies-Provide focused training, collegial conversations, and purposeful planning to improve student learning and academic success in Science. Implement Argument Driven Inquiry (Year 1) into chemistry labs and biology classes (2 per year for Year 1). Teachers will incorporate resources from the College Board and Khan Academy to support College Readiness.	8	Classroom teachers Secondary Science Curriculum Specialist Campus Principals Science Dept. Leaders	◕	◕	◕	◕
State System Safeguard Strategy 3) For 5th Grade Science Classrooms: Use spiral warm-ups , a Region 4 resource,,' Warm-up to Science' in classrooms to help close gaps and review previously learned materials. Identify two or more open-ended inquiry investigations for each unit of study.	9	Elementary Science Curriculum Specialists, Campus Principals.	◕	◕	◕	◕
State System Safeguard Strategy 4) For 6th grade Science: Using STAAR data, labs/ lessons will be created and implemented by teachers that focus on the Supporting TEKS. Teachers will design activities that allow students to develop those skills necessary to complete descriptive and experimental investigations, such as graphing, identification of variables, and analyzing data.	8, 9	Curriculum Specialists, Department Chairs, Science teachers.	◕	◕	◕	◕
State System Safeguard Strategy 5) For Elementary PK-4 Science classes: Implement identified target lessons for this year and continue to develop new lessons. To prepare students for the 5th grade Science STAAR exam, spiral and cumulative exams for 4th grade will be developed. Increase teacher proficiency in the design and delivery of inquiry based activities. Explore how models can be better used to promote understanding of science concepts in the classroom.	9	Campus Administrators, Elementary Science Curriculum Specialist, Science Dept. Leaders	◕	◕	◕	◕
State System Safeguard Strategy 6) District administrators will schedule campus visits with principals and teachers to discuss student data.	1, 2, 9	Superintendent, Deputy Superintendent.	◕	◕	✔	

Strategy						
State System Safeguard Strategy 7) Provide extended, structured, data-driven learning opportunities and programs and classroom resources for At-Risk students (before and after school tutorial sessions, Friday night or Saturday tutorials, Prime Time and Smart Lunch).	9	Campus Administrators Deputy Supt. for Ed. Services, Director of Federal Programs/ELL, Director of Special Programs.	◔	◔	◔	◔
State System Safeguard Strategy 8) For Grades 9- 12 Social Studies: Focus on critical writing (DBQs) and critical reading/analysis of primary and secondary sources. Provide vertical support in Social Studies skills.	9	Soclial Studies Curriculum Specialist, Department Chairs, Teachers, Campus Principals.	◔	◔	◔	◯
9) For Elementary Social Studies classrooms: Focus on short answer response, mini -DBQs, reading comprehension through formative assessment techniques. Project-based Summative Assessments-District CBAs for grades K-4 will consist of performance tasks to assess readiness and skills standards and measure progress.	9	Social Studies Curriculum Specialist, Teachers, Campus Principals.	◔	◔	◔	◯
State System Safeguard Strategy 10) Support implementation of the ELPS in core content classes by providing support to teachers with documented observations by peers and ELPS trainer.	4, 9	Campus Principals Teachers	◯	◔	◔	◔
State System Safeguard Strategy 11) Middle School and Junior High School Social Studies classrooms: Plan for rigorous instruction that incorporates best practices in social studies, including the use of ELPS and AVID strategies. Focus on critical writing (DBQs) and critical reading/analysis of primary and secondary sources.	9	Social Studies Curriculum Specialist, Department Chairs, Teacher Leaders/PLCs, Campus Principals.	◔	◔	◔	◔
State System Safeguard Strategy 12) Provide job-embedded Social Studies professional development to implement varied formative assessments during instruction to improve student learning.	2, 4	Social Studies Curriculum Specialist, Campus teachers, Campus administrators.	◯	◔	◔	◔
State System Safeguard Strategy 13) For Junior High School Science classrooms: Using STAAR data-- labs/lessons will be created and implemented by teachers that focus on TEKS(7th Supporting and 8th Readiness). Teachers will design activities that allow students to develop those kills necessary to complete descriptive and experimental investigations, such as graphing, identification of variables, and analyzing data. Planning for rigorous instruction that incorporates Science best practices.	9	Secondary Science Curriculum Specialist, Science Teams, Campus Administrators	◔	◔	◔	◔

Strategy Description				
State System Safeguard Strategy 14) Continue to provide TEKS curriculum development sessions for secondary science and social studies teachers to study low performing TEKS for the upcoming 9 weeks, instructional strategies, performance indicators, and academic vocabulary activities.	8	Secondary Science Curriculum Specialist, Campus Science Teachers and Leaders, Campus Administrators		

✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: Improve overall student performance to meet or exceed state standards in Language Arts and Math, with emphasis on improving subgroups of ELL, Special Education and CTE, Title IA improving by a minimum of 10% growth on PBMAS standard, meeting all State and Federal Safeguards on STAAR.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) In all ELA classroom PK-8th grade: Increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing. In Grades PK-12: Implement specific writing strategies in order to increase teacher understanding and instructional delivery for developing essay writing and short answer analysis responses to reading of varied genres; implement writing portfolios for every student with periodic portfolio checks. In Grades PK-8: Increase teacher understanding of STAAR rigor in order to improve student overall progress and performance through implementing Testing As A Genre.	2	Elementary and Secondary ELA Curriculum Specialists, Campus Principals, ELA Teachers.				
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Reading Improvement: In Grades K-4; Effectively implement Guided Reading/Literacy Workstations in all classrooms. In Grades K-2: Increase teacher understanding and implementation of Phonics lessons, Word Study 3 and Buddy Study Cycle.	9	Elementary ELA Curriculum Specialist, Campus Principals, ELA Teachers				

State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Reading Improvement: In Grades 5-6: Implement specific reading strategies to improve student reading capacity and increase teacher understanding and instructional delivery of STAAR rigor in reading. Implement Word Study Curriculum and increase 5th grade teacher understanding and implementation of Word Study 3. Devise and implement best practices for student revising and editing of their own writing.	2	Elementary ELA Curriculum Specialist, Campus Principals, ELA Teachers.	◗	◗	◗	◗
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) ELA in Grades 7-8: Implement specific reading strategies to develop balanced literacy and increase student overall progress and performance in every STAAR genre. Improving STAAR Level II and II by increasing teacher understanding of STAAR rigor to improve student overall progress and performance in Level II and III in reading and writing. Increase implementation of short answer response strategies. Develop and implement STAAR revising and editing strategies.	9	Secondary ELA Curriculum Specialist, Campus Principals, ELA Teachers	◗	◗	◗	◗
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) ELA in Grades 9-12: Implement specific reading strategies to increase teacher understanding and instructional delivery of STAAR rigor in reading. Increase implementation of short answer response strategies. Develop and implement STAAR revision and editing strategies. Develop and implement a plan for re-testers to increase percentage meeting Level II and Level III standards on STAAR. Increase teacher understanding of STAAR rigor to improve student overall progress and performance in Level II and III standards in reading and writing.	9	Secondary ELA Curriculum Specialist, Campus Principals, ELA Teachers	◗	◗	◗	◗
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) For Math Grades PK-6: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills. Strengthen rigor of classroom instructional practices such as lesson planning, modeling, questioning, and formal and informal assessments. Effectively implement small group instructions and introduce learning centers as independent review and extension of the lesson. Consistently view application problems in multiple representations i.e.: equation/expression, tables, diagrams/graphs and written/verbal descriptions.	9	Elementary Math Curriculum Specialist, Campus Principals, Math Teachers	◗	◗	◗	◗

State System Safeguard Strategy **Federal System Safeguard Strategy** 7) For Math in Grades 7-8: Purposeful embedding of Process TEKS withing classroom instructional practices to strengthen students' problem solving skills; continued implementation of new TEKS with refinement of their focus as test items are released. Teachers will meet as a learning community weekly (PLCs) to share teaching strategies and activities. Active planning will happen. After Each CBA/Benchmark, teachers will meet to discuss data/create plans to address weaknesses an share strengths (Power PLCs). Review for the STAAR exam will be focused and directed on weaknesses exposed from the benchmark exam. As a department, the primary concentration will be on getting a high quality level of instruction the first time.	8, 9	Secondary Math Curriculum Specialist, Campus Principals, Math Teachers	Some Progress	Considerable	Considerable	Considerable	
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) For Math in Grades 9-12: Algebra 1, Geometry, Algebra 2 and Pre-Calculus-Instructional implementation of new TEKS will be centered around PLC time and training devoted to understanding and teaching the new standards. Focused lessons that incorporate high level of student engagement through continued use of formative assessment, Kagan strategies, collaborative learning and movement. Increase percentage of students meeting Phase 2 Level II and Level III standards on STAAR. Provide purposeful embedding of Process TEKS within classroom instructional practices to strengthen students' problem solving skills. Provide continued training for teachers in using TI-NSPIRE calculator and new textbooks into their lessons and teaching students to use these tools effectively.	8, 9	Secondary Math Curriculum Specialist, Campus Principals, Math Teachers	Some Progress	Considerable	Considerable	Considerable	

✔ = Accomplished ◓ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Reduce the turnover rate of teachers by 5% through First Year Teacher and Navigator Academies, teacher mentoring, competitive compensation plan, staff development and aggressive hiring strategies for highly qualified personnel.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) District will work collaboratively with colleges/universities and educational programs to assist with support for interns assigned to campuses throughout the school year.	4, 5	Exec. Dir. of Human Resources, Campus Administration, Director of Teacher Learning	Considerable	Considerable	Considerable	Accomplished
2) Assist teachers not highly qualified by providing training opportunities, reimbursement for courses or certifications necessary to meet highly-qualified requirements for NCLB in a timely manner.	3	Exec. Dir. for Human Resources, Campus Principals, Director of Teacher Learning	No Progress	Considerable	Considerable	Considerable
3) Provide supplemental recruitment materials and district incentives/stipends to attract the very best candidates for positions	5	Office of Human Resources	Considerable	Considerable	Discontinue	
4) Provide district maintained daycare for employee children, age birth-5 as a recruitment tool to attract and retain highly qualified candidates.	5	Exec. Dir.for Human Resources	Considerable	Considerable	Considerable	Considerable
5) Provide a 'First Year Teacher Academy' induction program conducted by Educational Services Dept. focusing on trainings, classroom support, observations and campus- assigned mentors to assist teachers new to education.	5	Director of Teacher Learning, New Teacher Mentors, Campus Principals.	Considerable	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide staff to reduce class size on campuses that are not meeting 100% highly qualified requirements and to provide highly qualified teachers to students who are at-risk.	9	Superintendent, Exec. Director of Human Resources Campus Principals	Considerable	Considerable	Accomplished	
7) Provide a "Navigator Academy' for ' 2nd year teachers conducted by Educational Services Dept. focusing on trainings, classroom support, observations assist teachers who need additional support during their 2nd year in the classroom.		Director of Teacher Learning,, Campus Principals.	Considerable	Considerable	Considerable	Accomplished
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: Increase the capacity of teacher leadership to facilitate collaboration and implementation of the district's curriculum.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide sustained support for campus assistant/associate principals though meetings, book studies, data and discipline trainings which will support their growth as an instructional leader.	4	Deputy Supt. for Educational Services, Campus Administration	◔	◔	◔	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide focused programs, trainings and instructional materials which support core content-based instruction and provide sustained classroom support with experts in the field who model research based practices most effective in improving instruction for at-risk students.	9, 10	Academic Coaches. Deputy Supt. for Ed. Services, Administrators, Classroom Teachers, Team Leaders/Dept. Chair, Math Curriculum Specialists.	◔	◔	◔	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide professional development opportunities/materials which allows collaboration of teachers and campus administrators to improve their school's culture and instruction	8	Academic Coaches, Deputy Supt. for Ed. Services, Campus Administrators, Classroom Teachers, Team Leaders/Dept. Chair.	◔	◔	◔	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide administrators and staff with high quality, research-based professional development activities supported by instructional materials that address reading and math SE's difficult for at-risk students to understand.	10	Academic Coaches/Instructional Specialists, Campus Administrators Curriculum Specialists.	◔	◔	◔	✓
5) Provide professional development opportunities for administrators to expand and develop their skills as a campus leader.	4	A- Team	◔	◔	◔	✓

6) Provide professional development for district administrators, campus principals and assistant principals and Curriculum Specialists in order to build capacity for successful local, Title , SCE and Special Programs.	4	Deputy Superintendent for Ed. Services, A-Team, Campus Administrators.				
	= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Through the implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect a 5% reduction in each discipline incident category.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain consistent discipline management policies that align with state legislative updates	2	Assistant Supt. for Administration Campus Administration	Considerable	Considerable	Considerable	✓
2) Monitor campus behavior incidents reporting in Skyward/PEIMS for accuracy.		Assistant Supt. for Administration, Campus Principals	No Progress	Considerable	Considerable	✓
3) Campuses will continue to follow district guidelines/state regulations for identifying and investigating allegations of bullying.		Campus Administrators	Considerable	Considerable	Considerable	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: DISD expects to increase the number of professional development opportunities to positively impact student health and well-being.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child sexual abuse and maltreatment.		Campus Administrators, Assistant Superintendent for Administration,	Considerable	Considerable	✓	

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
2) Continue to support character building programs on campuses which promote positive self- esteem and support positive behavior management programs that have been successfully implemented on District campuses.	2	Campus Administrators Classroom Teachers Dir. of Sp. Ed. PALS Counselors Assistant Superintendent	⬤ No Progress	◕ Some Progress	◕ Considerable	◕ Some Progress
3) Implement additional programs of intervention directed at specific \ campus needs through training, materials and follow-through support for campuses staff throughout the year.	4	Campus Administrators Superintendent Classroom Teachers Counselors Dir. of Professional Development	⬤ No Progress	◕ Some Progress	◕ Considerable	✔ Accomplished
4) Provide Emergency Operations Training to all Principals and campus personnel.		Assistant Superintendent for Administration	◕ Considerable	◕ Considerable	✔ Accomplished	
5) Provide safety training to all new or identified returning secondary science teachers,		Secondary Science Curriculum Specialist	✔ Accomplished	✔ Accomplished	✔ Accomplished	✔ Accomplished
6) Provide a coordinated school health curriculum.		SHAC	◕ Considerable	◕ Considerable	✔ Accomplished	
7) Provide opportunities for visiting research-based programs for adjudicated students. Investigate training, support, and programing for improving student math and reading to meet grade level in adjudicated settings.	9	Director of Alternative Programs Classroom Teachers	⬤ No Progress	⬤ No Progress	✖ Discontinue	

✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 3: Meet student attendance rate of 98%, set by the DISD Board of Trustees for the 2015-16 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

1) Compile a list of students by grade level who had excessive absences in 2014-15.	2	Campus Attendance Clerks, Dir. of Students Services and Special Projects, Assistant Superintendent for Administration	(Considerable)	(Considerable)	(Considerable)	✓
2) Continue Parent/Student 'Resolve It' Truancy Prevention Program.	2	Director of Student Services & Special Projects, Resolve It Staff	(No Progress)	(Some Progress)	(Considerable)	(Some Progress)
3) Provide individual campus incentives for students who attend school on a regular basis.	9	Campus Principals	(No Progress)	(Some Progress)	(Considerable)	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide transportation for homeless students to attend them home campus for the school year, working in collaboration with other school districts.		District Homeless Liaison District Transportation director Campus attendance clerks/registrars	(Considerable)	(Considerable)	(Considerable)	✓
✓ = Accomplished (Considerable) = Considerable (Some Progress) = Some Progress (No Progress) = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain appropriate staffing guidelines/follow district compensation plan.	2	Superintendent District Cabinet Members	No Progress	Considerable	Considerable	Considerable
2) Provide annual training, either on site or as a group for campus office staff/bookkeeper and any administrator handling district, state or federal budgets on management procedures/policies.	4	Exec. Director of Business Operations, Exec. Director of Payroll	Accomplished	Accomplished	Accomplished	Accomplished
3) Provide on-going beginning and end of year inventories of district/campus assets.	2	Exec.Director of Business Operations	No Progress	Some Progress	Some Progress	Accomplished
4) District Energy Management Program to provide and monitor procedures in place to promote energy conservation district-wide while educating students and faculty.	2	Director of Energy Management	Some Progress	Considerable	Considerable	Accomplished
5) The District site-based decision-making committee, the Educational Improvement Committee (EIC) will assist in the development/approval of the DIP and the District Parent Involvement Plan.	8	Superintendent, Deputy Supt. for Ed. Services, Director of Federal Programs	Some Progress	No Progress	No Progress	Accomplished
6) Provide opportunities for principals and lead teachers of existing and soon-to be open schools to receive support in operating a schoolwide Title I campus.	8	School Principal	No Progress	Some Progress	Considerable	Accomplished
7) Provide AVID training for required members of new middle school opening in August.		Principal	No Progress	Some Progress	Some Progress	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Distribution of local and state funding equally among campuses first followed by supplemental federal funds and coordination of services to students on those campuses not meeting state and federal academic standards..	9, 10	Executive Director for Business Operations, Directors of Special, Federal and Career and Technology Programs.	Considerable	Some Progress	Some Progress	Accomplished
			✓ = Accomplished	= Considerable = Some Progress	= No Progress	✗ = Discontinue

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Ensure that all learners have equitable capacity, infrastructure, staffing, hardware and software to support effective and efficient operations.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure technology is approximately used by staff and students to collect data to drive individualized instruction in the classroom.	9	Campus Administrators Curriculum Specialists PLC teams				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Purchase supplemental technology/programs/ equipment that will assist at-risk students in mastering current curriculum needed for meeting and exceeding state standards.	9	Superintendent, Deputy Superintendent for Ed. Services, Exec. Dir. for Technology,				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Maximize use of programs currently used in district though trainings at the campus level with monitoring of program usage reports.	9	Exec. Director of Technology, Campus Principals				
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide on-site campus support with instructional technology specialist on how to maximize and enhance learning by integrating effective instructional technology wth data driven. solid classroom instruction.	9	Campus Administrators, Curriculum Specialists,			✔	
5) Continue to provide technology trainings for the wide-range of learners	9	Director. of Technology, Campus Administrators, Curriculum Specialists.				✔
6) Continue to provide technology resources for campuses, based on adopted standards for life cycle hardware replacements and to support ever-changing technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	9	Exec. Director of Technology				✔

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Through community and family partnerships, DISD expects an 5% increase in access and opportunity for family/community participation in the educational process for 2015-16.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide high quality and timely customer service addressing community and parental questions/concerns at the campus and district level.	6	Assistant Superintendent for Administration, Campus Administration.				✔
2) Analyze survey data to identify areas of satisfaction/dissatisfaction for all stakeholders-encouraging parents/community to feel valued	6	A-Team, Director of Communications				✔
3) Seek parent, teacher, community and business input/involvement in decision-making regarding review and approval of campus and district improvement plans	2	EIC and CICs Campus and District Administrators				✔
4) Provide parents with timely information regarding the district, campus and their child's assessment results, access to district curriculum, and opportunities to participate in various campus and district activities.	6	Campus Administrators, Director of Assessment, Teachers, Director of Federal Programs/ELL,				✔
5) Provide planned opportunities for parents of potential PK students new to school as well as students transitioning from one campus to another and high school juniors or seniors as they prepare to transition to college or careers to tour campuses, visit with personnel, pre-register, and attend parent meetings conducted at campuses in order to provide a smooth transtion from home to school, school to school, or school to college or career.	7	All Campus Administrators, All Campus Counselors.				✔
6) Communicate calendars and required local, state and federal (including required Title I information) via of meetings, social media and/or print in a format parents and community can understand.	6	Campus Administration, Director Of Communications.				✔

Strategy		Responsible	Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Provide supplies/materials, snacks, transportation, childcare for parent meetings, trainings and instructional activity nights to increase parental involvement.	6	Campus Administrators Director Federal Programs/ELL	Considerable	Considerable	Considerable	Accomplished
8) Provide district homeless liaison (Social Worker), to identify and assist at-risk homeless students and their families in accessing resources necessary to be successful in school and access outside resources to assist with day to day health and safety needs	9	District Social Worker, Campus Counselors.	Considerable	Considerable	Considerable	Accomplished
9) Collaborate with Christus Foundation for Healthcare Hospital services to house (at DHS) their free health clinic to provide general health services to our district students, their families and community members.	6	Methodist St. John Hospital Campus Administrators DHS Principal	Considerable	Considerable	Accomplished	
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Provide facility for ESL literacy training for parents of bilingual/ ESL students in collaboration with College of the Mainland.	6	College of the Mainland	No Progress	No Progress	Discontinue	
11) Collaborate, review, update and approve and the District's Parent Involvement Plan , DIP, annually.	6	Director of Federal Programs	Considerable	Considerable	Some Progress	Accomplished
12) Recruit through invitations distributed to businesses, apartment complexes, parent letters, and website of PK recruitment activities not limited to Open Houses, campus tours, opportunities to pre-register for potential PK students and their families.	7	Elementary Campus Administrators	No Progress	No Progress	Considerable	Accomplished
13) Provide campus transition meetings for students and families with administrators and counselors in order to help families understand boundary changes that could affect their child's campus of attendance for 2019-17 as DISD prepares to open two new schools in August 2016.	7	Campus Principals, Superintendent	No Progress	No Progress	Considerable	Accomplished
14) Provide parent conferences in order for teachers to meet and communicate with their student's family to promote clear understanding of their child's current reading and math levels and expected growth for the child by the end of the 2015-16 school year.	6	DISD teachers	Considerable	Considerable	Considerable	Accomplished

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue

Dickinson Independent School District

Dickinson High School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The mission of Dickinson High School is to empower our students with the skills and knowledge to become accomplished, self-directed, and collaborative citizens who contribute excellence to our complex and ever-changing world.

Vision

Dickinson High School will foster a collaborative atmosphere that promotes personalization, expects excellence from all stakeholders, and provides unlimited opportunities for all students to achieve success in 21st century learning and career endeavors.

Value Statement

We believe that...

A Supreme Being exists and that everyone has the right to make religious and/or spiritual choices,

Every person has purpose, worth, and dignity,

Individual potential is unlimited,

Family dynamics has a profound influence on who we become,

Connecting with others is essential to a quality life,

Learning is instinctive, lifelong and unique to each individual,

Diversity adds to the quality of one's life,

Physical and emotional safety are critical to an effective learning environment,

Communication is pervasive, ever-present, and multidimensional,

Change is natural and continuous,

Every person is responsible and accountable in all aspects of life for the choices he or she makes.

Table of Contents

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: Increase STAAR Algebra I EOC performance from 78% to 85% in the White student group; from 62% to 85% in the AA student group; from 35% to 60% in SPED; from 42% to 60% in LEP group; and from 79% to 85% in the Hispanic student group. All subgroups meet State and Federal Systems Safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Design comprehensive remediation and enrichment program for Algebra I EOC 1st time testers based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head Alg I Teachers/Team	🟠	🟠	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Design comprehensive remediation and enrichment program for Algebra I EOC Retesters based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head Alg I Teachers/Team	🟠	🟠	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide Alg I instruction/enrichment to students assigned to detention and ISS using Edgenuity.	9	Administration Department Head ISS Teacher Algebra 1 Teachers	🟠	🟠	🟠	🟠
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Design strategic reteach/retest opportunities each three weeks for all Algebra I students through careful analysis of assessment data.	9	Administration Department Head Alg I Teachers/Team	🟠	🟠	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Implement comprehensive tutorial program during SMART Lunch for struggling students, to complete make-up work and to provide retesting opportunities for all students who are failing Algebra I each three week marking period.	2, 9	Administration Department Head Alg I Teachers/Team SMART Lunch Coordinator	🟠	🟠	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Increase tutorial opportunities for students through implementation of SMART Lunch and schedule design.	9	Administration Department Head Algebra I Team/Team Leader	🟠	🟠	✔	✔

State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Increase levels of support for SPEd and LEP students in mathematics classes through the addition of personnel, sheltered classroom instruction, and implementation of research based instructional strategies.	9, 10	Administration Department Chairs	◕ (Considerable)	◕ (Considerable)	✔ (Accomplished)	✔ (Accomplished)
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Provide opportunities for administrators, counselors, mathematics, and CTE teachers to attend training and various conferences such as AVID, ASCD, Lead4Ward, NCTM, etc. to ensure that research-based, high-yield instructional strategies are implemented in the classroom and to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4, 10	Campus and district administrators, CTE director	◔ (Some Progress)	◔ (Some Progress)	✔ (Accomplished)	✔ (Accomplished)
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Provide opportunities for CTE and mathematics teachers to attend professional development and lesson planning activities to facilitate collaboration with a focus on rigor/relevance and the application of mathematics concepts within CTE courses and to improve student achievement in mathematics.	4, 10	Campus and district administrators, CTE director	◔ (Some Progress)	◔ (Some Progress)	✔ (Accomplished)	✔ (Accomplished)
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Provide extended learning time for all incoming ninth grade students who have not demonstrated proficiency in Algebra Readiness skills as demonstrated on the Grade 8 STAAR Mathematics test by scheduling students into the extended Algebra I (AG Mathematics) class.	7, 9	Principal, lead counselor, mathematics curriculum specialist	✔ (Accomplished)	✔ (Accomplished)	✔ (Accomplished)	✔ (Accomplished)
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Implement the Sustained Silent Reading initiative, Gotta Keep Reading, in all fourth period mathematics classes to ensure that all students are reading 15 minutes four times a week for a total of 60 minutes of ludic reading each week.	2, 9	Classroom teachers, campus administrators	◕ (Considerable)	◕ (Considerable)	✔ (Accomplished)	✔ (Accomplished)
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: Increase STAAR English I EOC performance from 61% to 85% in the White student group; from 41% to 85% in the AA student group; from 13% to 60% in ELL group; from 22% to 60% in SPED group; from 49% to 85% in the Hispanic student group. All subgroups meet State and Federal Systems Safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Design comprehensive remediation and enrichment program for English I EOC first time testers based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head English I Teachers/Team	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Design comprehensive remediation and enrichment program for English I EOC Retesters based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head English I Teachers/Team	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Implement "Writing To Learn" as part of a Common Instructional Framework.	2	Principal Administration AVID Site Team Department Heads Team Leaders English I teachers	◔	◔	◔	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Implement "Literacy Groups" as part of a Common Instructional Framework.	2	Principal Administration AVID site team Department Heads Team Leaders English I teachers	◔	◔	◔	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Ensure all English teachers are trained in ABYDOS, a research-based best practice methodology, for writing/grammar instruction.	2, 4, 5	Curriculum Specialist Administration Department Head	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Ensure all English teachers are trained in ABYDOS, a research-based best practice methodolgy, for reading instruction.	4	Curriculum Specialist Administration Department Head	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Provide English I instruction/enrichment to students assigned to detention and ISS through Edgenuity.	9	Administration Department Head ISS Teacher	◔	◔	◔	◔

Strategy		Staff Responsible				
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Design strategic reteach/retest opportunities each three weeks for all English I students through careful analysis of assessment data.	9	Administration Department Head English I Teachers/Team	Some Progress	Some Progress	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Implement comprehensive tutorial program during SMART Lunch for struggling students to make-up work and retest for all students who are failing English I each three week marking period.	2, 9	Administration Department Head English I Teachers/Team SMART Lunch Coordinator	Some Progress	Some Progress	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Increase tutorial opportunities for student through implementation of SMART Lunch and schedule design.	9	Administration Department Head English I Team/Team Leader	Some Progress	Some Progress	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Increase levels of support for SPEd and LEP students in English I classes through the addition of personnel, sheltered classroom instruction, and implementation of instructional strategies for all classes.	4, 10	Administration Department Chairs	Some Progress	Some Progress	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 12) Administrators and teachers attend training to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4	Campus and district administrators	Some Progress	Some Progress	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 13) Contract with a Reading Specialist to provide Professional Development and coaching for English I teachers in the delivery of effective instructional strategies to address the needs of At-Risk learners who struggle in reading.	4	Campus and district administrators	Some Progress	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 14) Provide professional development time and substitutes to allow English I teachers to calibrate, score, and analyze student essays in a timely manner in preparation for the EOC exam	4	Campus administrators, District Curriculum specialist	Some Progress	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 15) Provide opportunities for administrators, counselors, English I Language Arts, and CTE teachers to attend training and various conferences such as AVID, ASCD, Lead4Ward, NCTE, ABYDOS, etc. to ensure that research-based, high-yield instructional strategies are implemented in the classroom and to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4	Campus and district administrators, CTE director	Some Progress	Some Progress	✔	✔

Strategy		Person(s) Responsible	Q1	Q2	Q3	Q4
State System Safeguard Strategy **Federal System Safeguard Strategy** 16) Provide opportunities for CTE and English I Language Arts teachers to work together and to attend professional development/ lesson planning activities to facilitate collaboration with a focus on rigor/relevance and the application of literacy (reading/writing) skills in CTE courses and to improve student achievement as reflected on the STAAR EOC English I assessment.	4	Campus and district administrators, CTE director	Some Progress	Some Progress	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 17) Provide a reading class taught by a highly trained master reading teacher for all incoming Grade 9 students who were unable to demonstrate proficiency on the 8th Grade STAAR Reading assessment.	9	Principal, Lead Counselor	Accomplished	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 18) Provide extensive on-going training to the reading teacher including Neuhaus dyslexia training to ensure that research based, high-yield instructional strategies are implemented for struggling readers.	4	Principal	Accomplished	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 19) Implement a reading program in all English I classes to ensure that students are reading 5-10 minutes a day in English classes. Provide a reading log for students to track their progress and to hold them accountable for improvement in reading skills.	2	English I teachers, English department chairperson, administrators	Accomplished	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 20) Implement the Sustained Silent Reading initiative, Gotta Keep Reading, all 4th period English I classes to ensure that students are engaging in ludic reading at least 15 minutes four times a week for a total of 60 minutes each week.	2	All classroom teachers, administrators	Accomplished	Accomplished	Accomplished	Accomplished
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Increase STAAR EOC English II performance from 68% to 85% in the White student group; from 55% to 85% in the AA student group; from 7% to 60% in ELL; from 21% to 60% in SPED group; from 57% to 85% in the Hispanic student group. All subgroups meet State and Federal Systems Safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Design comprehensive remediation and enrichment program for English II EOC first time testers based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head English II Teachers/Team	◑	◑	✔	✔
State System Safeguard Strategy 2) Design comprehensive remediation and enrichment program for English II EOC Retesters based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head English II Teachers/Team	◑	◑	✔	✔
State System Safeguard Strategy 3) Implement "Writing To Learn" as part of a Common Instructional Framework.	2	Principal Administration Department Heads Team Leaders English II Teachers	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Implement "Literacy Groups" as part of a Common Instructional Framework.	2	Principal Administration Department Heads Team Leaders English II teachers	◑	◑	✔	✔
State System Safeguard Strategy 5) Ensure all English teachers are trained in ABYDOS, a research based best practice methodology, for writing/grammar instruction.	4	Curriculum Specialist Administration Department Head	◑	◑	✔	✔
State System Safeguard Strategy 6) Ensure all English teachers are trained in ABYDOS, a research based best practice methodology, for Reading Instruction.	4	Curriculum Specialist Administration Department Head	◑	◑	✔	✔
State System Safeguard Strategy 7) Provide English II instruction/enrichment to students assigned to detention and ISS through Edgenuity.	9	Administration Department Head ISS Teacher	◔	◔	◑	◑
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Design strategic reteach/retest opportunities each three weeks for all English II students through careful analysis of assessment data.	9	Administration Department Head English II Teachers/Team	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Implement comprehensive tutorial program during SMART Lunch for struggling English II students who need to complete make-up work and/or retest each three week marking period.	2, 8	Administration Department Head English II Teachers/Team SMART Lunch Coordinator	◑	◑	✔	✔

State System Safeguard Strategy 10) Increase tutorial opportunities for students through implementation of SMART Lunch and schedule design.	8	Administration Department Head English II Team/Team Leader	◔	◔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Increase levels of support for SPEd and LEP students and identified at-risk students in English II classes through the addition of personnel, sheltered classroom instruction, and implementation of instructional strategies for all classes.	9, 10	Administration Department Chairs	◔	◔	✔	✔
State System Safeguard Strategy 12) Administrators and teachers attend training to ensure that rigor and relevance are addressed in lesson planning and lesson delivery	4	Campus and district administrators	◔	◔	◑	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 13) Contract with a Reading/Writing Specialist to provide Professional Development and coaching for English II teachers in the delivery of effective instructional strategies to address the learning needs of At-Risk learners who struggle in reading.	4	Campus and district administrators	✔	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 14) Provide professional development time and substitutes to allow English II teachers to calibrate, score, and analyze student essays in a timely manner in preparation for the EOC exam	4	Campus administrators, District Specialist	◔	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 15) Provide opportunities for administrators, counselors, English II Language Arts, and CTE teachers to attend training and various conferences such as AVID, ASCD, Lead4Ward, NCTE, ABYDOS, etc. to ensure that research-based, high-yield instructional strategies are implemented in the classroom and to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4, 10	Campus and district administrators, CTE director	◔	◑	◑	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 16) Provide opportunities for CTE and English II Language Arts teachers to work together and to attend professional development/ lesson planning activities to facilitate collaboration with a focus on rigor/relevance and the application of literacy (reading/writing) skills in CTE courses and to improve student achievement as reflected on the STAAR EOC English I assessment.	4	Campus and district administrators, CTE director	◔	◑	◑	✔

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 4 17) Implement a reading program in all English II classes to ensure that students are reading 5-10 minutes a day in English classes. Provide a reading log for students to track their progress and to hold them accountable for improvement in reading skills.	2	English II teachers, administrators	✔	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 4 18) Implement the Sustained Silent Reading initiative, Gotta Keep Reading, all 4th period English II classes to ensure that students are engaging in ludic reading at least 15 minutes four times a week for a total of 60 minutes each week.	2	English II teachers, administrators	✔	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 19) Create an English III-IV STAAR EOC class speciallydesigned for junior and senior level students who have failed to demonstrate proficiency on the English I and/or the English II STAAR EOC test. The class will specifically address the writing components tested on the English I and the English II STAAR EOC assessments.	9	Principal, lead counselor, department chairperson, curriculum specialist	✔	✔	✔	✔

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: Increase STAAR EOC Biology performance from 93% to 98% in the White student group; from 87% to 98% in the AA student group; from 64% to 80% in ELL; from 61% to 80% in SPED; from 92% to 98% in the Hispanic student group. All subgroups meet State and Federal Systems Safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

Strategy		Resources Needed	Status 1	Status 2	Status 3	Status 4
State System Safeguard Strategy 1) Design comprehensive remediation and enrichment program for Biology I EOC first time testers based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head Biology I Teachers/Team	(pie)	(pie)	✔	✔
State System Safeguard Strategy 2) Design comprehensive remediation and enrichment program for Biology I EOC Retesters based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head Biology Teachers/Team	(pie)	(pie)	✔	✔
State System Safeguard Strategy 3) Provide Biology I instruction/enrichment to students assigned to detention and ISS through Edgenuity	9	Administration Department Head ISS Teacher	(pie)	(pie)	(pie)	(pie)
State System Safeguard Strategy 4) Design strategic reteach/retest opportunities each three weeks for all Biology I students through careful analysis of assessment data.	9	Administration Department Head Biology I Teachers/Team	(pie)	(pie)	✔	✔
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 5) Implement comprehensive tutorials during SMART Lunch for struggling biology students to make-up work and/or retest each three week marking period.	9	Administration Department Head Biology I Teachers/Team SMART Lunch Coordinator	(pie)	(pie)	✔	✔
State System Safeguard Strategy 6) Increase tutorial opportunities for student through implementation of SMART Lunch and schedule design.	9	Administration Department Head Biology Team/Team Leader	(pie)	(pie)	✔	✔
State System Safeguard Strategy 7) Increase levels of support for SPEd and LEP students in Biology classes through the addition of personnel, sheltered classroom instruction, and implementation of instructional strategies for all classes.	3	Administration Department Chairs	(pie)	(pie)	✔	✔
State System Safeguard Strategy 8) Administrators and teachers attend training to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4	Campus and district administrators	(pie)	(pie)	✔	✔
State System Safeguard Strategy 9) Provide opportunities for administrators, counselors, Biology/Science, and CTE teachers to attend training and various conferences such as AVID, ASCD, Lead4Ward, NCTS, etc. to ensure that research-based, high-yield instructional strategies are implemented in the classroom and to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4	Campus and district administrators, CTE director	(pie)	(pie)	✔	✔

Strategy Description		Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 10) Provide opportunities for CTE and Biology/Science teachers to work together and to attend professional development/ lesson planning activities to facilitate collaboration with a focus on rigor/relevance and the application of science concepts in CTE courses and to improve student achievement as reflected on the STAAR EOC Biology assessment.	4	Campus and district administrators, CTE director	Some Progress	Some Progress	Some Progress	Some Progress
State System Safeguard Strategy 11) Implement the Sustained Silent Reading initiative, Gotta Keep Reading, all 4th period Biology/Science classes to ensure that students are engaging in ludic reading at least 15 minutes four times a week for a total of 60 minutes each week.	2	Biology/Science teachers, administrators	Some Progress	Some Progress	✓ Accomplished	✓ Accomplished

✓ = Accomplished   (orange ¾) = Considerable   (orange ¼) = Some Progress   (gray) = No Progress   ✗ = Discontinue

---

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: Increase STAAR U.S. History EOC performance from 97% to 98% in the White student group; from 86% to 98% in the African American student group; from 94% to 98% in the Hispanic student group; from 71% to 80% in the ELL group; and from 72% to 80% in SPED group. All subgroups meet State and Federal Systems Safeguards

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Design comprehensive remediation and enrichment program for US History EOC first time testers based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head US History Teachers/Team	Some Progress	Some Progress	✓ Accomplished	✓ Accomplished
State System Safeguard Strategy 2) Design comprehensive remediation and enrichment program for US History EOC Retesters based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration Department Head US History Teachers/Team	Some Progress	Some Progress	✓ Accomplished	✓ Accomplished
State System Safeguard Strategy 3) Provide US History instruction/enrichment to students assigned to detention and ISS through Edgenuity.	9	Administration Department Head ISS Teacher	Some Progress	Some Progress	Some Progress	Some Progress
State System Safeguard Strategy 4) Design strategic reteach/retest opportunities each three weeks for all US History students through careful analysis of assessment data.	9	Administration Department Head US History Teachers/Team	Some Progress	Considerable	✓ Accomplished	✓ Accomplished

Strategy		Responsible	Q1	Q2	Q3	Q4
State System Safeguard Strategy 5) Implement comprehensive tutorial program during SMART Lunch for struggling US History students to make-up work and/or retest each three week marking period.	2, 9	Administration Department Head US History Teachers/Team SMART Lunch Coordinator	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy 6) Increase tutorial opportunities for student through implementation of SMART Lunch and schedule design.	2, 9	Administration Department Head US History Team/Team Leader	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy 7) Increase levels of support for SPEd and LEP students in US History/social studies classes through the addition of personnel, sheltered classroom instruction, and implementation of instructional strategies for all classes.	3	Administration Department Chairs	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy 8) Administrators and teachers attend training to ensure that rigor and relevance are addressed during lesson planning and lesson delivery.	4	Campus and district administrators	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy 9) Provide opportunities for CTE and US History/Social Studies teachers to work together and to attend professional development/ lesson planning activities to facilitate collaboration with a focus on rigor/relevance and the application of science concepts in CTE courses and to improve student achievement as reflected on the STAAR EOC Biology assessment.	4	Campus and district administrators, CTE director	Considerable	Considerable	Some Progress	Accomplished
State System Safeguard Strategy 10) Provide opportunities for CTE and US History/Social Studies teachers to work together and to attend professional development/ lesson planning activities to facilitate collaboration with a focus on rigor/relevance and the application of social studies concepts in CTE courses and to improve student achievement as reflected on the STAAR EOC US History assessment.	4	Campus and district administrators, CTE director	Considerable	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Implement the Sustained Silent Reading initiative, Gotta Keep Reading, all 4th period US History/Social Studies classes to ensure that students are engaging in ludic reading at least 15 minutes four times a week for a total of 60 minutes each week.	2	US History/social studies teachers, administrators	Considerable	Considerable	Accomplished	Accomplished

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 6: Increase 2015 STAAR Level III performance for all tests by 20% in all student groups.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Design comprehensive enrichment program for all EOC first time testers based on Benchmark, CBA and EOC data for all students and subpopulations.	9	Administration EOC Department Head EOC Teachers/Team	◔	◔	◔	◔
State System Safeguard Strategy 2) Revise curriculum and assessments in EOC courses to ensure alignment to Recommended Level II and Level III EOC standards.	8	Curriculum Specialists Department Heads EOC Teams/Teachers	◔	◔	✔	✔
State System Safeguard Strategy 3) Revise instruction/lesson plans to ensure alignment to TEKS with careful attention to student performance objectives.	9	Curriculum Specialist Administration Department Heads EOC Teams/Teachers	◔	◔	◔	◔
State System Safeguard Strategy 4) Core teachers, administrators, counselors, and CTE teachers attend Laying the Foundation, College Board Training, AVID conferences, SAT/ACT preparation courses, and other staff development opportunities that focus on increasing rigor in all classes.	4, 9	Campus and district administrators, CTE director	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Provide staff development on high-level questioning strategies, Blooms II Taxonomy, and Framing the Lesson to ensure high level, critical thinking instruction.	4	Administrators	◔	◔	◔	◔
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 7: Increase participation and qualifying scores in the Advanced Placement program by 20% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Create an AP Academy/Bridge Course in the summer to prepare students for success in AP courses and/or to help qualify students for participation.		Administration AVID Site Director AVID Teachers PreAP/AP Teachers	No Progress	No Progress	No Progress	No Progress
2) Implement Vertical Teaming for all AP Subjects, including junior high teachers to increase curriculum/instruction/skills alignment.		Curriculum Specialists PAP/AP Teachers	Some Progress	Some Progress	Some Progress	Some Progress
3) Review/Revise all AP Syllabi to include carefully articulated learning outcomes/expectations for all AP subjects.		Curriculum Specialists Department Heads AP Teachers	Some Progress	Some Progress	Some Progress	Some Progress
4) Design comprehensive remediation and enrichment program for all AP testers/courses based on Benchmark, CBA and AP data.		Administration Department Head AP Teachers/Team	Some Progress	Some Progress	Accomplished	Accomplished
5) Design strategic reteach/retest opportunities each three weeks for all AP courses careful analysis of assessment data.		Administration Department Head AP Teachers/Team	Some Progress	Some Progress	Considerable	Some Progress
6) Increase tutorial opportunities for students through implementation of SMART Lunch and schedule design.	9	Administration Department Head AP Teachers	Considerable	Considerable	Accomplished	Accomplished
7) Implement AVID strategies in AP courses	9	Administration AVID Site Team AP Teachers	Some Progress	Considerable	Some Progress	Accomplished
8) Offer additional AP course offerings		Administration AP Teachers AP Coordinator	No Progress	Some Progress	Some Progress	Accomplished
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 8: Increase number of pages read in the "Gotta Keep Reading" Initiative by 20%

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Revise norms and set expectations for 100% participation in Gotta Keep Reading Program every day.	2	Principal Administration Department Heads Teachers Students	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Increase the classroom library for each teacher.	2, 9	Principal Department Heads Librarian	Some Progress	Some Progress	Some Progress	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Increase the number of contests, incentives, and recognitions for students' and teachers' reading accomplishments	2	Librarian Teachers	Some Progress	Some Progress	Some Progress	Considerable

✔ = Accomplished ◖ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 9: Increase number of College Ready graduating seniors and promote College-Readiness culture through an effective school-wide AVID program.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Provide TSI assessments in spring to identify juniors needing College Readiness courses	9	Administration ELA/Math Curriculum Specialists ELA/Math Department Heads ELA/Math Teachers Counselors	No Progress	No Progress	Considerable	Accomplished
State System Safeguard Strategy 2) Provide College Readiness ELA/Math courses for seniors who did not meet TSI score requirements	9	Administration ELA/Math Curriculum Specialists ELA/Math Department Heads ELA/Math Teachers Counselors	Accomplished	Accomplished	Accomplished	Accomplished

Strategy Description		Staff Responsible				
3) Promote College Admissions through ongoing education of college admissions process, financial aid and scholarships for all students and parents	6	Administration Lead Counselor College & Career Center Coordinator AVID Site Team	◕	◕	◕	✔
State System Safeguard Strategy 4) Promote college readiness and college success for all students through AVID program and school wide implementation from trained staff and administrators.	2	Administration AVID Administration/Coordinator	◔	◕	◕	✔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 10: Implement school-wide common instructional strategies such as WICOR and Sheltered Plus in every classroom every day so that quality instruction is provided for all DHS students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide increased support for students in all IS courses with additional personnel and master schedule decisions.	9, 10	Administration Lead Counselor Special Programs Staff	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide training for all teachers in the Sheltered Plus model of instruction and monitor implementation through regular walkthroughs and feedback.	4	Administration Department Chairs and Team Leads	◔	◔	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide training for all teachers in the WICOR model of instruction and monitor through regular walkthroughs and feedback.	4	Administration Department Chairs and Team Leads	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide opportunity for Sheltered Plus and WICOR implementation review, modeling and feedback at every faculty meeting and department meeting throughout the year.	3, 4	Administration Department Chairs ESL Teachers AVID Site Team	◕	◕	◕	✔

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Create a walkthrough observation form that provides quality feedback to teachers and measures the level of implementation of WICOR and Sheltered Plus strategies in the classroom.		Administration	⬤ No Progress	◕ Considerable	✔ Accomplished	✔ Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Promote college readiness and college success for all students through AVID program and school wide implementation.	2	Administration AVID Administration/Coordinator	◕ Considerable	◕ Considerable	◕ Considerable	◕ Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Provide opportunities accelerated instruction for Credit Recovery and EOC re-testers prior to July retest.	9, 10	Administrative Staff Principal	◕ Considerable	◕ Considerable	◕ Considerable	✔ Accomplished
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 11: Increase the number and variety of Career and Technology Education course offerings to ensure that students graduate with an Endorsement and are college and career ready.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Create a Strategic Planning Committee charged with responding to the findings of the CTE program evaluation.	2	CTE Director	◔ Some Progress	◕ Considerable	✔ Accomplished	✔ Accomplished
2) Use the evaluation of the CTE program conducted during the 2014-2015 school year to make decisions regarding the addition/deletion/revision of CTE programs at DHS.	2	CTE Director CTE Consultant Principal Deputy Superintendent	◕ Considerable	✔ Accomplished	✔ Accomplished	✔ Accomplished
3) Increase student enrollment in Career and Technology Education courses.	2	CTE Director Principal Counselors	◕ Considerable	◕ Considerable	✔ Accomplished	✔ Accomplished
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 12: Provide teachers with high quality training to effectively meet the learning needs of our most academically fragile students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide training for all DHS teachers in the following areas: effective reading/writing instruction, effective student support for ludic reading, effective instruction in academic vocabulary, bell to bell instruction, effective classroom management, ensuring rigorous instruction through high level questioning, understanding and the implementation of Blooms II in planning and delivery of instruction, differentiation strategies for special populations, and the effective implementation of the ELPS across all content areas.	3, 9	Administrators Curriculum Specialists Department Chairpersons Lead Teachers	(Some Progress)	(Considerable)	✔	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 13: Contract with a reading specialists and/or consultant(s) to deliver high quality staff, focused development for DHS teachers in the area(s) of effective reading/writing instruction, differentiation for special populations, and successful implementation of the ELPS in quality instruction.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide training for all DHS teachers in the areas(s) of effective reading/writing instruction and the successful integration of the ELPS in quality instruction.	4, 9	Administrators Department Chairpersons	(Some Progress)	✔	✔	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 14: Provide teachers with high quality training to effectively meet the learning and social needs of the economically disadvantaged student.

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 15: Utilize Reading and Math STAR to monitor student progress in Reading and Algebra I.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide training to the Reading and Algebra I teachers in the effective use of the STAR diagnostic and prescriptive tools.		Administrators				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 16: Develop an internal system to monitor the entry/withdrawal data for students identified as LEP to ensure that all program options are explored to encourage high school graduation.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop internal systems to ensure accurate and timely contact information for students entering/withdrawing from DHS.		School counselors School administrators Registrar Attendance Clerk				

2) Create a packet of forms to be completed at entry/withdrawal by the parent/guardian, the school registrar, and the grade level counselor to ensure: (1) that all information regarding newly enrolled students is available, (2) that all students withdrawing from DHS are monitored for reentry into school, (3) students are scheduled correctly, (4) and that students are monitored by the appropriate DHS staff.	6	Administrators Counselors Registrar ESL Teachers Special Education ARD Facilitators	◑	✔	✔	✔

✔ = Accomplished　◑ = Considerable　◔ = Some Progress　○ = No Progress　✖ = Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 17: Provide support and access to resources for emotionally fragile students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide access to school counselors, referrals to outside agencies, and support through the Communities in Schools campus liaisons.		Administrators Counselors	◑	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide training to teachers in the use of effective classroom management to address the needs of the emotionally fragile student.	9	Administrators Counselors	◑	◑	◑	◑
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide student mentors through the GATOR Trust program to provide peer support and encouragement.	9	CIS Liaisons Counselors	◑	◑	◑	◑

✔ = Accomplished　◑ = Considerable　◔ = Some Progress　○ = No Progress　✖ = Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 18: Provide instruction in conflict resolution and effective character traits to reduce inappropriate student behaviors including physical aggression, sexual harassment, bullying, dating violence, and drug/alcohol use.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the 30 minute NaviGATOR time once a week where carefully selected lessons are provided to address a number of student behaviors including, but not limited to, physical aggression, bullying, dating violence, sexual harassment, and tobacco/drug/alcohol use.		Counselors Administrators NaviGATOR teachers	✔	✔	✔	✔
2) Provide guest speakers and special presentations to encourage positive and productive decision-making and focused, long-term college/career planning.		Administrators Counselors	◔	◔	◔	◔
3) Conduct parent meetings to provide parents with resources and information regarding the dangers of cyber bullying, dating violence, sexual harassment, and teenage tobacco/drug/alcohol use.	6	Counselors CIS Liaisons Administrators School Nurse	◔	◔	✔	✔
✔ = Accomplished ◔ = Considerable ◯ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 19: Provide support to Economically Disadvantaged students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide training for all teachers in the culture of poverty and how educators can help reduce its adverse affects on student achievement.	2	Administrators Counselors Teachers	◔	◔	✔	✔
✔ = Accomplished ◔ = Considerable ◯ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 20: Ensure that our ESL, Special Education, African American, and Hispanic students meet or exceed the academic performance standards as reflected in the state and federal systems safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Distribute lists of students receiving ESL support ensuring that all classroom teachers are aware of who their ESL students are so that they can monitor their academic performance in the classroom.	8, 9	ESL Teachers Administrators	✔	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Ensure that all DHS teachers are trained in effective teaching strategies to meet the academic needs of our ESL, Special Education, African American, and Hispanic students.	2	Campus Administrators	◔	◔	✔	✔
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue						

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Develop a set of standard questions and an interview rubric for scoring responses to be used by all DHS committees to interview teacher applicants.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Revise existing interviewing rubric to include articulated standards of evaluation for all teaching and paraprofessional staff.	3, 5	HR Director Campus Administrators Department Heads	(Considerable)	(Considerable)	✔	✔
2) Revise existing interviewing questions to ensure all standards for evaluation are measured through the interview process.	3	HR Director Department Heads Administrators	(Considerable)	(Considerable)	✔	✔
3) Revise existing interviewing process to include appropriate skills tests for all clerical candidates.	3, 5	HR Director Administrators Department heads	(Considerable)	✔	✔	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: Provide the local publications in the Greater Galveston Co. and Clear Lake Area with no fewer than two (2) student achievement or campus success articles each month to showcase the strengths of Dickinson High School.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Appoint staff to oversee the Public Relations of Dickinson High School and establish expectations for press releases, securing print space, and networking with local news/publication agencies.		Principal Director of Communications Journalism/Broadcast Teachers	(Some Progress)	(Considerable)	✔	✔

Strategy Description	Staff Responsible				
2) Establish process for generating story ideas, campus news, and writing of press releases.	Principal Director of Communications Journalism/Broadcast Teachers	🟠	🟠	✔	✔

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 3: Develop comprehensive Mentor Program on campus to include professional development, classroom observations, and regular meetings for both new teachers and mentors

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Assign a master teacher as a mentor to each teacher who is new to teaching and a teacher "buddy" to each teacher who is new to the district/campus.	5	Principal Administration Department Heads Mentor Teachers/New Teachers	✔	✔	✔	✔
2) Provide structured observation/feedback opportunities for mentors/new teachers at least (3) times per year.	5	Administration Department Heads Mentor Teachers	🟠	🟠	✔	✔
3) Facilitate monthly/regular new teacher/mentor meetings after school to provide support and ensure continued success of all new teachers.	5	Administration Department Heads Mentor Teachers	🟠	✔	✔	✔

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 4: Provide all campus staff with a minimum of two (2) professional development opportunities each school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage enrollment for teachers and staff in upcoming Professional Development opportunities through careful communication and ensure all understand the process for registration.	4	Campus and district administrators, Director of Curriculum Services, CTE director, department chairpersons	◕	◕	✔	✔
2) Embed Professional Development opportunities into Faculty Meeting time to promote the goals of the campus.	4	Principal Administration Curriculum Specialists AVID Site Team ESL/ELL Teachers CTE dirrector CTE teachers SpEd teachers	◕	✔	✔	✔
3) Develop Professional Development opportunities for paraprofessional staff.		Campus and district administrators, lead counselor	◔	◕	✔	✔
4) Provide access to professional development for 9-12 support staff, core academic teachers, CTE teachers, administrators, counselors, and paraprofessionals supporting research-based strategies for working with students who have Autism, occupational, physical, speech/language, hearing, sight, functional and /or learning disabilities.	4	Campus and district administrators, CTE director	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue						

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 5: Provide teachers and staff with monthly opportunities for input in the decision-making process through membership/representation on the Campus Improvement Committee.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish a Suggestion Box to allow teacher input throughout the school year; use CIC meetings to address and respond to issues of concern.	8	Principal CIC Members Department Heads	(Considerable)	(Considerable)	✔	✔
2) Revise membership of CIC to ensure each department is sufficiently represented and implement rotation system to ensure new membership each year.	8	Principal Administration Department Heads	✔	✔	✔	✔
✔ = Accomplished (Considerable) = Considerable (Some Progress) = Some Progress (No Progress) = No Progress ✖ = Discontinue						

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 6: Cultivate multiple opportunities for leadership in all areas on the campus.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain an organizational structure in all departments that includes a supervising Administrator, a Department Chairperson, and Content Team Leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders.	4	Principal Administrators Department Chairs	(Some Progress)	✔	✔	✔
2) Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles.	4	Principal Administration HR Director	(Considerable)	(Some Progress)	✔	✔
3) Increase opportunities for leadership for all teachers/staff by broadening the assignment of roles and responsibilities in departments, committees, site teams and content teams.	4	Administration Department Heads	(Considerable)	(Considerable)	✔	✔
4) Administrators meet weekly with department chairpersons to ensure open lines of communication and to provide opportunities to problem-solve and provide input to administration.		Principal	✔	✔	✔	✔
✔ = Accomplished (Considerable) = Considerable (Some Progress) = Some Progress (No Progress) = No Progress ✖ = Discontinue						

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 7: Promote Professional Learning Communities in all departments on campus.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide common conference time for all teachers within the same content/grade level to allow for collaboration/PLC opportunity.		Principal Lead Counselor Department Heads	✔	✔	✔	✔
2) Assign team leaders/department chairs to lead and facilitate PLC efforts within teams/departments.		Principal Administration Department Chairs Instructional Specialists	✔	✔	✔	✔
3) Provide opportunities for core academic teachers and CTE teachers to collaborate, plan, and integrate curriculum to ensure college/career readiness for all students.		Campus administrators, CTE director	◑	◔	◑	◑
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 2: Dickinson High School will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 8: Hire highly qualified teachers who mirror our student demographic composition.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Recruit highly qualified/effective minority males for content area openings to help mirror our student demographics.	3	DISD Dept. of Human Resources Campus Principal/Administration	◔	◔	◔	◑
2) Provide opportunities for teachers who are not highly qualified to attend professional development, conferences, and additional training in their core area to assist them in attaining/passing qualifications in order to become highly qualified during the school year.	3, 4	Campus Principal Campus Associate/Assistant Principal	◔	◔	✔	✔

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Reduce In- School suspension assignments by 20% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Implement a leadership and behavior development curriculum (OH SHIfT for Teens) for all students placed in In School Suspension (ISS).	9	Principal Administration ISS Teacher	Accomplished	Accomplished	Accomplished	Accomplished
2) Increase the number of consequence/intervention tiers for students prior to an ISS placement such as "Sparkle the Swamp Duty", Mentor Programs, Group Counseling, Saturday School, and/or other behavior interventions or consequences.		Principal APs Lead Counselor/Counseling Staff Communities in Schools Liaisons SMART Lunch Coordinator	Considerable	Some Progress	Accomplished	Accomplished
State System Safeguard Strategy 3) Develop and implement school-wide norms for behavior (SLANT or CHAMPS).	2	Principal APs All Teachers/Staff	No Progress	Considerable	Considerable	Considerable
4) Restructure ISS policy and procedures so students are working productively for duration of placement.		Administration ISS Teacher Department Heads Team Leaders	Considerable	Some Progress	Some Progress	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Provide instructional support for all core areas (English, math, science, and social studies) for students placed in ISS through Edgenuity.	9	Administration ISS Teacher Department Chairs	Considerable	Considerable	Considerable	Considerable
6) Continue to work with Communities in Schools program to provide additional counselor(s) to work with at-risk students and their parents to provide resources and support to keep students in school.	6	Principal Assistant Supt. for Administration	Considerable	Considerable	Accomplished	Accomplished
7) Implement a school-wide Character Education initiative that addresses goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments through our NaviGATOR period scheduled for 30 minutes each Monday.	2	Campus administrators, CTE director, classroom teachers, counselors	Considerable	Accomplished	Accomplished	Accomplished
		= Accomplished	= Considerable	= Some Progress	= No Progress	= Discontinue

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: Reduce DAEP assignments by 20% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop comprehensive drug detection/enforcement plan in partnership with Liason Officers to help eliminate drugs on campus/in vehicles.	2	Principal APs Liason Officers	◔	◔	◔	◔
2) Implement a leadership and behavior development curriculum (OH SHIfT for Teens) for all students placed in In School Suspension (ISS).	2, 9	Principal Administration ISS Teacher	◔	◔	◔	✔
3) Increase the number of consequence/intervention tiers for students prior to an ISS placement such as "Sparkle the Swamp Duty", Mentor Programs, Group Counseling, Saturday School, and/or other behavior interventions or consequences.	2	Principal APs Lead Counselor/Counseling Staff Communities in Schools Liaisons SMART Lunch Coordinator	◔	◔	◔	◔
4) Develop and implement school-wide norms for behavior (SLANT or CHAMPS).	2	Principal APs All Teachers/Staff	◔	◔	◔	◔
5) Implement school wide Red Ribbon Campaign to promote drug-free education.	2	Administration Communities in Schools Liaisons PALS Teacher and Students	✔	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Create and implement English and Art I classes for at-risk male students to foster leadership, behavior development, and positive student-teacher relationships.	9	Administration Lead Counselor At-Risk Teachers	✔	✔	✔	✔
7) Implement a school-wide Character Education initiative that addresses goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments through our NaviGATOR period scheduled for 30 minutes each Monday.	2	Campus administrators, classroom teachers, CTE director, counselors	◔	✔	✔	✔

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 3: Reduce Out -of -School suspension assignments by 20% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide students with counseling group opportunities during SMART Lunch to address conflict resolution, anger management, problem-solving, and teen leadership skills.	2	Lead Counselor Counseling Staff PALS Teacher/Students Gator TRUST Team	◔	◔	✓	✓
2) Implement a leadership and behavior development curriculum (OH SHIfT for Teens) for all students placed in In School Suspension (ISS).	2	Principal Administration ISS Teacher	◔	◔	◔	◔
3) Increase the number of consequence/intervention tiers for students prior to an ISS placement such as "Sparkle the Swamp Duty", Mentor Programs, Group Counseling, Saturday School, and/or other behavior interventions or consequences.	2	Principal APs Lead Counselor/Counseling Staff Communities in Schools Liaisons SMART Lunch Coordinator	◔	◔	◔	◔
Critical Success Factors CSF 6 4) Develop and implement school-wide norms for behavior (SLANT or CHAMPS).	2	Principal APs All Teachers/Staff	◔	◔	◔	◔
5) Implement a school-wide Character Education initiative that addresses goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments through our NaviGATOR period scheduled for 30 minutes each Monday.	1, 2	Campus administrators, CTE director, classroom teachers, counselors	◔	✓	✓	✓
✓ = Accomplished ◓ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 4: Reduce student tardy referrals by 50% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase the number of Tardy Stations available to students.		Administration Tardy Station Administrator	Considerable	Accomplished	Accomplished	Accomplished
2) Implement a leadership and behavior development curriculum (OH SHIfT for Teens) for all students placed in In School Suspension (ISS).	2	Principal Administration ISS Teacher	Some Progress	Some Progress	Some Progress	Some Progress
3) Develop and implement school-wide norms for behavior (SLANT or CHAMPS).	2	Principal APs All Teachers/Staff	Some Progress	Some Progress	Some Progress	Some Progress
4) Revise Tardy Sweep process to ensure teacher presence in halls between all classes.	2	Principal APs Teachers	Some Progress	Some Progress	Some Progress	Some Progress
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 5: Increase student attendance by 25% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop and implement campus wide SMART Lunch program to provide opportunity for students to develop socially, educationally, and personally.	2	Principal APs SMART Lunch Coordinator	Considerable	Accomplished	Accomplished	Accomplished
2) Implement a leadership and behavior development curriculum (OH SHIfT for Teens) for all students placed in In School Suspension (ISS).	2	Principal Administration ISS Teacher	Some Progress	Some Progress	Some Progress	Some Progress

Strategy Description	Title I	Staff Responsible				
3) Implement campus-wide incentives for reaching attendance goals each 9-weeks (perfect attendance, most improved, best attendance by grade or homeroom).	2	Administration Attendance Clerk CIS Liasions	No Progress	No Progress	No Progress	Some Progress
4) Revise attendance accountability process to increase parent notifications, receive documentation, and earlier interventions through the use of SKYWARD and automated systems.	6	APs Director of Student Services Director of Technology Attendance Clerk	Considerable	Considerable	Accomplished	Accomplished
5) Revise and implement process for Credit Denials and Appeals for excessive absences to ensure early interventions/Saturday School attendance.	6	APs Director of Student Services Attendance Clerk	Considerable	Considerable	Some Progress	Accomplished
6) Provide homeless students with necessary services, accelerated instruction, clothing, materials, supplies and transportation in order to attend school on a daily basis.	6, 9	Counselors District Social Worker Classroom Teachers	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Provide homebound services for students unable to attend school on a daily basis due to long-term illness, disability, pregnancy (student must meet criteria required for homebound services).		Counselors Homebound teacher(s) Administrators	Accomplished	Accomplished	Accomplished	Accomplished

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 6: Increase student participation in clubs, extracurricular activities, and student organizations by 20% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop comprehensive Club/Organization regular meeting schedule as part of SMART Lunch offerings.	2	SMART Lunch Coordinator Club/Organization Sponsors	Some Progress	Considerable	Accomplished	Accomplished

| 2) Increase opportunities to educate students and parents about the clubs/organizations available to them for membership; establish "fairs" or "meet and greet" opportunities using SMART Lunch and Open House. | 6 | APs Lead Counselor SMART Lunch Coordinator College & Career Center Coordinator Club/Organization Sponsors | ◔ | ◔ | ✔ | ✔ |

✔ = Accomplished   ◔ = Considerable   ◔ = Some Progress   ⚪ = No Progress   ✖ = Discontinue

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 7: Implement school-health activities for all students on campus.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement a school wide fitness assessment for all students (Fitnessgram).	2	Administration PE Department Chair PE Teachers	◔	◔	✔	✔
2) Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families the communities to nurture the full potential of healthy, drug free youth.	2	Administration Communities in Schools Liaisons PALS Teacher and Students	✔	✔	✔	✔
3) Provide all students with access to on-site health care in partnership with Christus Foundation for HealthCare.	2, 6	Administration Gator Clinic Staff	✔	✔	✔	✔
4) Provide health advocacy seminars for students and staff during SMART Lunch.	2	Admin Special Programs Director School Nurse Food and Nutrition Staff	◔	⚪	◔	◔
5) Implement Summer Athletic Camps and Programs for students.	2	Athletic Director PE Teachers Program Coaches	⚪	⚪	◔	✔

Critical Success Factors CSF 6 6) Promote membership and involvement of students in the District's Student Health Advisory Committee (SHAC).	2	Administration Health Advisory Committee Chair	🟠	🟠	🟠	🟠
7) Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child abuse and maltreatment.	2	Campus Administrators, Counselors	🟠	✔	✔	✔

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 3: Dickinson High School will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 8: Implement programs on campus to promote a positive school climate.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide opportunity for abstinence education for pregnancy prevention.	2	Admin Health/PE Department Chair School Nurse	⚪	🟠	🟠	🟠
2) Provide seminars for all students during SMART Lunch on a variety of school safety, school climate, and school health issues, including but not limited to Sexual Harassment, Sexual Abuse, Bullying, Abstinence	2	Administration Communities in Schools Liaisons School Nurse Campus Liaison Officers	🟠	🟠	🟠	🟠
3) Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families and the community to nurture the full potential of healthy, drug free youth.	6	Administration Communities in Schools Liaisons PALS Teacher and Students	✔	✔	✔	✔
4) Promote a college-going atmosphere on campus through AVID program and school wide implementation.	2	Administration AVID Administration/Coordinator	🟠	🟠	🟠	🟠
5) Implement a school-wide Character Education initiative during NaviGATOR time that addresses goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments.	2, 7	Campus administrators, CTE director, counselors, teachers	🟠	✔	✔	✔

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 4: Dickinson High School systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Teachers will use technology in the classroom to enhance and support instruction for all students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Revise system for submitting O & F work orders for clarity and efficiency and educate staff on the process.		Administration O & F Department Teachers/Staff	Considerable	Accomplished	Accomplished	Accomplished
2) Revise system for submitting technology work orders for clarity and efficiency and educate staff on the process.		Administration Technology Department Teachers/Staff	Considerable	Accomplished	Accomplished	Accomplished
3) Provide professional development for all teachers for integration of technology into instruction.	4	Administration Director of Technology Instructional Technology Specialist	Considerable	Some Progress	Some Progress	Some Progress
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Dickinson High School systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: The teacher workroom will be adequately stocked, well-organized, and professionally staffed to ensure that all instructional copy orders are completed accurately and within 24 hours of submission.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Revise Teacher Workroom/Copy Room procedures to make submission of orders easier and more efficient for teachers.		Copy Room Coordinator/AP Copy Room Clerk Teachers/Staff	Accomplished	Accomplished	Accomplished	Accomplished

Strategy Description	Staff Responsible	Nov	Jan	Mar	June
2) Revise job expectations for Copy Room/Teacher Work Room Clerk to ensure responsibilities for timeliness, stocking supplies, and room management are articulated.	Copy Room Coordinator/AP Copy Room Clerk	✔	✔	✔	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 4: Dickinson High School systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 3: Student groups will be utilized to maintain order and cleanliness during the SMART lunch period so that NO TRASH is left in the eating areas.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop an "Adopt-a-Hallway" program in collaboration with all campus clubs/organizations to ensure collective responsibility for lunch clean-up.	2	APs Club/Organization Sponsors Lead Custodian Teachers/Students	◑	◑	◑	◑
2) Develop comprehensive training manual for teachers and students that establishes norms for behavior during SMART Lunch.	2	Administration SMART Lunch Coordinator Teachers	✔	✔	✔	✔
3) Implement a "Sparkle Crew" and "Sparkle Duty" as part of a multi-tiered consequence/intervention plan.	2	Administration SMART Lunch Coordinator	◑	◑	◑	◑
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 4: Dickinson High School systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 4: 100% transparency of the development and management of the DHS budget will be provided to all DHS stakeholders through the Campus Improvement Committee.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Use Campus Improvement Committee input to direct budget appropriations and spending; make budget reports a regular agenda item.	2	Principal APs CIC Members Bookkeeper	🟠	🟠	✔️	✔️
✔️ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 5: Dickinson High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Parent participation in informational meetings will increase by 20% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Adopt and implement Naviance system to promote communication and education with parents and students.	6	CTE Director Lead Counselor Counselors	(Considerable)	(Considerable)	✓	✓
2) Increase use of School Messenger, Remind 101, FACEBOOK or other platforms to create personalize emails and phone calls/texts to parents about important events.	6	Administration Lead Counselor Counselors	(Considerable)	(Considerable)	✓	✓
3) Develop process to implement Podcasts, Webcasts, and other remote meeting attendance platforms to broaden accessibility.		Principal Director of Technology Administration Communication Department Broadcasting/Journalism Teachers	(No Progress)	(No Progress)	(Considerable)	(Considerable)
✓ = Accomplished (orange) = Considerable (orange) = Some Progress (grey) = No Progress ✗ = Discontinue						

Goal 5: Dickinson High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: Parent and community membership in Dickinson High School support organizations will increase by 25% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Facilitate annual PTO Membership Drive throughout school year in connection with multiple campus functions/activities.	6	Administration Principal PTO Board Members	(Considerable)	(Considerable)	(Considerable)	✓

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
2) Create and Distribute PTO Membership information to all incoming students and new enrollees during registration process.	6	Administration Principal PTO Board Members Counselors	🟠 Considerable	✅	✅	✅
3) Establish regular meeting schedule with DHS Booster Clubs and Booster Club Leadership Teams at least once per quarter.	6	Principal Athletic Director Organization Sponsors	🟠 Considerable	✅	✅	✅
4) Recruit parent and community members to be involved in Campus Improvement Committee; establish annual commitment for participation.	6	Principal	🟠 Considerable	🟠 Some Progress	🟠 Some Progress	🟠 Some Progress
5) Increase use of School Messenger, Remind 101, FACEBOOK or other platform to create personalized emails and phone calls/texts to parents about important events.	6	Principal Administration Lead Counselor Counselors	🟠 Considerable	✅	✅	✅
6) Review opportunity for advertising/sponsorship visibility and improve advertising value for DHS sponsors.		Director of Communications Athletic Director Principal Booster Club Leadership	🟠 Considerable	🟠 Some Progress	🟠 Some Progress	🟠 Some Progress

✅ = Accomplished 🟠 = Considerable ⚪🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue

Goal 5: Dickinson High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 3: The DHS campus website will be regularly maintained to include weekly updates.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Designate personnel to oversee the management of the campus website and develop expectations and systems for web publications, student showcasing, calendar items, announcements, and news stories.	6	Principal Director of Communications Journalism/Broadcast Teachers College Career Center Staff	🟠 Some Progress	✅	✅	✅

2) Ensure all infrastructure is in place to allow quality web publishing.	Principal Director of Technology Journalism/Broadcast Teachers				

✔ = Accomplished	= Considerable	= Some Progress	= No Progress	✘ = Discontinue

Goal 5: Dickinson High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 4: Parental access to student data (i.e. grades, transcripts, schedules, attendance, etc.) will increase by 25% over 2014-2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop a strategic communication plan of all Parental Access opportunities including Skyward and Naviance.	6	Director of Communications Principal Administration CTE Director Counselors College Career Center Staff		✔	✔	✔
2) Provide Parent Access Portals on campus.	6	Administration Technology		✔	✔	✔
✔ = Accomplished	= Considerable	= Some Progress	= No Progress	✘ = Discontinue		

Dickinson Independent School District

McAdams Jr. High School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The mission of R. D. McAdams Junior High School is to ensure students have a strong academic foundation and the personal skills needed to be life, career, and college ready.

Vision

We enter to learn........We leave to achieve.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: Increase the percent of students achieving Level II Satisfactory performance on all STAAR tests to 87% in the All Students group and each demographic group (federal target).

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide training to the AVID Site Team in proven, research-based instructional strategies so that they can in turn train the teachers in their departments. These instructional strategies will help teachers increase the rigor of their lessons so that students will be more ready for college.	2, 4	Administrators Dir. of Fed Programs Dir. of Secondary Programs Deputy Supt. Ed. Services	(pie)			(pie)
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide an after school and/or weekend tutorial program for at-risk students in all subgroups.	9	Administrators Department Chairs Academic Coaches Dir. of Fed Programs Dir. of Secondary Programs	(pie)	✔	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Implement a monitoring and intervention system with Academic Coaches and classroom teachers to address areas of need for all at-risk subgroups through pull out tutorials and teacher classroom interventions in order to attain the satisfactory performance tier on the state accountability system.	1, 2, 10	Principal Deputy Supt. for Educational Services Literacy Coach	(pie)	(pie)	✔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide teacher training for Higher-Order Thinking (HOT) questioning strategies and address first line instruction through professional development such as unpacking the standards, Fundamental 5 etc through PLC and after school staff development.	2, 4	Administrators, Academic Coaches Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services Dist. Curriculum Specialists	(pie)	(pie)	✔	✔
5) Provide supplemental funds for substitutes so that teachers may attend professional development.	4	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	(pie)	✔	✔	✔

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
Federal System Safeguard Strategy 6) Provide embedded professional development for reading and writing.	2, 4, 9	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Considerable	Accomplished	Accomplished	Accomplished
7) Include teachers and support staff in the assessment decisions for students in order to provide best accommodations, modifications and instructional arrangements for daily instruction as well as state and local testing procedures	8	Administrators Dir. Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Considerable	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Provide supplemental instructional materials for math, science, social studies, and ELA that will assist struggling students in acquiring skills which will improve performance on state and local assessment.	9	Administrators Dir. of Secondary Programs Deputy Supt. Ed. Services	Considerable	Accomplished	Accomplished	Accomplished
9) Continue our membership with the AVID Center and our subscription to AVID Weekly.	2, 9	Principal	Accomplished	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Contract with LEAD Partners to consult with teachers, academic coaches, and administrators on best practices to ensure student success.	4, 9	Principal	Some Progress	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Purchase supplies for At-Risk students in AVID to help them with their organization skills so they will be College and Career Ready.	9	Administrators AVID Coordinator/Elective Teacher	Some Progress	Accomplished	Accomplished	Accomplished

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: Meet 100% of the state and federal accountability system safeguards, specifically: Reading - All Students, African American, Hispanic, Economically Disadvantaged, and ELL; Writing - African American, Hispanic, and Economically Disadvantaged; Social Studies - African American, Hispanic, and Economically Disadvantaged.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

Strategy		Responsible				
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide professional development for all ELA/R/W teachers to attend writing (Writing Workshop, ABYDOS) opportunities to attend Writing and Reading conferences.	2, 4	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide Academic Coaches and teachers in Core Subjects to assist students who are at-risk for failure by reducing class size, providing small group tutorials during the day and team teaching with the core subject teacher.	9	Principal Superintendent	Some Progress	Accomplished	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Provide training for all teachers on how to differentiate, decide proper accommodations and modifications that will best meet the academic needs of the student.	4, 9	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy 4) Investigate and plan professional development on building stronger teacher/student relationships for all Social Studies teachers.	2, 4, 9	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Some Progress	Considerable	Accomplished	Accomplished
State System Safeguard Strategy 5) Provide training on instructional strategies for all Social Studies teachers (Region 4) working with at-risk students.	2, 4, 9	Administrators Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	Considerable	Considerable	Accomplished	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide supplemental funds for substitutes as teams of teachers observe comparison schools in the area who are meeting/exceeding state academic standards (Social Studies and ELA; Science and Math).	9	Administrators Dir. of Fed. Programs Deputy Supt. Ed. Services	Some Progress	Some Progress	Accomplished	Accomplished
Federal System Safeguard Strategy 7) Provide supplemental funds for substitutes so that all core academic teachers can participate in embedded professional development (action lab model-ELA).	4	Administrators Dir. of Fed. Programs Deputy Supt. Ed. Services	Considerable	Considerable	Accomplished	Accomplished
Federal System Safeguard Strategy 8) Purchase Leveled Literacy Intervention kits to provide urgent intervention for our students who are reading more than three grade-levels behind.	9	Principal Academic Coaches	Considerable	Considerable	Accomplished	Accomplished
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Improve the performance of Current, Monitored, and Parent Denial ELLs so that at least 70% of them are meeting the passing/progress standard on all STAAR tests.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Ensure all teachers understand and apply the ELPS in all instruction though trainings provided by campus testing coordinator	2, 9	Administrators Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	(pie)	(pie)	✔	✔
Federal System Safeguard Strategy 2) Closely monitor all M1s, M2s and denial ESL and re-offer ESL with academic coach support	2, 9	Administrators Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	(pie)	✔	✔	✔
3) Provide training opportunities, support, and materials for teachers and administrators regarding strategies to assist ELL students.	2, 4, 9	Administrators Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	(pie)	(pie)	✔	✔
Federal System Safeguard Strategy 4) Administrative support to document implementation of ELPS routinely and successfully in all classes.	2	Administrators Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services	(pie)	(pie)	✔	✔

5) Recruit and train additional teachers on campus to become ESL certified.	3	Administrators Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services				
6) Re-train teachers in SIOP strategies in all subjects.	2	Administrators Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Deputy Supt. Ed. Services			✔	✔
7) Purchase supplemental materials to help ELL students acquire English and be successful in their core academic classes.	9	Administrators			✔	✔
✔ = Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Maintain a teaching staff that is 100% highly qualified.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop a detailed profile of the specific skills and abilities that are sought for any given staff opening. Develop a standard interview template that can be used as openings occur. The template prompts are tightly connected to curriculum and instruction and will measure each candidate on the listed attributes.	5	Administrators Dept. Chair Academic Coaches	In Progress	In Progress	✓	✓
2) Provide new teachers with school procedural support.		Administrators	In Progress	✓	✓	✓
3) Assign campus mentors to new teachers. Deconstruct the TEKS to provide new teachers a better understanding of the TEKS being taught.	5	Academic Coaches Administrators Dept. Chair	In Progress	✓	✓	✓
4) Provide opportunities for new teachers to observe master teachers.	5	Administrators Dept. Chair	In Progress	✓	✓	✓
5) District will provide First Year Teacher Academy to support teachers who have never taught with trainings throughout the year off campus. Campus Mentors will be trained in best practices.	5	Administrators Dir. of Teacher Dev. and Prof. Learning	In Progress	✓	✓	✓
6) Provide stipends for Academic Coaches, Special Education, ESL, Science, and Math teachers.	5	Administrators Director of Human Resources	In Progress	✓	✓	✓
7) Provide professional development opportunities for administrators to expand and develop their skills as campus leaders.	4	Campus Administrators	In Progress	In Progress	✓	✓
8) Provide opportunities for the campus to build capacity of leaders within their school in order to provide the best support and instruction for students	4	Campus Administrators	In Progress	In Progress	In Progress	✓
9) Provide sustained support for campus assistant/associate principals through professional development, book studies, data and discipline trainings with will support their growth as instructional leaders.	4	Deputy Superintendent of Educ. Services Campus Principal	In Progress	In Progress	✓	✓
10) Ensure low-income students and minority students are not taught at higher rates than the other student groups by inexperienced, out-of-field, or non-highly qualified teachers	9	Principals Director of Human Resources	In Progress	In Progress	✓	✓

11) Hire highly qualified teachers, and if not highly qualified, will provide opportunities for trainings, certification review classes, and continued support so that the teacher will be certified in a timely manner. This will include ensuring that all core academic teachers who teach ELL students are ESL certified.	5	Administrators Dir. Human Resources Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Dir. Fed Programs	◕ Considerable	◕ Considerable	◕ Considerable	◕ Considerable
12) Provide all teachers with blueprints for subjects/grades taught.		Administrators Dept. Chair Curriculum Specialist	◔ Some Progress	✔ Accomplished	✔ Accomplished	✔ Accomplished
Federal System Safeguard Strategy 13) Continue common planning time for teachers to develop rigorous lessons aligned with the district curriculum. Release the planning to the teachers instead of giving them completed plans.	8	Administrators Dept. Chair Curriculum Specialist	◔ Some Progress	◔ Some Progress	✔ Accomplished	✔ Accomplished
Federal System Safeguard Strategy 14) Provide research-based professional development/materials to enhance instruction and increase student achievement for school improvement.	9, 10	Principal Dir. of Secondary Programs Dir. of Teacher Dev. and Prof. Learning Dir. of Assessment, Accountability, and Compliance	◔ Some Progress	◔ Some Progress	✔ Accomplished	✔ Accomplished
Federal System Safeguard Strategy 15) Provide teachers with opportunities to attend trainings and conferences that will assist instruction for at-risk students at Region 4, HCDE, Lead4ward, ABYDOS training, Rigor and Relevance, Differentiated Instruction, LEAD Partners, Seidlitz Education, TASB, TASSP	4, 9, 10	Principal Dir. of Teacher Dev. and Prof. Learning	◔ Some Progress	✔ Accomplished	✔ Accomplished	✔ Accomplished

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Generated by Plan4Learning.com

10 of 15

Campus #084901041
December 12, 2016 9:12 am

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: 100% of all staff receiving training in the district/campus behavior and safety initiative.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to follow and support the district student code of conduct.		Administrators Teachers Assistant Superintendent	✓	✓	✓	✓
2) Provide campus training and support interventions that focus on prevention of suicide, identification of abuse and maltreatment. Provide each campus with training for identification and support provided for homeless students.		Administrators Assistant Superintendent Classroom Teachers Counselors Dir. of Teacher Dev. and Prof. Learning	🟠 Considerable	✓	✓	✓
✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: Increase the campus attendance rate to 96% and reduce the dropout rate to 0.1%.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize campus-based programs to provide personnel to work with students to reduce drop-out rate(Communities in Schools)	9	Principal and Teachers	🟠	✓	✓	✓
2) Utilize district truancy personnel.		Administrators Director of Stu. Services	🟠	✓	✓	✓
Federal System Safeguard Strategy 3) Implement a dropout recovery program for ELL students in grades 7-12.	2, 9	Administrators Counselors	🟠	🟠	✓	✓

| 4) Review and improve strategies for tracking students (leavers) who have withdrawn from school. | 2, 9 | Principal and Registrar | | ✓ | ✓ | ✓ |

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: 100% transparency of financial management policies/practices for state, federal and local funding.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide annual training for campus office staff and administrators on proper/expected budget management procedures/policies.		Principal Ex. Dir. of Bus. Operations Ex. Dir. of Payroll	✓	✓	✓	✓
2) Collaborate and coordinate communication with budget managers throughout the district to prioritize budget responsibilities and direction of funds for implementing successful programs on the campus.	10	District A- Team Principal District budget managers	◕	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Increase student and teacher access and effective use of technology in and out of the classroom setting in order to prepare students to be Career and College ready.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Inventory all available instructional technology on campus.		Administrators Librarian	◕	◕	◕	✓
2) Develop a plan repair/replace/upgrade outdated instructional technology to enhance instruction for all students (e.g., Quizdom, etc.). Use funds to purchase a Laptop Cart		Administrators Dir. Fed Programs Ex. Dir. of Technology	◕	◕	◕	✓
3) Develop and implement a plan to purchase supplemental instructional technology to enhance instruction for all students (e.g.Kahoot etc.).	2	Administrators Dir. Fed Programs Ex. Dir. of Technology	◔	◔	◔	◔

4) Promote the continued use of technology to communicate with parents and community through campus web page and social media.	6	Campus Administrators Director of District Communications	(Considerable)	✔	✔	✔
5) Provide training to all teachers on the effective use of available instructional technology.		Administrators Librarian Instructional Technologist Ex. Dir. of Technology Dir. of Teacher Dev. and Prof. Learning	(Considerable)	✔	✔	✔
6) Provide training for teachers on the overall use of applications within Eduphoria and how to apply it to everyday instruction.		Ex. Dir. of Technology Dir. of Teacher Dev. and Prof. Learning Principal	(Considerable)	(Some Progress)	(Some Progress)	✔
Federal System Safeguard Strategy 7) Provide computers in ESL classroom to address language acquisition through Rosetta Stone etc.	2, 4	Admin and Teacher	(Considerable)	✔	✔	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Increase parent and community involvement.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Use social media in addition to the campus web page to increase communication about activities on campus with parents and community members.	6	Dir. of Communications Principal	◔	✔	✔	✔
2) Funds will be used to provide snacks and support materials for parents at parent trainings/meetings, throughout the school year.	6	Principal	◔	✔	✔	✔
3) Provide timely information and communicate to families in a language they are able to understand (NCLB report card, registration, academic progress and assessment results, ,access to district curriculum, opportunities to participate in various campus activities, etc.)	6	Principal	◔	✔	✔	✔
4) Seek and recruit teacher, parent and community /business input in decision-making regarding review and approval of campus improvement plans	6	Principal	◔	✔	✔	✔
5) Provide various performances and showcases for student work and achievement that encourage parent to visit the school and participate in school events	6	Principal	◔	✔	✔	✔
6) Provide opportunities for parents of students moving to MJHS and those of students moving to DHS at the end of the school year to meet with counselors and administrative staff in order to provide a successful transition of students from one campus to another.	6, 7	Administrators and counselors of Middle, Junior and High Schools.	◔	◑	✔	✔
7) Provide homeless students and their families with information and support, school materials, school clothing, and transportation necessary for the students to attend school on a daily basis to be able to meet state standards on assessments.		District Social Workers, Campus Administrators, Campus Counselors	◔	◔	✔	✔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue						

Dickinson Independent School District

Dunbar Middle School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

Dunbar Middle School will continue to hire highly qualified, highly trained staff and continue to make research-based, data-driven decisions in seeking out and employing innovative programs and technology to increase student achievement.

Vision

Dunbar Middle School will continue to increase student performance for all students in all subjects and ensure that all students are learning at their full potential.

Value Statement

Children First!

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: During the 2015-2016 school year, DMS by implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 85% of the students will meet or exceed the state and federal passing standards in math, reading and writing.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 7 1) Implement Balance Literacy within the ELA classrooms. On going professional development will be provided beginning August 2014. Topics include: (1) Building reading levels, comprehension and fluency through various genres of text. (2) Incorporating reading and writing to build literacy skills.	2	Lead: Reading teacher. Others: Academic Coaches, Principal and Assistant Principal	◑	◔	◔	◕
State System Safeguard Strategy **Critical Success Factors** CSF 2 2) Continue to implement the guided approach to instruction in math and science.	2	Lead: Math and Science teachers. Other: Academic Coaches, Principal and Assistant Principal	◔	◑	◕	◕
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: 100% of Dunbar Middle School core content teachers will analyze and conduct data PLCs 2x's per 9 weeks to focus on improving academics with targeted support for students in all subgroups, especially, special education and ELL students in science and reading.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy **Critical Success Factors** CSF 2 1) During the Spring semester DMS will implement Saturday School- 2 Saturdays a month for 4 months in an effort to provide more targeted instructional support for students in all sub groups especially SPED and ELL.	3	Teachers, Academic Coaches, Principal and Assistant Principal	Considerable	Some Progress	Considerable	Accomplished
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) Implement a data driven approach during Power PLCs to support to support student learning and increase achievement.	8	Teachers, Academic Coaches, Principal and Assistant Principal	Considerable	Considerable	Considerable	Considerable
Federal System Safeguard Strategy 3) Students will track their own data each nine weeks, after every common assessment, CBA, and Benchmark.	1	Teachers, Academic Coaches, Administrators	Accomplished	Accomplished	Accomplished	Accomplished
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Dunbar will provide additional instructional support in the area of math to students who are preforming below grade level.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Implement other instructional media to support students preforming below grade level: Think Central,IXL,Stemscope	7	Lead: Math and Science teachers. Others: Academic Coaches, Principal and Assistant Principal	Considerable	Some Progress	Some Progress	Considerable
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: We will meet 100% of the state accountability system safeguards, specifically Special Ed in Science, African American Science.

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: Dunbar Middle School will increase the use of technology by having 100% of 5th grade students participate in computer application classes. All teachers will use tools such as projectors, document cameras and other instructional media to improve student achievement.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) Students will use a variety of software to improve academic performance: Think Central, IXL, Stemscopes, AR360	9	Teachers, Academic Coaches, Principal and Assistant Principal				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: 100% of Dunbar staff will participate in on-going professional learning opportunities during 2015-2016 that will improve teacher quality and support student learning.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Implementation of Guided Math to ensure student mastery of the new Math TEKS.	9	Math teachers, Principal, Assistant Principal, Academic coaches	◔	◔	◔	◔
2) Provide opportunities for teachers who are not highly qualified to attend trainings, professional development, and conferences in order to help them meet and obtain highly qualified status according to the State of Texas certification office.	3, 4, 5	Principal Assistant Principal	◔	◔	◔	✔
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: By the end of the 2015-2016 school year, 100% of teachers will have receive training on the Collaborative Instructional Framework and English Language Proficiency Standards (ELPS).

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

State System Safeguard Strategy	3	Teacher Leaders, Principal, Assistant Principal				
Critical Success Factors CSF 1 1) Implement Navigating the ELPS across the curriculum to improve student understanding of SE's especially the ELL student group. All teachers will have ELPS training beginning August 2015. Train all new personnel by the end of the 2015-16 school year.						
Critical Success Factors CSF 1 CSF 7 2) Implement AVID across the curriculum to close the achievement gap in our economically disadvantage/ index 3 students using research based strategies; to develop critical thinking, literacy and math. Teachers will have AVID training beginning June 2015 and continue training in the summer of 2016.	2	Teacher Leaders, Principal, Assistant Principal				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 3: 100% of teachers who are new to the campus (but not necessarily new to the profession) will be assigned a mentor to provide support and assistance with campus procedures and expectations.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures.	5	Assistant Principal	✔	✔	✔	
2) 2) Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers.	5	Assistant Principal				✔
3) 4) Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration.	3	Principal, Human Resource				✔
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families can community.

Performance Objective 1: Student attendance will increase to 98% during the 2015-16 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) 1) Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.		Counselor	🥧	🥧	🥧	✔
2) 2) Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis	10	Counselor	🥧	🥧	🥧	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families can community.

Performance Objective 2: Referrals for noncompliance, disrespect and class disruptions will decrease by 10%.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) 1) Campus families/teams will develop a consistent set of expectations, rules and consequences.	8	Assistant Principal	✔	✔	✔	✔
2) 2) Campus will monitor placement of students in ISS/OSS for over-representation of student groups.		Administration	🥧	🥧	🥧	🥧
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families can community.

Performance Objective 3: During the 2015-16 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) Led by the counselor, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc	10	Counselor	🧡	🧡	🧡	🧡
2) 2) Campus will participate in Red Ribbon Week.			✓	✓	✓	✓
✓ = Accomplished 🧡 = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families can community.

Performance Objective 4: During the 2015-16 school year, 100% of students will participate physical fitness activities.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) All 5th and 6th grade students will participate in a physical education class daily		Staff	✓	✓	✓	
✓ = Accomplished 🧡 = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families can community.

Performance Objective 5: DMS will coordinate a school health program through collaboration with physical education teachers at the elementary schools and junior high school.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

1) 1) Physical Education teachers will incorporate/implement instructional health oriented activities weekly.		Administrators	✓	✓	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Dunbar Middle School will engage its business partners a minimum of one time during each semester to increase community involvement.

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Through collaboration with the Campus Improvement Committee financial transparency will be maintained by following all state, federal and local funding policies.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Principal and secretary will work with the district business office to ensure all monies are appropriately spent.	10	Principal, Secretary				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 3: Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the DMS campus will be maintained.

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Dunbar Middle School student attendance rate will be at 97% or above as set by the DISD Board of Trustees for the 2015-16 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Monthly reports from Skyward and PIEMS will be used to monitor student attendance.	1	Principal, Assistant Principal	✓	✓	✓	
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: Campus discipline referrals will decrease by 10% during 2015-2016 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) CHAMPS will be used school wide to decrease inappropriate student behavior.	2	All teachers, administrators, and staff.				
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 3: During the 2015-2016 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) 1. Led by the counselor, lessons, and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc. 2. Campus will participate in Red Ribbon Week.	10	Counselor				
= Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 4: By December 2015, 100% of teacher web pages will be up-to-date and easily accessible to parents and students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) Staff members' web pages will be kept current and used to communicate with both parents and students.	6	Lonsford				
= Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 5: Campus will engage parents in supporting student learning and awareness of career and college readiness.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

1) 1) Parent/teacher conferences will be held in October 2015 and periodically throughout the school year in order to inform parents of their child's progress	6	Principal and staff	✔	✔	✔	
2) 2) Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings involving transitioning from elementary to middle school and middle school to junior high school. New students/families during the school year, are provided a tour of the school, if requested.	7	Principal	◔	◔	✔	✔
3) 3) DMS will provide parents with timely information regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand.	6	Principal and teachers	◔	◔	◔	✔
4) 4) Parents are surveyed yearly using Project Speak Up			✔	✔	✔	✔
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Dickinson Independent School District

Barber Middle School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The mission of John and Shamarion Barber Middle School is to ensure relevant learning opportunities to further our students in college and career readiness through the leadership of our staff, the help and support of our parents and the involvement of our community.

Vision

We see a time in the future when…

John and Shamarion Barber Middle School is recognized by all as an exemplary campus.

Our students will act safely and responsibly and remain actively engaged in rigorous and relevant lessons which enable them to acquire the skills and knowledge necessary to become intrinsically motivated, responsible, contributing citizens within the local, state, national and world community.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: During the 2015-16 school year, all BMS student groups will improve their performance on STAAR Reading and Math.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will track their own data each nine weeks, after every common assessment, CBA and Benchmark.	2, 9	Campus Team Leaders	Some Progress	Some Progress	Some Progress	Accomplished ✓
2) The master schedule will include time during the day for content teams to conduct data analysis and instructional planning.	8	Campus Administrators	Some Progress	Some Progress	Accomplished ✓	Accomplished ✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Teachers will implement Balanced Literacy in all ELA classrooms.	2, 9	ELA Staff	Some Progress	Some Progress	Some Progress	Some Progress
Federal System Safeguard Strategy 4) Teachers will implement Guided Math to ensure student mastery of the new Math TEKS.	2	Math Curriculum Specialists, Math Department teachers	Some Progress	Some Progress	Some Progress	No Progress ✗
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Teachers will provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts.	2, 9	Instructional Staff	Some Progress	Some Progress	Some Progress	Some Progress
6) Grade level teams will be provided substitutes one day each semester to analyze data and plan for instruction.	8	Campus Team Leaders	Some Progress	Accomplished ✓	Accomplished ✓	Accomplished ✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Reading support/intervention will be provided through LLI materials, Accelerated Reader, 30 Book Challenge, STaR, and Gator Success Class.	9, 10	ELA teachers and Academic Coaches	Some Progress	Some Progress	Some Progress	Accomplished ✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Supplemental Academic Coaches will provide intervention for identified students at-risk of failing and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction.	10	Campus Administrators	Some Progress	Some Progress	Some Progress	Some Progress
9) District curriculum specialists and classroom teachers will collaborate to develop, write and review aligned lessons and curriculum based assessment during the school year and summer months.	8	ESC Curriculum specialists	Some Progress	Some Progress	Some Progress	Some Progress

Strategy Description		Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Students who do not meet standard on 5th grade STAAR Reading and/or Math after the 1st administration will be provided with research-based interventions during the school day.	9	ELA and Math Team leaders	(No Progress)	(Considerable)	(Considerable)	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Students identified at-risk of failing STAAR will have access to online tutorials which reinforce supplemental lessons provided to help at-risk students master the content area.	9	Academic Coaches	(No Progress)	(Considerable)	(Considerable)	✔
✔ = Accomplished (pie) = Considerable (pie) = Some Progress (gray) = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: ELL students will improve their scores toward meeting standard on the reading, math and science 2016 STAAR, and will make a one year progress on TELPAS.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Teachers will demonstrate consistent use of ELPS strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.	2, 4	Campus Administrators	(Some Progress)	(Some Progress)	(Some Progress)	(Considerable)
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Teachers will provide instruction using researched based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.	10	Classroom teachers	(Considerable)	(Considerable)	(Considerable)	(Considerable)
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year.	2, 4	Instructional Staff	(Considerable)	(Considerable)	(Considerable)	(Considerable)

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
4) All current instructional staff will be expected to have completed training on ELPs and Seven Steps.		Campus administrators	◕	◕	◕	◕
5) Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.	3	Classroom teachers	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Special Education students will improve their scores toward meeting standard on the reading, math and science 2016 STAAR.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Teachers will demonstrate consistent use of word walls with pictures and other vocabulary strategies in instruction to support academic language development.	9	Campus Administrators	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Teachers will accelerate instruction supported by Academic Coaches, paraprofessionals , and supplemental materials for students based on IEP goals, performance on common assessments, CBAs, and STAAR during the school day.	9, 10	All teachers serving identified Special Education and at-risk students.	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Teachers will provide consistent use of ELPS and 7-Steps strategies and effectively use instructional resources with fidelity in all instruction.	9	Classroom teachers	◕	◕	◕	◕
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Teachers will implement an effective co-teach model for special education students in the general education classroom.	2	Classroom teachers	◕	◕	◕	◕

Strategy Description		Staff Responsible	Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Teachers and administrators will participate in actual walk-through training in DISD classes which will help them identify and model effective language acquisition techniques that are proven to be successful in expanding English language skills for ELLs and at-risk students.	9	Campus Administrators	Considerable	Considerable	Considerable	Considerable

✔ = Accomplished   ◔ = Considerable   ◔ = Some Progress   ◯ = No Progress   ✘ = Discontinue

---

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: BMS students will show at least one year's growth on Reading and Math STAAR.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Teachers will implement Balanced Literacy with all core components, including Guided Reading and participate in trainings provided by the district ELA Curriculum Specialist.	2	ELA Teachers	Considerable	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the Elementary and Secondary Curriculum Specialists.		District Curriculum Specialists	Some Progress	Considerable	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Teachers will create classroom literacy libraries which support student reading improvement through the Guided Reading instruction.	2	ELA Team Leaders	Considerable	Considerable	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Teachers will provide targeted instructional intervention, materials and student transportation for Saturday tutorials, SSI and in- school intervention sessions for students who have not mastered reading, math, or science TEKS at the grade level.	9	Academic Coaches and Department Leaders	Some Progress	Considerable	Considerable	✔
5) Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials.		Campus Dyslexia teacher	Considerable	Considerable	Considerable	✔

6) Teachers will work on creating and submitting a grant to the DISD Educational Foundation committee focusing on teaching parents how to help their students at home though a prescribed intervention plan plus materials to support the plan.		Teachers and Campus Administrators	⬤	⬤	✗	✗
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Once each semester, the staff will have an opportunity to complete an anonymous survey to give their views on school climate as well as support from mentor teachers, team members, department members and administration.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) An anonymous survey will be created by the administrative team with input from campus leaders and staff.		Campus principal	Considerable	Accomplished	Accomplished	Accomplished
2) Campus discussions will be held to review the data collected after each staff survey.		Campus principal	Considerable	Considerable	Accomplished	Accomplished
			✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: 100% of teachers who are new to the campus (but not necessarily new to the profession) will be assigned a mentor to provide support and assistance with campus procedures and expectations.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures.	5	Campus Administrators	Considerable	Accomplished	Accomplished	Accomplished
2) Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers.	5	Campus administrators	Some Progress	Some Progress	Some Progress	Some Progress
3) New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks.	5	Campus Administrators and Director of Teacher Development and Professional Learning	Considerable	Considerable	Considerable	Accomplished

Strategy Description	Title I	Staff Responsible				
4) Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet BMS's current 100% highly qualified status.	3	Executive Director of Human Resources, Campus Principal	(Considerable)	✔	✔	✔
5) All Academic Coaches will hold Special Education and ESL certification.		Campus Principal	(Considerable)	(Considerable)	(Considerable)	(Considerable)
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 3: The number of BMS teachers who are ESL and GT certified will increase by 10% by the start of the 2016-17 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff serving GT students along with additional selected staff, will attend GT training.		Campus principal	(Some Progress)	(Some Progress)	(Some Progress)	(Some Progress)
2) Selected staff will attend ESL training and take the ESL Certification test.	3	Campus principal	(Some Progress)	(Some Progress)	(Some Progress)	(Some Progress)
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 4: 100% of teachers will seek and participate in a minimum of two researched-based professional development areas addressing an area of their students needs in any of the following areas: expand student interest in college and career readiness, balanced literacy, guided math, increase student language proficiency, improve student critical thinking skills in all core content areas, improve student expository writing, meet the needs of special education students in a fully inclusive setting, teaching across the curriculum, effective use of instructional time, motivate students, data analysis to improve student achievement, active student engagement, or PBIS .

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students.	10	Campus instructional and support staff				
2) Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus.	4	Campus Administration				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Student attendance will increase to 98% during the 2015-16 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.		Counselor	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis	9	Counselor, District Social worker	◔	◔	◔	✔
✔ = Accomplished ◔ = Considerable ◕ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: Referrals for noncompliance, disrespect and class disruptions will decrease by 10%.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus families/teams will develop a consistent set of expectations, rules and consequences.	2	Campus Administrators	◔	◔	◔	◔
2) Campus will monitor placement of students in ISS/OSS for over-representation of student groups.		Campus Administrators	◔	◔	◔	✔
3) Campus will implement campus-wide discipline system including six interventions before a referral and CHAMPs		Assistant Principal	◔	◔	◔	◔
✔ = Accomplished ◔ = Considerable ◕ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 3: During the 2015-16 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Led by the counselor, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc.		Counselor	⚪	⚪	◔	◔
2) Campus will participate in Red Ribbon Week.		Counselor	✓	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◕ = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 4: During the 2015-16 school year, 100% of students will participate physical fitness activities.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) All 5th and 6th grade students will participate in a physical education class daily.		Physical Education Teachers	◔	◕	◔	✓
✓ = Accomplished ◔ = Considerable ◕ = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 5: BMS will coordinate a school health program through collaboration with physical education teachers at the elementary schools and junior high school.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Physical Education teachers will incorporate/implement instructional health oriented activities weekly.		Campus Administrators	◔	◔	◔	◔
2) Students have the opportunity to participate in Gator Fit Club.		Physical Education Teacher	○	✗	✗	✗
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms during the 2015-16 school year.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Fifth grade students will participate in a daily technology class as a nine weeks' elective course.		Classroom Teachers, Counselor	Considerable	Some Progress	Considerable	Accomplished
2) Students will use computer applications to increase proficiency in technology skills.		Classroom Teachers	Considerable	Some Progress	Considerable	Considerable
3) A technology committee and technology integration specialist will provide technology training for teachers.	4	Campus Technology Committee	Considerable	Some Progress	Considerable	Accomplished
✔ = Accomplished ◖ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the BMS campus will be maintained.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff will report any maintenance items to front office personnel in a timely manner.		Principal Secretary	Considerable	Some Progress	Considerable	Accomplished
2) Administration will do at least quarterly walkthroughs of the campus to list of structural and classroom maintenance needs.		Campus Administrators	Considerable	Some Progress	Considerable	Accomplished
3) Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students.	10	Campus Principal	Considerable	Some Progress	Considerable	Considerable
✔ = Accomplished ◖ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: By December 2015, 100% of teacher web pages will be up-to-date and easily accessible to parents and students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff members' web pages will be kept current and used to communicate with both parents and students.	6	Teachers	◕	◕	◕	◕
		✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✗ = Discontinue				

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: Increase participation of parents and community members at BMS events.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) BMS will actively recruit more involvement by parents of ELL students through parent events and trainings.	6	Campus Principal	◕	◕	◕	◕
2) Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, plus the assistance of Listen and Talk wireless communication system at campus programs or meetings.	6	Campus Administrators	◕	◕	◕	✔
3) Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation.	6	Campus Administrators	◕	◕	◕	◕
4) BMS will include their Community Business Partner during College and Career events, district events, and will send student projects to be displayed at the business site.	6	Campus Principal	◕	◕	◕	✔
		✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✗ = Discontinue				

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 3: Campus will engage parents in supporting student learning and awareness of career and college readiness.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Parent/teacher conferences will be held in October 2015 and periodically throughout the school year in order to inform parents of their child's progress.	6	Teachers	◕	◕	◕	✔
2) Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings if they are: transitioning from elementary to BMS, transitioning from BMS to junior high school, transitioning from out of district , home schooling or private schools to BMS.	7	Counselor	◔	◔	◕	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) BMS will host a mid-year evening Author visit for parents and students to support the campus literacy initiative.	2, 6	Campus Administrators	◕	◔	◕	✔
4) BMS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand.	6	Campus Principal	◔	◔	◕	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) BMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR.	6, 9	Counselor	○	◕	◕	✔
6) In May, BMS will host a College Day for parents and all students. Scheduled campus visits to local colleges will be provided. Parents are welcomed to volunteer as chaperones.	6	Principal, counselor, and lead teachers	◕	◕	◕	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) BMS will host a Products Fair in late March or early April to showcase the higher-order thinking skills of students.	6	Teachers	◔	◔	◕	✔
8) BMS, partnering with Communities in Schools , will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school.	9	Principal, Assistant Principal and Counselor	◕	◕	◕	✔

9) BMS staff and parents will receive resources/training on how to effectively communicate to ensure quality education for every student and the importance of parent input and support.	Principal				
10) Parents will be given the opportunity to participate in BMS online surveys	Assistant Principal				

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

Dickinson Independent School District

Kenneth E. Little Elementary

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The Mission of K.E. Little Elementary School and Dickinson I.S.D. is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

Vision

The K.E. Little staff has an uwavering committment to student success and individually challenging students to reach their full potential.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core and implementing RTI with fidelity, 70% of tested students will meet or exceed the state and federal passing standards in math, reading, science and writing, with special emphasis on student subgroups (ELL/Bilingual, Special Education, and CTE) making at least a 10% improvement over 2015 PBMAS results in core subjects, by June of 2016.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Campus will implement balanced literacy with staff development for teachers who were previously trained and for new teachers to the district for initial training.	2, 4	Principal Assistant Principal Curriculum Specialist Campus Academic Coaches	Considerable	Considerable	Considerable	Some Progress
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Staff development on Literacy instruction for one or more teachers in each grade level, administrators, and 4/6 Academic Coaches to be held monthly throughout the year.	4, 9	Principal, Assistant Principal, Curriculum Specialists and Academic Coaches	Considerable	Considerable	Considerable	Considerable
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: Make continuous improvement toward high individual student achievement in all subjects, showing one year's growth by June, 2016.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

State System Safeguard Strategy **Federal System Safeguard Strategy** 1) All stakeholders will actively participate in collaborative team meetings and PLC's to model researched best practice instructional models for reading, math and writing.	8, 9	Principal, Assistant Principal, Academic Coaches, Teachers				
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Administrators will meet with academic coaches and instructional teams to discuss data and common assessments on a weekly basis. These will include bi-weekly meetings on students for RTI and development of individual intervention plans for struggling students.	2, 8, 9	Principal, Assistant Principal, Academic Coaches and Teachers				
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) All student data will be analyzed to make informed decisions on instruction. Data conferences will be held following CBA's the first, second and third 9 weeks with each grade level. Intervention strategies will be developed to close gaps in student learning. Student intervention teams will meet weekly to target individual instruction for students in need of academic growth.	2, 8, 9	Principal, Assistant Principal, Academic Coaches and Teachers				
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Train teachers to use curriculum effectively in all subjects using the following resources (but not limited to): Data disaggregation SIOP strategies Math Interventions Reading Interventions Writing Strategies Professional Development in district and out of district for reading, ESL, Writing and Math Use of STAR data	2, 4, 9	Principal, Assistant Principal, Academic Coaches, Teachers, Dir. of Federal Programs, Dir. of Prof. Development, Dep. Supt. for Educational Services				
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Provide supplemental teachers/Academic Coaches to model lessons and support addressing the academic needs of all at-risk students across the curriculum. One academic coach will be dedicated strictly to our ELL students to work with the teachers and students to support growth or our ELL students.	9	Principal, Assistant Principal, Academic coaches,				
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide supplemental paraprofessionals to assist Academic Coaches and teachers in Literacy classrooms, PPCD classrooms, and bilingual classrooms.	9	Principals, Assistant Principal, Academic Coaches and Teachers				

Strategy		Staff Responsible				
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Academic coaches will serve as co-teachers to work with teachers and students to focus on specific targeted students with gaps in learning.	9	Academic Coaches, District Curriculum Specialists	Some Progress	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Equip teachers to collaborate using standards and data. Promote honest exchanges centered on a deep understanding of the curriculum, evaluation of instructional strategies and assessment tools used to monitor and measure	8	Principal, Assistant Principal, Academic Coaches and Teachers	No Progress	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Provide intervention instruction in Reading with the LLI Reading Intervention Lab to low performing students in reading in grades 1-4. These students are selected based on student data in reading.	2, 9	Academic Coaches Teachers	Some Progress	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Provide small group reading intervention for ELL students in 4th grade who performed below standard on STAAR in 2014 focusing on targeted learning standards.	2, 9	Academic Coaches, teachers	No Progress	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) Provide teachers with substitutes as needed for ELL training and Balanced Literacy training to be able to provide teachers with the proper enrichment training for teaching small groups based on individual need in balanced literacy and to make sure teachers have the foundations necessary to teach our ELL learners using current linguistic strategies.	4	Principal, Academic Coaches	Some Progress	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 12) To continue to purchase and provide teacher resources and reading materials for students that support balanced literacy enrichment.	2, 9	Principal	Some Progress	No Progress	Considerable	Considerable
13) To train two Academic Coaches in Neuhaus Dyslexia methods to provide specific interventions for the dyslexia students	4	Principal, District Professional Development	Some Progress	Some Progress	Accomplished	Accomplished
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Meet system safeguards and increase PBMAS by 10% in Writing and Science and maintain system safeguards in Reading, Math and 4th grade Writing for at-risk and ELL subgroups, by June, 2016.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Data will be analyzed on CBA's at the end of each 9 weeks. Strategies will be organized to target individual students' areas of needed improvement for progress monitoring. Students will be responsible for the accountability of their progress with the "I Can" charts. Teachers and administrators will meet with Student intervention teams at each grade level to ensure at risk students have individual plans for improvement. RTI meets bi-weekly to discuss individual student intervention goals.	8, 9	Principal Assistant Principal Academic Coaches Teachers Students	Considerable	Some Progress	Considerable	Considerable
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Meet District ELA goals: Increase teacher proficiency in purposeful planning to include rigor, effectively implementing Guided Reading Instruction in all K-4 classrooms, increase teacher understanding of phonics and word study, implement specific strategies in writing and writing portfolios for every student with portfolio checks, and increase teacher understanding of STAAR rigor to improve student progress and performance	2, 8	Principal, Assistant Principal, District Curriculum Specialist, Academic Coaches	Considerable	Some Progress	Some Progress	Considerable
Federal System Safeguard Strategy 3) Meet District Priorities in Math: Purposeful embedding of process TEKS in daily instruction, strengthen rigor of classroom instructional practices in lesson planning, modeling, questioning strategies and common assessments, effectively implementing small group instruction, consistently view application problems in multiple representations i.e. equation/expression, tables, diagrams/graphs and written/verbal descriptions	8, 9	Principal, Assistant Principal, District Curriculum Specialists, Academic Coaches, Teachers	Considerable	Considerable	Considerable	Considerable
✔ = Accomplished = Considerable = Some Progress = No Progress ✕ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: The principal and school leaders model substantive collaboration to foster a learning community.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Principals and Academic Coaches will meet weekly with Teachers in PLC and with the team at the end of each 9 weeks for data disaggregation and planning for interventions. Weekly PLC meetings run the first 9 weeks by administrators and academic coaches layering in campus initiatives/goals: Fundamental Five, ELL Strategies, Response to Intervention, classroom visits, data collection and planning for student growth.	2, 8	Principal Assistant Principal Academic Coaches				
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Instructional Coaches in Reading and Math will work with teachers to model lessons and plan co teaching strategies in guided reading and math strategies, model lessons and meet with teams during planning, and visit classrooms to assist in implementation. Part of the teacher growth process will also include debriefs after short observations with coach and administrators to increase the quality of instruction, when needed. Curriculum specialists will also be scheduled to work with specific teachers in specific areas of need for instruction in reading and math.	2, 8, 9	Principal Assistant Principal Academic Coaches Teachers Instructional Specialists				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Reduce the turnover rate through mentoring, compensation, and staff development and increase hiring strategies for highly qualified personnel.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators will work collaboratively with District Human Resources and District Staff Development Coordinator to assist with support for new teachers and interns assigned to the campus throughout the school year.	3	District Level Staff Principal Assistant Principal Academic Coaches	Considerable	Considerable	Considerable	Considerable
2) Principal will provide high quality instruction, involve teachers in decision making and assure that teachers are involved in writing and analyzing weekly tests for student performance.	5, 8	Principal	Considerable	Considerable	Discontinue	Discontinue
3) Campus administrators will assist current teacher(s) not highly qualified to become highly qualified by providing time and training	3, 4	Principal	Considerable	Considerable	Considerable	Some Progress
4) To attract Highly Qualified Teachers for employment utilizing UHCL as partners in the intern program	5	Principal Human Resources	Considerable	Accomplished	Accomplished	Accomplished
5) Campus will provide mentors to new teachers and these new teachers will also participate in the New Teacher Program provided by the district during their 1st year of teaching.	5		Considerable	Considerable	Some Progress	Some Progress
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Employees will complete all required District Trainings and support interventions on prevention of suicide, identification of child sexual abuse and maltreatment, by the end of September, 2015.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide all information and requirements and deadlines for all staff to complete trainings for: maltreatment, child sexual abuse, suicide sexual harassment blood borne pathogens		Principal Assistant Principal District Staff	◕ Some Progress	✔	✔	✔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: Promote Safe and Drug Free Schools for 2015-16

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Using outside agencies such as Depelchin to bring in assemblies for students on saying "No" to drugs.		Principal, Assistant Principal, Counselor	◕	◕	◕	◕
2) Continued implementation of Safe and Civil Schools/CHAMPS and strategies from Conscious Discipline in each classroom		Principal Assistant Principal Counselor Teachers	◕	◕	◕	◕
3) Continued implementation of "Character Counts" program		Principal, Assistant Principal, Counselor, Communities in Schools, Teachers	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 3: Provide resources and security for families and children in need of services through June of 2016.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide school supplies, clothing and transportation for identified homeless students in order for them to attend school on a daily basis and meet federal and state standards on assessments.	9	Principal, Assistant Principal, and Counselor, CIS, District Social Worker				
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Provide at-risk students and families with counseling services and support through Communities In Schools, and the staff from Reslove It who provide outside counseling to students that have experienced trauma in their lives, such as a death, drugs, abuse or parents who are incarcerated. All personnel come to the campus to work individually or in small groups with these children.	6	Principal, Assistant Principal, Counselor, CIS				
3) Provide strategies and utilize drills for safety, security and student well-being on campus: Fire Drills, Emergency Management team, Raptor System for campus security, Buddies Yes...Bullies No, Emergency Drills, positive parent communications, updated CPI trainings, St. Johns Clinic for Wellness		Principal, Assistant Principal, Counselor, Teachers				

✔ = Accomplished   ◓ = Considerable   ◔ = Some Progress   ◯ = No Progress   ✖ = Discontinue

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 4: K.E. Little will implement strategies throughout the school year to promote a safe, healthy and orderly environment.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain consistent discipline management policies that align with state legislative updates		Principal, Assistant Principal				

		Responsible	Nov	Jan	Mar	June
2) K.E. Little will follow district guidelines and state guideline for identifying and investigating all allegations of bullying		Principal, Assistant Principal, Teachers, Counselors, Staff	Some Progress	Considerable	Considerable	Considerable
3) K.E. Little will continue a focus on Bully Prevention with the "Buddies Yes...Bullies No" Program, celebrating October as Bully Prevention Month, Bucket Filling, Kindness Counts and Fostering Friendships		Principal, Assistant Principal, Counselor, Staff	Considerable	Considerable	Some Progress	Considerable
Critical Success Factors CSF 5 4) Yearly administration of Fitness Gram for grades 2-4 in physical education.		P.E. Teacher, Principal	No Progress	Some Progress	Accomplished	Accomplished
Critical Success Factors CSF 5 CSF 6 5) Deliver Instruction in a Physical Education program and Health Program approved by the district SHAC committee.		Teacher, Principal	Considerable	Some Progress	Considerable	Considerable

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: 100% transparency of financial management policies/practices for state, federal and local funding for the year 2015-16.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Principal and campus secretary attend District Business Operations Training for budget managers in order to support and enforce policies and procedures for correct budget management procedures on campus.		Principal, Campus Secretary	◓	◓	◓	◓
2) Review all budget issues with site based decision making team.	6, 8	Principal, School Secretary	◓	◓	◓	◓
3) Coordinate with district budget managers when planning Master Schedule, professional development, and support materials in order to meet needs of all students.	10	Principal, Dir. of Technology, Fed. Programs Supervisor, curriculum specialists	◓	◓	◓	◓
✔ = Accomplished ◓ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Maximize use of programs currently used in district through bringing trainings to campus with monitoring campus program usage reports.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) K.E. Little will schedule campus technology trainings throughout the school year to ensure teachers are properly trained on programs utilized with students for instruction and data review.	4	Technology, Principal, Assistant Principal	◔	◓	◓	◓
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Integrate the TEKS in reading and math with the use of technology by teachers and students.		Teachers, Administrators	◓	◓	◓	◓

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Increase Parent and community involvement through community and family partnerships by 5% on our campus.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to use parent communication/concern forms and have available in the front office and return all calls within a 24 hour business day.	6	Front Office Staff, Principals, Counselor and Teachers	(pie)	(pie)	(pie)	(pie)
2) Seek parent, community and business input/involvement in decision making regarding review and approval of Campus Improvement Plan	6	Principal, Assistant Principal, Team Leaders, CIC	(pie)	(pie)	(pie)	(pie)
3) Increase parent involvement through the Parent volunteer program	6	Principal, Assistant Principal, Counselor, Teachers	(pie)	(pie)	(pie)	(pie)
4) Curriculum nights will be held for each grade level with refreshments served on the various nights. These will be done by September 30th, 2015.	6	Principal, Assistant Principal, Counselor and Teachers	✔	✔	✔	✔
5) Provide staff with time for parent conferencing early in the year, (October) to increase parent involvement.	6	Principal, Assistant Principal	✔	✔	✔	✔
6) Conduct Title I meetings each semester and facilitate information in a timely manner to parents	6	Principal	(pie)	(pie)	(pie)	(pie)
7) Communicate school information to parents in both English and Spanish	6	Principal	(pie)	(pie)	(pie)	(pie)
8) Yearly inform parents and guardians of third and fourth grade students of their performance on state testing.	6	Principal	(pie)	(pie)	(pie)	(pie)
9) Provide opportunity for parents and students of PK age to prepare for transition from home/school to Kinder	6, 7	Academic Coaches/Principal	(pie)	(pie)	(pie)	(pie)
10) Provide opportunity for parents and students of 4th grade to prepare for transition to 5th grade by working with Barber and Dunbar on scheduling a campus visit for 4th grade and discussing necessary classes for students who do not meet standard on STAAR.	7	Administrators, Counselors and Teachers	(pie)	(pie)	(pie)	(pie)
11) Provide opportunity for Boy Scouts to meet on campus for leadership building skills		Communities in Schools	(pie)	(pie)	(pie)	(pie)
12) Red Ribbon Week Activities that include our local constables as a meet and greet for students	6	Counselor	✔	✔	✔	✔

13) Veterans Day Activities to include local Veterans/community in school recognition of Veterans Day	6	Counselor, Administrators	✔	✔	✔	✔
14) Hold a Career Day with local and area businesses and colleges	6	Counselor and Administrators	◕	✔	✔	✔
15) Provide early registration meetings with PK students and their parents in the Spring to prepare them for a successful transition from home to school in the fall of 2015.	7	Principal, PreK Teachers and Campus Counselor	◯	◯	◔	◔
16) Campus will participate in Spring Training for students and teachers at the end of May as they move from their current placement to next year's teacher assignment. Work closely with district middle schools to prepare 4th graders as they transition to 5th grade in fall of 2016.	7	Principal and Middle School Principal	◯	◯	◔	◔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue						

Dickinson Independent School District

Silbernagel Elementary School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The mission of Silbernagel Elementary School is to ensure that all students have successful learning opportunities that have rigor and relevance and will help them reach their full potential throughout their lives.

Vision

Our vision at Jake Silbernagel Elementary School is to ensure that each student makes at least a year's growth or more each year throughout their tenure at Silbernagel Elementary School. Our students in grades Pre-K through fourth grade will continue to excell in learning that will prepare them to be competitive and successful throughout the 21st century.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: During 2015-16, 80% of all student groups (ELL, Econ. Dis, Hispanic, African American, White and Spec. Ed) will master STAAR Reading assessment. ELL population did not meet system safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Targeted after school professional development to include Pre K-4 Balanced Literacy implementation.	4, 9	ELA and Math curriculum specialists, classroom teachers, academic coaches,				
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Academic Coaches and teachers attend ELA, Science & Social Studies focus trainings that model research based best practice in the content areas.	4	Principal				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching.	2	Principal				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Purchase Level Literacy Intervention to use with students in grades K-4 who are two or more grade levels below in reading.	2, 9	Principal				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) Provide supplemental instructional materials that support professional development.	4	Principal				✔
State System Safeguard Strategy 6) PLC weekly meetings for data review, common assessments planning, prime time planning and learning walks.	8, 9	Administrators, Academic Coaches, Classroom teachers				✔
State System Safeguard Strategy 7) Actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices.	2, 9	teachers				✔

Strategy		Description columns	Responsible	Col1	Col2	Col3	Col4
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress.		2, 9	teachers	◔	◔	◔	◔
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) Hold vertical alignment meeting 1 x a month to discuss essential learnings in each grade level in ELA, math, science, social studies.		2, 8	Administrators and curriculum specialists	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.		2, 4	Administrators, Academic Coaches	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 11) ESL, M1, M2 and waiver students will be monitored for academic progress.		2	Administrators, teachers, LPAC, academic coaches	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 12) Improve TELPAS proficiency levels from previous year. Monitor ELL progress throughout the year.		9	Administrators, Bilingual teachers, academic coaches	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 13) Conduct Power PLC once a nine weeks to disaggregate data, update data cards and board, plan for the nine weeks, learning walks.		8, 9	Administrators, academic coaches, classroom teachers	◔	◔	◔	✔
14) Dyslexia students served every day through prime time for forty-five minutes with the dyslexia teacher.		9	Administrators and Dyslexia teacher	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 15) Provide professional development to assist teachers in overall student improvement through differentiation and focused teaching.		4	Administrators	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 16) Support from educational staff in reading explaining the TEKS at each grade level and involving teachers from selected grade levels to write and review CBAs.		8	Curriculum specialist	◔	◔	◔	✔
State System Safeguard Strategy 17) Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels.			Administrators, ELA curriculum specialists	◔	◔	◔	✔
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue							

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: During the 2015-16, 90% of all student groups (ELL, Econ. Dis., Hispanic, African American, White and Special Ed) will master STAAR Math assessment.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Academic coaches and teachers attend math focus trainings that model research based best practice in the content areas.	4	classroom teachers, academic coaches	Some Progress	Considerable	Considerable	✓
2) PLC weekly meetings for data review, common assessments planning, prime time planning and learning walks.	8, 9	Administrators, Academic Coaches, Classroom teachers	Considerable	Some Progress	Considerable	✓
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices.	2, 9	Administrators & teachers	Considerable	Some Progress	Some Progress	✓
4) GT enrichment will be provided for students identified as GT during grade level time and prime time.	3	Academic coaches, classroom teachers	Some Progress	Some Progress	Some Progress	✓
5) Conduct Power PLC once a nine weeks to disaggregate data, update data cards and board, plan for the nine weeks, learning walks.	8	Administrators & teachers	Considerable	Considerable	Considerable	✓
Federal System Safeguard Strategy 6) To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers.	9	Classroom teachers	Considerable	Considerable	Considerable	Considerable
Federal System Safeguard Strategy 7) Teachers will continue to receive professional development to improve instructional practices...CAMT, Math Games for the Texas State Standards, etc	4, 9	Administrators, classroom teachers	Considerable	Some Progress	Considerable	✓
Federal System Safeguard Strategy 8) Provide supplemental instructional materials that support professional development.	9	Teachers	Considerable	Considerable	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: During 2015-16, 80% of all student groups (ELL, Econ. Dis., Hispanic, African American, White and Special Ed) will master STAAR Writing assessment. ELL, Hispanic, Economic Disadvantage populations did not meet system safeguards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Provide targeted after school professional development to include Pre K-4 Balanced Literacy implementation.	4	ELA and Math curriculum specialists				✔
Federal System Safeguard Strategy 2) Attend ELA, Science & Social Studies focus trainings that model research based best practice in the content areas.	4	Curriculum specialists, teachers				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 3) Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching.	4, 9	Principal				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Provide supplemental instructional materials that support professional development. -Writing -Social Studies -Leveled books (Balanced Literacy Library) -Comprehension -Phonics -Guiding Readers and Writers	4, 9	Principal				✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) PLC weekly meetings for data review, common assessments planning, prime time planning and learning walks.	8, 9	Administrators, Academic Coaches, Classroom teachers				✔
State System Safeguard Strategy 6) Teachers actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices.	2, 9	Administrators & teachers				✔

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Hold vertical alignment meeting 1 x a month to discuss essential learnings in each grade level in ELA, math, science, social studies.	2, 9	teachers	Some Progress	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 8) Provide Academic coaches who will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.	2	Academic Coaches	Considerable	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 9) ESL, M1, M2, and waiver students will be monitored for academic progress by teachers with support by parents included in meetings	2, 9	teachers	Some Progress	Considerable	Considerable	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 10) Review TELPAS proficiency levels from previous year. Monitor ELL progress throughout the year.	2, 9	Bilingual and ESL teachers	Some Progress	Considerable	Considerable	Accomplished
State System Safeguard Strategy 11) Conduct Power PLC once a nine weeks to plan for instruction.		Administrators, academic coaches, classroom teachers	Considerable	Considerable	Some Progress	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 12) Provided support from educational support staff explaining TEKS at each grade level.	2	curriculum specialists	Considerable	Considerable	Considerable	Accomplished
State System Safeguard Strategy 13) Increase in walkthroughs to ensure implementation of TEKS at all grade levels.		Administrators	Some Progress	Considerable	Considerable	Accomplished

✓ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: During 2015-16 we will strive to meet state & federal standards with all student groups (ELL, Econ. Dis., Hispanic, African American, White and Special Ed) in 3rd & 4th grades in all subjects at 80%

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

			Q1	Q2	Q3	Summative
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Targeted after school professional development to include PreK-4 Balanced Literacy implementation.	2, 9	ELA and Math curriculum specialists, classroom teachers, academic coaches, administrators	◑ Considerable	◑ Considerable	◑ Considerable	✔ Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) K-4 ELA teachers will implement a balanced literacy approach including a strong emphasis in writing daily.	2	classroom teachers	◔ Some Progress	◑ Considerable	◑ Considerable	✔ Accomplished
3) GT enrichment will be provided for students identified as GT during prime time.	3	classroom teachers, administrators	◑ Considerable	◑ Considerable	◑ Considerable	✔ Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching.	4, 9	Principal	◑ Considerable	◑ Considerable	◑ Considerable	✔ Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 5) PLC weekly meetings for data review, common assessments planning, prime time planning and learning walks.	8, 9	Administrators, Academic Coaches, Classroom teachers	◑ Considerable	◑ Considerable	◑ Considerable	✔ Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Teachers will actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices.	2, 9	Administrators, Academic Coaches, Team leaders, Classroom teachers	◑ Considerable	◑ Considerable	◑ Considerable	✔ Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 7) Conduct Power PLC once a nine weeks to disaggregate data, update data cards and board, plan for the nine weeks, learning walks.	8	Administrators, academic coaches, classroom teachers	◑ Considerable	◑ Considerable	◑ Considerable	✔ Accomplished
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Reduce the turnover rate by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.	4	Campus Administrators	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) After school professional development for balanced literacy and balanced math will be provided to PreK - 4th grade teachers.	4	Principal, Assistant Principal, Math and ELA curriculum specialists	◔	◔	◔	✔
3) Any new teacher will participate in the First Year Teacher Academy provided by the district with support from a mentor teacher located on the campus.	4, 5	Director of Professional Development, Principal	◔	◔	◔	✔
4) Give timely feedback to teachers from walkthrough visits and observations.	4	Principal, Assistant Principal	◑	◔	◑	✔
5) Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	3	Director of Professional Development, Principal, Director of Human Resources	◔	◔	◔	✔
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide staff with researched based training and materials to enhance instruction for all students in all content areas. -	9, 10	Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher	◔	◑	◔	✔
7) Provide opportunities for Principal and Assistant Principal to attend trainings that will build capacity with in the school.	4	Deputy Superintendent for Educational Services, Director of Professional Development	◔	◔	◔	◕

| 8) Principal will attend college recruitment. | 5 | Principal | | | | ✔ |

| = Accomplished | = Considerable | = Some Progress | = No Progress | ✗ = Discontinue |

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Promote drug free and safe schools, improve student attendance, and reduce classroom office referrals.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide weekly guidance lessons with the campus counselor	9	Counselor	Considerable	Considerable	Considerable	Accomplished
2) Use of school wide discipline plan to provide a safe learning environment.	2	Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	Considerable	Considerable	Considerable	Accomplished
3) Use Core Essential Social Skills, character counts and right choice programs to promote positive character development.	2	Counselor	Considerable	Considerable	Considerable	Accomplished
4) Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.	2	Counselor, District Social Worker	Considerable	Considerable	Considerable	Accomplished
5) Promote "No Place for Hate" program campus wide.	2	Counselor	Considerable	Considerable	Considerable	Accomplished
6) Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state.	4	Administrators	Considerable	Considerable	Accomplished	Accomplished
7) Provide teachers training for bully prevention.	2	Counselor	Considerable	Considerable	Accomplished	Accomplished
8) Provide physical education classes for all students 2-3 days a week.	2	PE teacher	Considerable	Considerable	Considerable	Accomplished
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Apply fiscally sound management procedures.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.	4	School secretary, Principal, Director of Business Operations	✔	✔	✔	✔
2) All business and money handled on campus will be documented and receipts will be provided.		School Secretary	◕	◕	◕	✔
3) Collaborate and plan with district budget managers when making decisions based on professional development. Master schedule, student and staff programs and materials to support at-risk students academic learning and improvement.	10	Principal, A-Team	◕	◕	◕	✔
4) Provide and monitor procedures in place to promote energy conservation on a daily basis.		Principal, staff	◕	◕	◕	✔
✔ = Accomplished ◕ = Considerable ◕ = Some Progress ◯ = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Integrate technology to increase efficiency for adults and students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Grade level technology TEKS will be the basis of instruction in the classroom and computer lab.		Teachers, Administrators	◕	◕	◕	✔

2) Continue to purchase instructional technology hardware that will support the most current educational software and testing requirements.		Technology Department Principal Dir. Fed. Programs/ELL	◔	◔	◔	◔
3) The two computer labs will be used to provide students with such programs as Accelerated Reader.	9	Administrator, Classroom teachers	◔	◔	◔	✔
4) Utilize the instructional technologist to help teachers utilize technology to develop and continue to improve instruction.		Administrators, instructional technologist	◔	◔	◔	✔
5) Provide supplemental and researched based instructional resources to support teachers with instruction of students.		Administrators, instructional technologist	◔	◔	◔	✔
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Increase parent and community involvement.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** 1) Hold Family Literacy and Math Night to promote the importance of reading, writing and math and to provide parents with strategies and activities they can do at home to help their children with these skills. Math/Literacy - Make and Take night	6, 10	Academic Coaches Administrators Classroom Teachers Librarian	Accomplished	Accomplished	Accomplished	Accomplished
2) Parents will be invited to all school functions such as Open House, Awards Assemblies, Parent Orientation/Title 1 meetings, Thanksgiving luncheon, muffins for moms, donuts for dads, music programs, evening book fairs, field day	6	Academic coaches, Administrators, classroom teachers, counselor, librarian	Some Progress	Some Progress	Some Progress	Accomplished
3) Staff and campus web pages will be kept current and used to communicate with parents and the community.	6	Classroom teachers, receptionist	Considerable	Some Progress	Some Progress	Accomplished
4) Recruit staff, parent, community and business members to participate in the evaluation, development and planning of the campus improvement plan during the school year.	6	Principal	Some Progress	Some Progress	Some Progress	Accomplished
5) Provide parents with information regarding the district, campus and curriculum and information on their child's progress and opportunities to participate in campus activities.		Principal	Some Progress	Some Progress	Some Progress	Accomplished
State System Safeguard Strategy **Federal System Safeguard Strategy** 6) Provide opportunities for parents of bilingual students to meet with their child's teacher to learn how to increase their child's English proficiency.	9	teachers	Some Progress	Some Progress	Some Progress	Considerable
7) Provide opportunities for parents of PreK students to visit the campus in the Spring and receive information about PreK.	7	Teacher, Administrators	No Progress	No Progress	No Progress	Some Progress
8) Provide opportunity for all students to transition into their next year classroom before the EOY (Spring Training).	7	Teachers	No Progress	No Progress	No Progress	Accomplished
9) Provide parents with their child's academic results on state assessment.		Administrators and teacher	No Progress	No Progress	No Progress	Accomplished
10) Provide parental conferences with teachers on their child's academics.	6	teachers	Considerable	Considerable	Considerable	Accomplished

✔ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ✖ = Discontinue

Dickinson Independent School District

Hughes Road Elementary School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Top 25% Closing Performance Gaps
Postsecondary Readiness

Public Presentation Date: November 2, 2015

Mission Statement

We will create a safe learning environment by building positive relationships with our students, their families, and the community while establishing a solid educational foundation.

Vision

Together we will shape the future by inspiring and empowering lifelong learners.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 85% of the students will meet or exceed the state and federal passing standards in math, reading and writing.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Provide balanced literacy instruction through the use of Level Literacy materials and professional development designed to increase student reading comprehension and fluency.	9	ELA Curriculum Specialists Principal Assistant Principal Academic Coaches				✔
Critical Success Factors CSF 1 CSF 2 2) Provide Academic Coach and Academic Coach aide to deliver Leveled Literacy Intervention instruction 5 days a week, 30 minute session per child identified as reading 2 years below current grade level.	9	Academic Coach				
Critical Success Factors CSF 1 CSF 2 3) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation	2, 9	ELA Curriculum Specialist, Academic Coaches, Principal, Assistant Principal				
Critical Success Factors CSF 1 CSF 2 4) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, Prime Time planning, professional development, and learning walks.	2, 4	Academic Coaches, Principal, Assistant Principal				
Critical Success Factors CSF 1 CSF 2 5) Conduct vertical alignment meetings one time per month to discuss essential learning in each grade level in Reading, Writing, Math, Science, and Social Studies.	2	Team Leaders, Academic Coaches, Committee Chairpersons				

Critical Success Factors CSF 1 CSF 2 6) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.	2	Academic Coaches, Principal, Assistant Principal	◕	◕	◕	◕
Critical Success Factors CSF 1 CSF 2 7) Conduct Power PLC once a nine weeks to disaggregate data, update data cards and board, plan for the nine weeks, learning walks.	2	Principal, Assistant Principal, Academic Coaches, Curriculum Specialists, classroom teachers	◕	◕	◕	◕
Critical Success Factors CSF 1 CSF 2 8) Provide supplemental instructional materials that support professional development. -Writing Academy -Comprehension Toolkit -Phonics -Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom	2	Principal, Academic Coaches	✔	✔	✔	✔
Critical Success Factors CSF 1 CSF 2 9) Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress.	2	Academic Coaches, classroom teachers	◕	◕	◕	◕
Critical Success Factors CSF 1 CSF 2 10) Third and fourth grade students will work with iStation	9	Classroom teachers	◔	◔	◔	◔
11) Using formative assessments of learning, grade level teams members will respond to the needs of students in a timely manner, and , if needed, RTI will be implemented for students not meeting grade level expectations	8, 9	Academic Coaches, classroom teachers, Assistant Principal	◔	◔	◔	◔
12) In addition to providing SPED services as specified in the IEP (ARD), SAILS teacher and regular education teachers will collaborate in planning lessons that focus on modifying and providing accommodations (as needed) high leverage TEKS to teach reading. These teachers will review assessment data collaboratively and use research-based strategies to teach reading.	9	SAILS teacher, classroom teachers	◔	◔	◔	◔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue							

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: All students will make at least 1 years growth in reading as well as meet or exceed the standards set for Reading STAAR at Final Level 2.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation.	9	ELA Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	Some Progress	Some Progress	Some Progress	Some Progress
Critical Success Factors CSF 1 CSF 2 2) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, Prime Time planning, professional development, and learning walks.	2, 4	Academic Coaches, Principal, Assistant Principal	Some Progress	Some Progress	Some Progress	Some Progress
Critical Success Factors CSF 1 CSF 2 3) Conduct vertical alignment meetings one time per month to discuss essential learning in each grade level in Reading, Writing, Math, Science, and Social Studies.	2	Team Leaders, Academic Coaches, Committee Chairpersons	Some Progress	Some Progress	Some Progress	Some Progress
Critical Success Factors CSF 1 CSF 2 4) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.	2	Academic Coaches, Principal, Assistant Principal	Some Progress	Some Progress	Some Progress	Some Progress
Critical Success Factors CSF 1 CSF 2 5) Conduct Power PLC once a nine weeks to disaggregate data, update data cards and board, plan for the nine weeks, learning walks.	2	Principal, Assistant Principal, Academic Coaches, classroom teacher	Some Progress	Some Progress	Some Progress	Some Progress
6) Second grade students will take the ITBS test.	2	classroom teacher	No Progress	No Progress	No Progress	✓
Critical Success Factors CSF 1 CSF 2 7) Provide supplemental instructional materials that support professional development. -Writing Academy -Comprehension Toolkit -Phonics -Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom	2	Principal, Academic Coaches	✓	✓	✓	✓

	No.	Responsible				
Critical Success Factors CSF 1 CSF 2 8) Review TELPAS proficiency levels from previous year. Monitor ELL progress throughout the year.	8	Assistant Principal, LPAC, ESL teachers	◔	◔	◔	✔
Critical Success Factors CSF 1 CSF 2 9) Third and fourth grade students will work with iStation	9	Classroom teachers	○	○	◑	◑
10) Principal and leadership team will attend seminars with LEAD Partners and train staff on best practices to be used in the classroom.	4	Team Leaders/Dept. Chair Principal Asst. Principal Counselor	◔	◔	◔	◑
11) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources	4	Principal, Academic Coaches	◔	◔	◑	◔
12) Lesson plans and classroom instruction reflect the most up to date district curriculum/placemats at the correct level of rigor	2	Principal, Assistant Principal, Academic Coaches, Classroom Teachers	◔	◔	◑	◔
13) Collaborative team planning utilizing data analysis.	2, 8	Academic Coaches, Classroom Teachers, Assistant Principal, Principal	◔	◔	◑	◔
14) Using formative assessments of learning, grade level team members will respond to the needs of students in a timely manner, and , if needed, RTI will be implemented for students not meeting grade level expectations	8	Academic Coaches, classroom teachers, Assistant Principal	◔	◔	◑	◔
15) In addition to providing SPED services as specified in the IEP (ARD), SAILS teacher and regular education teachers will collaborate in planning lessons that focus on modifying and providing accommodations (as needed) high leverage TEKS to teach math and reading. These teachers will review assessment data collaboratively and use research-based strategies to teach math and reading.	9	Academic Coaches, SAILS teacher, classroom teachers	◔	◔	◑	○
16) GT Enrichment will be provided for students identified as GT during Prime Time.	9	Academic Coaches, classroom teachers	◑	◑	◑	◔
17) Increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing	4	Academic Coaches, Principal, Asst. Principal	◔	◑	◑	◔
18) Effectively implement Guided Reading instruction and literacy workstations in all K-4 classrooms	9	Academic Coaches, Teachers	◑	◑	◑	◔
19) Increase teacher understanding of STAAR rigor in order to improve student overall progress and performance through implementing Testing As A Genre	9	Academic Coaches	◔	◔	◑	◔

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: All student groups will meet or exceed the state standards set for Math STAAR at final Level 2.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Provide targeted during and/or after school professional development for K through 4th grade Math strategies.	2, 4	Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal, Consultant	◔	◔	◔	◔
Critical Success Factors CSF 1 CSF 2 2) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, Prime Time planning, professional development, and learning walks.	2, 4	Academic Coaches, Principal, Assistant Principal	◔	◔	◔	◔
Critical Success Factors CSF 1 CSF 2 3) Conduct vertical alignment meetings one time per month to discuss essential learning in each grade level in Reading, Writing, Math, Science, and Social Studies.	2	Principal, Assistant Principal, Academic Coaches, Committee Chairpersons	◔	◔	◔	◔
Critical Success Factors CSF 1 CSF 2 4) Academic coaches will model and coach teachers as needed with the implementation of new math TEKS	4	Academic Coaches, Principal, Assistant Principal	◔	◔	◔	◔
Critical Success Factors CSF 1 CSF 2 5) Conduct Power PLC once a nine weeks to disaggregate data, update data cards and board, plan for the nine weeks, learning walks.	2	Principal, Assistant Principal, Academic Coaches, classroom teacher	◔	◔	◔	◔
6) Second grade students will take the ITBS test.		Principal, Assistant Principal, classroom teacher				

Strategy		Number	Staff Responsible	Reviews			
Critical Success Factors CSF 1 CSF 2 7) Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress.		2	Principal, Assistant Principal, Academic Coaches, classroom teachers	◔	◔	◔	◔
Critical Success Factors CSF 1 CSF 2 8) Third and fourth grade students will work with Think Through Math		9	Classroom teachers	○	○	◔	✔
9) Principal and leadership team will attend seminars with LEAD Partners and train staff on best practices to be used in the classroom.		4	Team Leaders/Dept. Chair Principal Asst. Principal Counselor	◔	◔	◔	◔
10) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources		2, 4	Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services	◔	◔	◔	◔
11) Lesson plans and classroom instruction reflect the most up to date district curriculum/placemats at the correct level of rigor		2	Principal, Assistant Principal, Academic Coaches, Classroom Teachers	◔	◔	◔	◔
12) Collaborative team planning utilizing data analysis.		2, 8	Academic Coaches Classroom Teachers Assistant Principal Principal	◔	◔	◔	◔
13) Using formative assessments of learning, grade level teams members will respond to the needs of students in a timely manner, and , if needed, RTI will be implemented for students not meeting grade level expectations		2, 3, 4, 8	Academic Coaches, classroom teachers, Counselor	◔	◔	◔	◔
14) In addition to providing SPED services as specified in the IEP (ARD), SAILS teacher and regular education teachers will collaborate in planning lessons that focus on modifying and providing accommodations (as needed) high leverage TEKS to teach math and reading. These teachers will review assessment data collaboratively and use research-based strategies to teach math and reading.		2, 3, 4, 7, 8	SAILS teacher, classroom teachers	◔	◔	◔	◔
15) GT Enrichment will be provided for students identified as GT during Prime Time.		1, 2, 3, 4, 8	Academic Coaches, classroom teachers	◔	◔	◔	◔
16) Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen student's problem solving skills		9	Academic Coaches, Teachers	◔	◔	◔	◔

Strategy Description		Staff Responsible				
17) Strengthen rigor of classroom instructional practices such as lesson planning , modeling, questioning, and formal and informal assessments	9	Academic Coaches, Teachers	Considerable	Considerable	Considerable	Considerable
18) Effectively implement small group instruction and introduce learning centers as independent review and extension of the lesson	9	Academic Coaches, Teachers	Considerable	Considerable	Considerable	Considerable
19) consistently view application problems in multiple representations i.e. equation/expression, tables, diagrams/graphs and written/verbal descriptions	9	Academic Coaches, teachers	No Progress	Considerable	Considerable	Considerable

✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: All student groups will meet or exceed the state standards set for Writing STAAR at Final Level 2

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation.	2, 4	ELA Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	Some Progress	Considerable	Considerable	Considerable
Critical Success Factors CSF 1 CSF 2 2) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, Prime Time planning, professional development, and learning walks.	2, 4	Academic Coaches, Principal, Assistant Principal	Some Progress	Some Progress	Some Progress	Considerable
Critical Success Factors CSF 1 CSF 2 3) Conduct vertical alignment meetings one time per month to discuss essential learning in each grade level in Reading, Writing, Math, Science, and Social Studies.	2	Principal, Assistant Principal, Academic Coaches, Committee Chairpersons	Some Progress	Some Progress	Some Progress	Some Progress
Critical Success Factors CSF 1 CSF 2 4) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.	2	Academic Coaches, Principal, Assistant Principal	Considerable	Considerable	Considerable	Considerable

Strategy		Staff Responsible		Reviews	

Critical Success Factors CSF 1 CSF 2 5) Provide supplemental instructional materials that support professional development. -Writing Academy -Comprehension Toolkit -Phonics -Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom	2	Principal, Academic Coaches	✓	✓	✓	✓
Critical Success Factors CSF 1 CSF 2 6) Review TELPAS proficiency levels from previous year. Monitor ELL progress throughout the year.	2	Assistant Principal, Academic Coaches, LPAC, ESL teachers	◔	◔	✓	✓
7) Principal and leadership team will attend seminars with LEAD Partners and train staff on best practices to be used in the classroom.	4	Team Leaders/Dept. Chair Principal Asst. Principal Counselor	◔	◔	◔	◔
8) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources	2, 4	Principal	○	◔	◔	◔
9) Lesson plans and classroom instruction reflect the most up to date district curriculum/placemats at the correct level of rigor	2	Principal, Assistant Principal, Academic Coaches, Classroom Teachers	◔	◔	◔	◔
10) Collaborative team planning utilizing data analysis.	2, 8	Academic Coaches ,Classroom Teachers, Assistant Principal, Principal	◔	◑	◑	◑
11) Increase teacher understanding and implementation of K-2 Phonics Lessons, Word Study 3 and the Buddy Study Cycle	4	Academic Coaches	◑	◑	◑	◑
12) Implement specific writing strategies in order to increase teacher understanding and instructional delivery for developing personal narrative and expository compositions; implement writing portfolios for every student with periodic portfolio checks	4, 9	ELA Curriculum Sp, Academic Coaches, Teachers	◔	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◑ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: ELL students will make at least one year's growth in English language acquisition.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide balanced literacy instruction through the use of Level Literacy materials and professional development designed to increase student reading comprehension and fluency.	9	ELA Curriculum Specialists, Academic Coaches, Principal Assistant Principal	(partial)	(partial)	(partial)	(partial)
Critical Success Factors CSF 1 CSF 2 2) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation	4	ELA Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	(partial)	(partial)	(partial)	(partial)
Critical Success Factors CSF 1 CSF 2 3) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, Prime Time planning, professional development, and learning walks.	4	Academic Coaches, Team Leader, Principal, Assistant Principal	(partial)	(partial)	(partial)	(partial)
Critical Success Factors CSF 1 CSF 2 4) Provide supplemental instructional materials that support professional development. -Writing Academy -Comprehension Toolkit -Phonics -Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom	2	Principal, Academic Coaches	✓	✓	✓	✓
Critical Success Factors CSF 1 CSF 2 5) Review TELPAS proficiency levels from previous year. Monitor ELL progress throughout the year.	8	Assistant Principal, LPAC, ESL teachers	(partial)	(partial)	(partial)	✓
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Provide differentiated classroom instruction to foster language acquisition through discussions from teacher to student, student to student, and student to teacher.	9	Classroom teachers	(partial)	(partial)	(partial)	(partial)
Critical Success Factors CSF 1 CSF 2 7) Academic Coaches will provide support for struggling ELL students	9	Academic Coaches, classroom teachers	(partial)	(partial)	(partial)	(partial)

Critical Success Factors						
Critical Success Factors CSF 1 CSF 2 8) Implement ELPS during classroom instruction	9	Academic Coaches, classroom teachers, Principal, Assistant Principal	◑	◑	◑	◑
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 9) Provide ongoing professional development for teachers of ELL students	4	Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Principal, Assistant Principal	◑	◑	◑	◑
Critical Success Factors CSF 1 CSF 2 CSF 7 10) Teachers will post language objectives on the board and incorporate them in their lessons	9	Academic Coaches, classroom teachers, Principal, Assistant Principal	◑	◑	◑	◑

✔ = Accomplished ◐ = Considerable ◑ = Some Progress ◯ = No Progress ✖ = Discontinue

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Maintain effective teachers and recruit highly qualified teachers through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus.	3, 4, 5	Dir. of Prof Development Principal	✔	✔	✔	✔
2) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.	4	Principal, Assistant Principal, Academic Coaches	◔	◔	◔	◔
3) During and/or after school professional development for balanced literacy and guided math will be provided to K - 4th grade teachers.	4	Principal, Assistant Principal, Math and ELA curriculum specialists, Academic Coaches	◔	◔	◔	◔
4) Give timely feedback to teachers from walkthrough visits and observations.	3	Principal, Assistant Principal	◔	◔	◔	✔
5) Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	4	Director of Professional Development, Principal, Director of Human Resources				
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide weekly guidance lessons with the campus counselor		Counselor	✓	✓	✓	✓
2) Use of school wide discipline plan to provide a positive, safe learning environment.		Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	🟠	🟠	🟠	🟠
3) Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.		Counselor, District Social Worker	✓	✓	✓	✓
4) Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state.	4	Administrators, Campus Secretary	✓	✓	✓	✓
✓ = Accomplished 🟠 = Considerable 🔘 = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Provide 100% transparency of financial management policies/practices for state, federal and local funding.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.	4	Campus Secretary, Principal, Dir. of Bus. Operations	✔	✔	✔	✔
2) Coordinate use of funds with district budget managers in planning Master Schedule, professional development and supplemental materials for campus.	10	Principal, A-Team	✔	✔	✔	✔
3) All business and money handled on campus will be documented and receipts will be provided.		School Secretary	✔	✔	✔	✔
4) Provide and monitor procedures in place to promote energy conservation on a daily basis.		Principal, staff	✔	✔	✔	✔
5) Coordinate equitable funding for staffing using state and local funds, based on # of students served at the campus.	10	Principal, A-Team	✔	✔	✔	✔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✘ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Ensure that every campus/facility/department is welcoming to all stakeholders (parents, guardians, community, and business partners).

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase parent communication and the home/school connection through social media and monthly newsletters.	6	Assistant Principal Classroom Teachers Technology Dept.	◕	◕	◕	◕
2) Actively recruit teachers, parents, community and business members to be a part of the CIT.	6, 8	Principal	◕	◕	◕	◕
3) Provide parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities.	6	Principal	◕	◕	◕	◕
4) Provide high quality and timely customer service addressing community and parental questions at the campus level.	6	Principal, Campus Staff	◕	◕	◕	◕
5) Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year.	6, 7	Principal, Counselor, Teachers, Attendance Clerk/Registrar				◕
6) Hold Family Literacy and Math Night to promote the importance of reading, writing and math, Discipline 911 for Parents.	6	Academic Coaches, Administrators, Classroom Teachers	⚪	⚪	✔	✔
7) Parents will be invited to all school functions such as Open House, Awards Assemblies, Parent Orientation/Title 1 meetings, Thanksgiving luncheon, music programs, evening book fairs, field day	6	Academic coaches, Administrators, classroom teachers, counselor, librarian	◕	◕	◕	◕
8) Staff and campus web pages will be kept current and used to communicate with parents and the community.	6	Classroom teachers, technology aide	◕	◕	◕	◕
9) Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed.	6	Administrator, Counselor, Teachers	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Dickinson Independent School District

Bay Colony Elementary School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Public Presentation Date: November 2, 2015

Mission Statement

The Bay Colony Mission Statement

Our mission is to develop academically confident and secure learners who are well prepared and well able to accept any academic coursework or intellectual challenge they may encounter while enrolled at Bay Colony and later beyond the scope of the elementary curriculum. We strive to develop learners who demonstrate respectful interactions in all situations and settings. Our goal is for students to leave Bay Colony Elementary after fourth grade with a strong academic and fine arts foundation. They will be independent thinkers in order to be lifelong learners and problem-solvers and will have positive and collaborative interpersonal skills.

Vision

It is the vision of Bay Colony Elementary School to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive relationships.

Value Statement

Bay Colony values a rigorous and focused academic learning environment. We believe that a rigorous learning environment in a positive relationship based campus culture creates a safe, fun, and engaging learning environment that makes learning the preferred activity for all stakeholders in the Bay Colony community of learners. At Bay Colony we work hard and we make it fun!

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 85% of the students will meet or exceed the state and federal passing standards in math, reading and writing.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Supplemental Academic Coaches and paraprofessional will support instruction to assist at-risk students. Academic Coaches will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students.	9, 10	Principal				
Federal System Safeguard Strategy 2) Principal and leadership team will attend seminars with LEAD Partners and Seidleitz Group and train staff on best practices to be used in the classroom.	4, 10	Team Leaders/Dept. Chair Principal Asst. Principal Counselor				
Federal System Safeguard Strategy 3) Teachers will actively participate in PLC meetings that are focused on instruction and student improvement. Special focus will be given to the African American subpopulation and our economically disadvantaged subpopulation.	8, 9	Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers				
Federal System Safeguard Strategy 4) Attend on going Reading, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas.	2, 4	Dir. of Prof Development Academic Coaches Classroom Teachers Assistant Principal Principal				
Federal System Safeguard Strategy 5) Continue to train in research based best practice and roll out to all staff to improve student success in all academic subjects	2, 4	Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal				
Federal System Safeguard Strategy 6) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources	2, 4	Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services				

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: All student groups will meet or exceed the state standards set for Math STAAR at final Level 2

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Teachers will continue to train in research based best practice and implement with staff to improve student success in all academic subjects with a special focus on math.	2	Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal				
Federal System Safeguard Strategy 2) Staff will analyze data and use it to focus instruction. Coaches will assist teachers through weekly meetings and Power PLC meetings.	9	Academic Coaches Classroom Teachers Assistant Principal Principal				
Federal System Safeguard Strategy 3) Teachers will implement both whole and small group math instruction.	9	Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Teams of teachers will collaborate and plan together each week.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) PLC time will be used for teachers, academic coaches, and administrators to and engage in planning activities and create lesson plans and weekly assessments .	8	Teachers, Academic Coaches, Administrators, Curriculum Specialist.	◔	◔	◔	◔
Federal System Safeguard Strategy 2) Teachers will plan together in their teams each week in order to create lesson plans that meet the rigor of the TEK, follow the district curriculum expectations, and meet the needs of the students through various instructional activities and teacher created assessments..	8, 9	Academic Coaches, Administrators, Team Leaders	◔	◔	◔	◔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: Use data to target the specific needs of each ELL student and help him/her advance their english language acquisition.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) All ESL teachers will implement the strategies learned in research based training for working with English language learners. The resulting student goal is increased language mastery and academic acquisition for all English language learners.	9	Academic Coaches, Administrators	◔	◔	◔	◔
2) Teachers will use data to target the specific needs of each ELL student and help him/her advance their english language acquisition so that each ELL student is ready to exit ESL by the end of third grade and can be on monitor 1 status for their fourth grade year at Bay Colony. Monitor year 1 students will then be monitored closely to ensure continued success with curriculum goals.	9	Teachers, Academic Coaches, Administrators	◔	◔	◔	◔
3) Teachers will provide additional vocabulary enrichment for ELL students through vocabulary activities using word walls, journaling, and various teaching activities based on needs observed by classroom teachers.	9	Academic Coaches, Team Leaders, Administrators	◔	◔	◔	◔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will be informed about colleges and technical schools through character development classes and through campus wide initiatives to expose students to information about post secondary educational choices through graphic displays. The lessons will be created on the particular grade level ability and wil		Principal, Assistant Principal, Counselor				
2) Bay Colony will focus on career and college readiness through teaching about colleges and careers, supporting colleges and technical schools through announcement information and celebrations by wearing college/technical school shirts once per month and displaying college and technical school information in a way that catches the students attention. This goal will be met if we consistently expose our students to the values and accessibility of colleges and technical schools for future attendance		Academic Coaches, Team Leaders, Administrators in consultation with CATE educators in the district.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Bay Colony has created an interview team in order to have a representative from each grade level or department of the campus so that each potential candidate can be considered from the various viewpoints of different staff members.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus cross section interview committee will be created to select the candidates most appropriate and highly qualified instructors and pararprofessionals for our campus.	3	Principal, Assistant Principal	◔	◔	◔	◔
2) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus.	5	Dir. of Prof Development Principal	✔	✔	✔	✔
3) Any teachers hired during the year who is not highly qualified will be given opportunities to attend trainings, prepare for certification test, or be assigned to a highly skilled mentor teachers who will assist them as they prepare to become highly qualified.	3	Director of Human Resources, Principal	○	○	✘	✘
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✘ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Bay Colony will teach students about basic character values and will teach students about living a healthy lifestyle.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Bay Colony has participated in The FundRunners curriculum that teaches character development lessons and encourages students to be active and develop healthy eating habits. Parents involvement encouraged during this program.		Principal, Assistant Principal, Counselor	(considerable)	(considerable)	(considerable)	✔
2) Character development lessons will be provided to students in all grade levels throughout the year.		counselor, administrators	(considerable)	(considerable)	(considerable)	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: Bay Colony will focus on decreasing misbehavior and prevent violence through character education.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Bay Colony will participate in the No Place for Hate initiative. The campus has been named a No Place for Hate Campus by the Anti-Defamation League and we support Unity against violence through our annual Unity Day Celebrations and Activities. The behavior coach will regularly meet with students struggling with behavior issues in order to prevent further incidents and in order to try to break the misbehavior cycle in students.		Behavior Coach, Counselor, Administrators	(considerable)	(some progress)	(considerable)	(considerable)
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 3: We will meet the needs of students struggling with dyslexia through research based interventions by staff fulling trained in dyslexia services.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Students qualifying for dyslexia services will receive direct services from a highly trained teacher in order to help students gain academic competencies.	9	Dyslexia professional, SIT Chairperson, Assistant princpal	◔	◔	◔	✔
2) Train additional staff in dyslexia intervention.	3	Administrators	◔	◔	◔	✔
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 4: Bay Colony will meet the needs of students in regard to suicide prevention and eliminating self-harming behaviors.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Bay Colony has a risk assessment process that consists of confidential communication with the student making the outcry, a staff member trained in completing risk assessment documentation, and parent notification. A structured document is used called Student Risk Assessment Form. The risk assessment form has various questions to rate the risk of potential self- harm, and documentation of parent contact. This form is completed any time there is a student outcry. Trained staff counsel with the student and contact the parents/guardians.		Counselor, Principal, Assistant Principal	◔	◔	◔	◔
2) Students making an outcry and scoring in the High Risk or Moderate Risk range for self harming behaviors will remain with the counselor or administrator until the parent/guardian can come to the school to review the information. Each time a student risk assessment form is completed the Principal is consulted and the administrative team assists in parental contact if necessary. Parents are notified immediately and the student is never left alone. If a parent is not available or refuses to address the need the school resource officers are notified along with necessary outside agencies.		Counselor, Principal, Assistant Principal	◔	◔	◔	◔

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 5: Bay Colony daily student attendance rates will increase by 1%.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Increased attendance will be encouraged through announcements and incentives. The 9 week attendance contest between Bay Colony and Calder Road will help to motivate students to attend school and will motivate teachers to encourage higher attendance rates.		Teachers, Academic Coaches, Administrators				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Bay Colony will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition services, etc...

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintenance needs will be reported to the campus secretary in a timely fashion. She will complete the necessary district work orders.		Secretary and Principal	Considerable	Considerable	Considerable	Considerable
2) Work orders are generated as soon as a need is noted. Things are fixed, repaired, or replaced in a timely manner to keep the campus operating optimally.		Secretary and Principal	Considerable	Considerable	Considerable	Accomplished
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 2: Bay Colony will increase technology for the benefit of students through teacher and staff development as well as for working with small groups of students.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) A computer and data projector will be installed in the conference room in order to meet these needs for streaming instructional materials or discussing and reviewing training or teaching documents. Bay Colony is the first campus to have this type of short through interactive data projector to use with groups of staff or students and we will be trained to effectively use it.		Principal, Director of Technology	Accomplished	Accomplished	Accomplished	Accomplished
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 3: Technology will be used as a tool for working with our students and families as we are able to create programs and performances for students and families to encourage participation on campus.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Work with the technology to design the best configuration of audio equipment to best meet our students needs during campus student performances.		Principal, district technology staff	✓	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication participation and partnerships in accomplishing district goals.

Performance Objective 1: Bay Colony will present information and support programs that teach about college and career opportunities.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Bulletin boards and displays will be on display as a graphic aid in teaching students about career and college choices.		Team Leaders, Administrators, Counselor	◕	◕	◕	◕
2) Career day will teach students about a variety of career options available in their future. Parents and community members will visit the campus and teach students about various careers.	6	Counselor, Administrators	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication participation and partnerships in accomplishing district goals.

Performance Objective 2: Teachers will meet with parents to confer about academics and general school progress to encourage increased support from home and to increase the school/home bond.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Parents will be invited to meet with teachers during the designated parent/conference day to discuss academic progress of students. Teachers will confer with parents on a regular basis regarding student progress and academic needs.	6	Teachers, Administrators	◕	◕	◕	◕
2) Parents will document conferences and will maintain documentation of home and school communication through a take home folder system and/or teacher call logs and records.	6	team leaders, academic coaches, administrators	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication participation and partnerships in accomplishing district goals.

Performance Objective 3: Staff will help the student transition process between home and Pre-K, Pre-K and Kindergarten, Fourth grade to middle schools, and between elementary grade levels.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Students and their families will be welcomed to the campus before they are expected to participate in the next school year. Visits to Pre-K will be encouraged. Spring Training Camp will help students get ready for the transition to the next grade level. Visit to the middle school will help fourth grade transition to middle school.	6, 7	Teachers, Counselor, Academic Coaches, Administrators	◑	◑	◑	◑
2) Pre-K and Kindergarten will host a Pre-K and Kindergarten Play Date before the school year begins.	6, 7	Teachers, Academic Coaches, Administrator	✔	✔	✔	✔
3) Teachers will hold parent conferences in October to discuss and review with the parent their child's academic progress for the school year. Teachers will keep parents updated throughout the school year with phone calls and emails on their child's progress.	6	Teachers	◑	◑	◑	◑
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

Dickinson Independent School District

San Leon Elementary School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps
Postsecondary Readiness

Public Presentation Date: November 2, 2015

Mission Statement

It is the mission of the Dickinson Independent School District and San Leon Elementary to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives.

Vision

It is the vision of San Leon Elementary School to add value to the lives of our students by creating a learning environment where the curriculum if focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

Table of Contents

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 85% of the students will meet or exceed the state and federal passing standards in math, reading and writing.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Continue to provide supplemental Academic Coaches and paraprofessional support to assist at-risk students. Academic Coaches will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students.	9, 10	Principal				
Federal System Safeguard Strategy 2) Staff will continue to be trained in research based best practices and to improve student success in all academic subjects.	4, 10	Dir. of Prof Dev. Principal Academic Coaches Classroom Teachers Assistant Principal				
Federal System Safeguard Strategy 3) Teachers will analyze data, re-write assessments, and use student data to focus instruction. Coaches will assist teachers through weekly meetings and Power PLC meetings.	9	Academic Coaches Classroom Teachers Assistant Principal Principal				
Federal System Safeguard Strategy 4) Principal and leadership team will attend seminars with LEAD Partners and Seidlitz Group and train staff on best practices to be used in the classroom.	4	Team Leaders/Dept. Chair Principal Asst. Principal Counselor				
Federal System Safeguard Strategy 5) Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.	8	Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers				

Federal System Safeguard Strategy 6) Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practice in those content areas.	4, 9	Dir. of Prof Development Academic Coaches Classroom Teachers Assistant Principal Principal	◑	◑	◑	◑
Federal System Safeguard Strategy 7) Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by outside experts in the field	4, 10	Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Contracted Services	◑	◑	◑	◑
Federal System Safeguard Strategy 8) Teachers will receive professional development materials that support ongoing trainings. i.e., book studies, teacher resources to improve students academic success.	4, 10	Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services	◑	◑	◑	◑
Federal System Safeguard Strategy 9) Teachers will construct lesson plans and classroom instruction reflecting the most up to date district curriculum/placemats at the correct level of rigor	2	Principal Assistant Principal Classroom Teachers	◑	◑	◑	◑
Federal System Safeguard Strategy 10) Academic Coaches will model rigorous lessons through peer observations and roll out feedback through reflective conversations.	3	Academic Coaches Classroom Teachers Assistant Principal Principal	◑	◑	◑	◑
Federal System Safeguard Strategy 11) Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.	2, 8	Academic Coaches Classroom Teachers Assistant Principal Principal	◑	◕	◑	◕
Federal System Safeguard Strategy 12) Collaborative teaching & coaching in which teachers model and share ideas will provide active feedback for quality instruction and assessments..	8	Academic Coaches Classroom Teachers Assistant Principal Principal	◑	◕	◑	◕

San Leon Elementary School
Generated by Plan4Learning.com

5 of 15

Campus #084901108
December 12, 2016 9:14 am

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
13) After being trained at the Fundamental Five Summit with Sean Cain, the Administrative team will roll out the Book Study and walk-through program established by Sean Cain for continued school improvement.	4	Principal Assistant Principal Academic Coaches Teachers				

✔ = Accomplished	🟠 = Considerable	🟠 = Some Progress	⬤ = No Progress	✖ = Discontinue	

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: All students will make at least 1 years growth in reading as well as meet or exceed the standards set for Reading STAAR at Final Level 2

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Teachers will provide balanced literacy instruction in the classroom through the use of Level Literacy materials and attend professional development designed to increase student reading comprehension and fluency.	4	ELA Curriculum Specialists Principal Assistant Principal Academic Coaches Teachers	🟠	🟠	🟠	🟠
Federal System Safeguard Strategy 2) Provide Academic Coaches and Academic Coach aides to deliver Leveled Literacy Intervention instruction 5 days a week, 30 minute session per child identified as reading 2 years below current grade level.	9	Principal Assistant Principal Academic Coaches Academic Coach Paraprofessional	🟠	🟠	🟠	🟠
Federal System Safeguard Strategy 3) Teachers will attend targeted after school professional development for Pre-K through 4th grade Balanced Literacy implementation with ELA Curriculum Specialist.	4	ELA Curriculum Specialist Academic Coaches Principal Assistant Principal	🟠	🟠	🟠	🟠
Federal System Safeguard Strategy 4) Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve student state and federal scores in: Writing Comprehension Phonics Guiding Reading and Writing	4, 9	Principal, Deputy Superintendent for Instructional Services, Director of Advanced Academics, Director of Federal Programs/ELL	🟠	🟠	🟠	🟠

Strategy Description	Title I	Staff Responsible				
Federal System Safeguard Strategy 5) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.	2, 8	Principal, Assistant Principal, Academic Coaches, classroom teacher	◔	◔	◔	◔
Federal System Safeguard Strategy 6) Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas.	9	Principal, Assistant Principal, Academic Coaches, LPAC, ESL teachers	◔	◔	◔	◔
Federal System Safeguard Strategy 7) Teachers will work with outside highly qualified consultants to implement an effective balanced literacy program.	2	Teachers Consultant Administrators Academic Coach ELA Curriculum Specialist	◕	◕	◕	◕
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: All student groups will meet or exceed the state standards set for Math STAAR at final Level 2

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will implement both whole and small group math instruction.	9	Math Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	◔	◔	◔	◔
2) Academic coaches will model and coach teachers as needed with the implementation of math TEKS	3	Academic Coaches, Principal, Assistant Principal	◔	◔	◕	◔
3) Continue to use Lone Star Problem Solving, Countdown to STAAR, and Fast Focus in order to provide teachers with a resource that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS.	9	Principal Academic Coaches Classroom Teachers	◔	◔	◔	◔
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: All student groups will meet or exceed the state standards set for Writing STAAR at Final Level 2

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will review TELPAS proficiency levels from previous year in Writing and monitor ELL progress throughout the year in Writing.	9	Principal, Assistant Principal, Academic Coaches, LPAC, ESL teachers				
2) Lesson plans and classroom instruction reflect the most up to date district curriculum/placemats at the correct level of rigor in Writing.	8	Principal, Assistant Principal, Academic Coaches, Classroom Teachers				
3) Academic coaches will model and coach teachers as needed with the implementation writers workshop.	3	Academic Coaches, Principal, Assistant Principal				
4) Students will create Writing Portfolio's to document growth in writing.	8	Teachers Academic Coaches Principal Assistant Principal				
5) Teachers will work with highly qualified consultants/teachers to help them in perfecting the teaching of the writing craft, as well as revising and editing.	4	Teachers Consultant Administrators Academic Coaches				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: Use data to target the specific needs of each ELL student and help them advance their English language acquisition so that each ELL student advances at least one TELPAS level each year and meets minimum STAAR standards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
Federal System Safeguard Strategy 1) All ELL teachers will implement the strategies learned in research based training for working with English language learners.	2, 9	Teachers Academic Coaches Principal Assistant Principals				
Federal System Safeguard Strategy 2) All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction.	2, 9	Teachers Academic Coaches Principal Assistant Principals				
✔ = Accomplished ◐ = Considerable ◑ = Some Progress ⬤ = No Progress ✘ = Discontinue						

Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Reduce the turnover rate through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.	4	Principal Assistant Principal Asst. Supt. Ed. Services Superintendent Academic Coaches	Considerable	Considerable	Considerable	Considerable
2) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Second year teachers still in need of a mentor will join the district's NaviGator program for additional support.	5	Dir. of Prof Development Principal	Some Progress	Some Progress	Some Progress	Accomplished
3) Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	5	Dir. of Prof Development Principal Dir. Human Resources	Some Progress	Some Progress	Some Progress	Accomplished
Federal System Safeguard Strategy 4) Principal will encourage certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners.	2, 3	Principal Teachers Human Resources	Some Progress	Some Progress	Some Progress	Considerable
5) Campus will continue to interview and hire highly qualified teacher for our campus. Through the use of our Academic Coach model, we will work to make sure that no teacher has a "practice year" and that no teacher goes unsupported.	5	Principal Assistant Principal Academic Coaches NaviGators/ProtÃ©gÃ© Program Coordinator	Considerable	Considerable	Some Progress	Some Progress
✔ = Accomplished 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers and staff will be trained in research based best practices for behavior management. We will continue to monitor discipline records in order to ensure that the learning environments are well maintained, and that classroom management is a focus.	4	Counselors Principal Assistant Principal Classroom Teachers Special Education Teachers LSSP	◔	◔	◔	◔
2) Continue to promote "No Place for Hate" program campus wide. Along with our current Character Education programs we will address the following: Violence Prevention Bullying Character Traits	2	Counselor	◔	◑	◑	◔
3) Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.	9	Principal Counselor	◑	◑	◑	◑
4) Provide parents with car rider tags to ensure proper identification during student release at the end of the day.	6	Principal	✓	✓	✓	✓
5) Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.		Counselors Principal Assistant Principal Classroom Teachers Special Education Teachers	◑	◑	◑	◔
6) Through our master schedule, we will make sure that each student participates in vigorous physical activity during the PE classes. We will have campus participation on the district's SHAC Committee as well as the FitnessGram.		PE Teachers Principal SHAC Committee Representatives	◔	◔	◔	◔
7) We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 98%. We will also discuss with students the importance of staying in school in order to promote dropout reduction.		Teachers Data Clerk Receptionist Administrators	◔	◔	◔	◔

8) Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.		Teachers Administrators	✓	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Provide 100%transparency of financial management policies/practices for state, federal and local funding.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.		School Secretary Principal Dir. of Bus. Operations	✓	✓	✓	✓
2) Coordinate use of funds with district budget managers in planning Master Schedule, professional development and supplemental materials for campus.	10	Principal A-Team	🟠	🟠	🟠	🟠
✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✗ = Discontinue						

Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Ensure that every campus/facility/department is welcoming to all stakeholders (parents, guardians, community, and business partners).

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase parent communication and the home/school connection through social media.	6	Assistant Principal Classroom Teachers Technology Dept.	◕	◕	◕	◕
2) Recruit teachers, parents, community and business members to be a part of the CIP.	6	Principal	◔	◔	◔	◔
3) Provide parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities.	6	Principal	◑	◑	◑	◑
4) Provide high quality and timely customer service addressing community and parental questions at the campus level.		Principal Campus Staff	◑	◑	◑	◑
5) Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Barber Middle School.	7	Principal Counselor Teachers Barber Middle School Staff	○	○	○	◔
6) The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path.	6	Teachers Counselor Administrators	◕	◔	◔	◔
7) We will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving.	6	Teachers Academic Coaches Administrators	◔	◔	◔	◔
8) In October we will provide individual parent-teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards.	6	Teachers Academic Coaches	✔	✔	✔	✔

9) At the end of the 2nd semester, teachers will move students to their new classroom for the 16-17 school year (Spring Training) to help students prepare for the upcoming school year. Preschool registration will be open to new students with a variety of opportunists for parents to visit the school, classrooms and ready their child for the start of school in 16-17. Parents will have opportunities to meet with principal, teachers and Superintendent in campus meetings as the district prepares to open new middle and elementary campuses for 16-17 school year and school attendance boundaries are re-aligned.	7	District and Campus Administrators	⬤	⬤	◕	✔

✔ = Accomplished   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

Dickinson Independent School District

Calder Road Elementary School

2015-2016 Formative Review Quick Update

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps
Postsecondary Readiness

Public Presentation Date: November 2, 2015

Mission Statement

It is the mission of the Dickinson Independent School District and Calder Road Elementary to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives.

Vision

We will ensure that all our children will learn more today than yesterday, and more tomorrow than today.

Our vision is to educate students to be the scholars, critical thinkers, self-starters, leaders, and citizens of outstanding character of the future.   The staff of Calder Road Elementary in collaboration with the school community, will challenge and meet the needs of all students with a standards based curriculum which promotes scholarly attributes in all students. We promote and celebrate growth un each student and teach our students to set their own goals. Teachers design instruction to foster critical thinking skills, and all staff creates an environment in which students are motivated to develop the skills needed to be independent, self-starters. Students feel confident that college is not only a dream; but a reality with hard work. Students understand that education is the base for all of their dreams to come true. Building character is a key component of the school program. The Calder Road staff and school community are committed to achieving its vision and implementing each of the mission's components.   School-based management and shared decision-making include parents, teachers, support personnel, students, community members, and administrators. Students are active participants in their learning and have ample opportunities to display leadership skills. Calder Road Elementary School is proud to be a Texas Public school that has "Met Standard" and "Met all System Safeguards" under the new accountability system. Our school is located in the small, close, family oriented community of Dickinson. Calder Road is a true neighborhood school which enjoys the active support of parents, with strong, enthusiastic participation and involvement by our Parent Teacher Organization. School functions are consistently well attended by our parent community.   Our enrollment is presently 850. Our dedicated, talented staff utilizes a variety of instructional strategies to meet the needs of each individual student effectively. We emphasize communication skills through the use of technology.   For additional information about school and district programs, please visit www.dickinsonisd.org.

FOCUS, PURPOSE, TRUST, COMMITMENT

DESTINATION GRADUATION AND BEYOND!

Table of Contents

Goal 1: DISD and CRES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: Make continuous improvement toward advanced academic achievement in all subjects. 2015-2016 STAAR show a 5-7 % gain in all subjects and all subgroups. By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI with fidelity, 80% of the students will meet or exceed the state and federal passing standards in math, reading and writing.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	**Jan**	**Mar**	**June**
1) Hold 9 Week vertical alignment meetings by academic coaches based on current scores and placemats	2, 8	Campus Administrators	◕	◕	◕	✓
Federal System Safeguard Strategy 2) Continue to train in research- based, best practice and roll out to all staff training areas that focus on writing, literacy , reading improvement plus behavior, problem solving for instruction for our subgroups of students who did not meet federal standards on reading and math and to improve all students academic achievement in all subjects. Improve the teaching strategies used with students of poverty and provide PD for teachers in using strategies for increasing student engagement	2, 4, 9, 10	Classroom Teachers	◕	◕	◕	✓
Federal System Safeguard Strategy 3) Academic coaches and teachers will monitor data, meet weekly with teachers and with each other to ensure flexible, fluid grouping. They will make real time adjustments to t teaching and grouping based on the data. Academic Coaches will provide supplemental instruction for students at-risk of not meeting state academic criteria for their grade level. Academic Coaches will provide in class support, coaching, and modeling for teachers to build capacity in teachers so that first time teaching in the classroom is always effective. Teachers will meet with administrators every 3 weeks for progress monitoring	9	Academic Coaches	◕	◕	◕	✓
4) Coaches, teachers and administrators will continuously reflect on the daily, weekly and 9 weeks data and make changes.		Campus Administrators	◕	◕	◕	◔
Federal System Safeguard Strategy 5) PLCs will meet weekly to review data, collaborate with each other, and plan for "Prime Time" Data to review includes CBA, Running records, and all common assessments	8	Team Leaders/Dept. Chair Principal	◕	◕	✓	✓

Federal System Safeguard Strategy 6) Teachers and Academic Coaches will provide research based interventions effectively including LLI and SRI (Spanish kits).	9	Teachers Academic Coaches Administrators	◓	◓	◓	✔
7) Administrators and teachers will participate in team meetings that are focused on instruction and student improvement.		Principal Assistant Principal Academic Coaches Team Leaders/Dept. Chair Classroom Teachers	◓	◓	◓	✔
Federal System Safeguard Strategy 8) Teachers and academic coaches will participate in collaborative teaching & coaching in which teachers model and share ideas.	5	Academic Coaches Classroom Teachers Assistant Principal Principal	◓	◓	◓	✔
9) Teachers will share rigorous lessons through peer observations and roll out feedback through reflective conversations	5	Academic Coaches Classroom Teachers Assistant Principal Principal	◔	◔	◓	✔
Federal System Safeguard Strategy 10) Teams of teachers and Academic Coaches will participate in Professional Development through many avenues including book studies with principal and researched based trainings.	2, 4, 9	Principal	◓	◔	◓	✔
11) Book Study- No Excuses University for classroom teachers in order for teachers and administrators to share a common language with our students when talking to them about their future. The Writing Academy Training Grades 2-4 for all teachers to use shared strategies in the teaching of Writing.	10	Principal Dir. of Prof Dev. Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services	✔	✔	✔	✔
Federal System Safeguard Strategy 12) Provide supplemental instructional materials that support professional development and the District curriculum. Teachers should have access to these materials in order to execute the district curriculum with fidelity. - Writing units - Estrellita - Leveled books - The Writing Academy	4, 9	Academic Coaches Principal Curriculum Inst. Specialist Classroom Teachers	◓	◓	◓	✔
13) Lesson plans and classroom instruction will reflect the most up- to- date district curriculum/placemats at the correct level of rigor	2	Principal Assistant Principal Classroom Teachers	◓	◓	◓	⬤

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
14) Involve teachers in the decision-making process for implementing professional development and supplemental programing to improve the academic success for all students,	8	Principal Teachers	◐	◐	◐	✔
15) Reward students with incentives every 9 week for perfect or improved attendance.		Assistant Principal and Counselor	◐	◐	◐	✔
16) Contact parents of students after 2nd student absence by classroom teachers, and hold Saturday school for students who have excessive absences per the district handbook	6	Administrators and counselor	◐	◐	◐	✔
Federal System Safeguard Strategy 17) A balanced literacy program will be implemented at all grade levels that includes all components including guided reading and word study.	2	Academic Coaches	◐	◐	◐	✔
Federal System Safeguard Strategy 18) Administrators will attend trainings to increase learning across the campus.		Administrators	◐	◐	◐	✔
✔ = Accomplished ◐ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: DISD and CRES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: All students will make at least 1 years growth in reading. All student groups will meet or exceed the standards set for Reading STAAR of 79% and meet final Level 2 expectation standards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Provide balanced literacy instruction through the use of Level Literacy materials and professional development designed to increase student reading comprehension and fluency.	9	Administrators and Academic Coaches	◐	◐	◐	✔
Federal System Safeguard Strategy 2) Provide Academic Coach and Academic Coach aide to deliver Leveled Literacy Intervention instruction 5 days a week, 30 minute session per child identified as reading 2 years below current grade level.	9	Administrators, Academic Coaches, Paraprofessionals	◐	◐	◐	✔
Federal System Safeguard Strategy 3) Provide targeted after school Professional Development PK-4 in Balanced Literacy	4	Administrators	◐	◐	◐	✔

Strategy Description	Title I	Staff Responsible	Nov	Jan	Mar	June
Federal System Safeguard Strategy 4) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.	2	Administrators, Academic Coaches	Considerable	Considerable	Considerable	Accomplished
Federal System Safeguard Strategy 5) Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking. Monitor ELL progress throughout the year in all areas.	2	Administrators	Considerable	Considerable	Considerable	Accomplished
✔ = Accomplished　◓ = Considerable　◔ = Some Progress　◯ = No Progress　✘ = Discontinue						

Goal 1: DISD and CRES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: All student groups will meet or exceed the standards set for Math STAAR of 80% and meet final Level 2 expectation standards

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Teachers will continue to implement both whole and small group math instruction.	9	Math Academic Coach, Teachers	Considerable	Some Progress	Some Progress	Accomplished
Federal System Safeguard Strategy 2) Continue to teach Problem Solving strategies in order to provide students with the tools that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS		Teachers	Considerable	Considerable	Considerable	Accomplished
✔ = Accomplished　◓ = Considerable　◔ = Some Progress　◯ = No Progress　✘ = Discontinue						

Goal 1: DISD and CRES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: All student groups will meet or exceed the standards set for Writing STAAR of 80% and meet final Level 2 expectation standards

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June

Federal System Safeguard Strategy		Staff Responsible	Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Review TELPAS proficiency levels from previous year in Writing. Monitor ELL progress throughout the year in Writing		Teachers	🥧	🥧	🥧	✔
2) Lesson plans and classroom instruction reflect the most up to date district curriculum/placemats at the correct level of rigor in Writing		Teachers	🥧	🥧	🥧	✔
3) Academic coaches will model and coach teachers as needed with the implementation writers workshop.	4	Academic Coaches	🥧	🥧	🥧	✔
4) Students will continue using Writing Portfolios to document growth in writing.		Administrators, teachers, and academic coaches	🥧	🥧	🥧	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: DISD and CRES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: Use data to target the specific needs of each ELL student and help them advance their English language acquisition so that each ELL student advances at least one TELPAS level each year and meets minimum STAAR standards.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) 9 week ELL monitoring meetings to ensure progress of ELL students Teachers will bring their ELL student grades, test scores, and andectodal notes. Mini professional development will be provided based on current trends		ELL/Bilingual Teachers	🥧	🥧	🥧	✔
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: CRES will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Reduce the turnover rate through mentoring and staff development and increase hiring strategies for highly qualified personnel.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
Federal System Safeguard Strategy 1) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.	9	Campus Administrators	◑	◑	◑	✓
2) First Year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches	5	1st and 2nd year teachers	◑	◑	◑	✓
3) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus.	5	Teacher Mentors	◑	◑	◑	✓
4) Any new teacher hired who has not meet highly qualified standards will be provides with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	3	Principal and Teacher	◑	◑	◑	✓
5) Provide opportunities for campus administrators to attend research-based training in order to build capacity within the Title I campus.	4	Administrators	◑	◑	◑	✓
✓ = Accomplished ◑ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue						

Goal 3: CRES will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 1: Promote drug free and safe schools.
Provide a safe and secure environment for students and staff.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) All students will receive weekly lessons on the character pillars, how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn "Gator Bucks" for demonstrating good character.		Counselor LSSP	Considerable	Considerable	Considerable	Accomplished
2) Provide monthly guidance lessons through including some student lunch groups with the campus counselor.		School Counselor	Some Progress	Some Progress	Some Progress	Accomplished
3) Continue to provide a school wide Unity Day and anti-bullying campaign and Safety Patrol		School Counselor and Administrator	Accomplished	Some Progress	Some Progress	Accomplished
4) Continue partnership with De Pelchin Counselors and provide relevant presentations for students	9, 10	School Counselor	Considerable	Considerable	Considerable	Considerable
5) Implement "No Place for Hate" program campus wide into our current Character Education programs. Adhere to the guidelines and the responsibilities of having this distinction.	2	School Counselor and Administrator	Considerable	Considerable	Considerable	Accomplished
6) Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. All teachers are trained in Suicide Prevention and abuse.	9	School Counselor and District social worker	Considerable	Considerable	Considerable	Considerable
7) Through our master schedule we will ensure that each student participates in moderate to rigorous physical activity during their P.E. classes. We will also have District participation in the District SHAC committee as well as the fitness gram.		P.E. teachers, Administrators, and SHAC representative	Considerable	Considerable	Considerable	Accomplished
8) We will continue to monitor student attendance through parent phone calls, home visits, and student incentives		Teachers, Attendance Clerk and Administrators	Considerable	No Progress	Considerable	Accomplished
9) In order to begin drop-out prevention awareness the campus will continue to promote college, career, and good attendance to ensure that students get a positive start to school		Teachers	Considerable	Considerable	Considerable	Accomplished
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 4: CRES systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services

Performance Objective 1: Provide 100 % transparency of financial management policies/practices for state, federal and local funding.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets	4	School Principal, School Secretary and Business Office	✓	✓	✓	✓
2) All business and money handled on campus will be documented and receipts will be provided		School Principal, School Secretary and Business Office	◔	◔	◔	✓
3) Collaborate and plan with district budget managers when making-decisions based on professional development, Master schedule and student and staff programs and materials to support at-risk students academic learning and improvement	10	School Principal	◔	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

Goal 5: CRES personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

Strategy Description	Title I	Staff Responsible	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase parent involvement in their child's academics at school though volunteering in the classroom, field trips and career day.	6	Campus Administration	Considerable	Considerable	Considerable	Accomplished
2) Provide parent involvement supplies and snacks during Math &Literacy Nights in reading/math, Title IA programs; Meet the Teacher and Open House. Parent Mentoring Program, Student Council, Safety Patrol.	6	Administrators	Considerable	Considerable	Considerable	Accomplished
3) Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors, and attend meetings and pre-register for school during the month of May	7	Administrators, Counselor	Considerable	Considerable	Considerable	Accomplished
4) Provide high quality and timely customer service addressing community and parental questions/concerns at the campus level.	6	Administrators and front office staff	Considerable	Considerable	Considerable	Accomplished
5) Provide parents with timely information regarding the district, campus activities and curriculum plus information on their child's academic progress and opportunities to participate in various campus activities.	6	Administrators and front office staff	Considerable	Considerable	Considerable	Accomplished
6) Communicate calendars and required local, state and federal information via meetings, social media and/or print in a language format to parents and community can understand.	6	Administrators	Considerable	Considerable	Considerable	Accomplished
7) The campus will participate in ongoing college and career awareness and hold activities such as Career Day, College Days in order to promote career and college readiness involving parent, business and community members.	6	Teachers, Administrators, and Counselor	Considerable	Considerable	Considerable	Accomplished
8) The campus will provide academic support for students and involvement of parents as students transition from one grade level to another while at CRES. Principal will coordinate transition activities with Middle School campus principals at the end of the school year to assist 4th grader prepare to move to a new 5th grade campus for the coming year.	7		No Progress	No Progress	Considerable	Accomplished
		✔ = Accomplished	= Considerable	= Some Progress	= No Progress	✘ = Discontinue

Goal 6: CRES will implement high quality instructional technology in order to enhance the implementation of TEKS and the rigor of classroom activities.

Performance Objective 1: Incorporate instructional technology into the classroom. Send teacher to the TCEA TOTS and Technology Conference.

Reason Code	Description	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2015-16 School Year

Reason Code	Description	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #	Campus #
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0
	Total Incidents	0	0	0	0	0	0	0	0	0
	Student Enrollment									
	Incident Rate									

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 are the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

Board Policies Regarding Violence Prevention and Intervention

The complete DISD Board Policy is located at the following URL:
http://pol.tasb.org/Home/Index/498/

It can also be accessed from the main DISD website (www.dickinsonisd.org) by following this pathway:

DISD Home >> Administration >> Board of Trustees >> Board Policy >> Board Policy

The policy codes below, e.g., XYZ(LEGAL), are hyperlinked to take you directly to the policy.

A note about the different types of policies:

- LEGAL policies compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read.
- LOCAL policies reflect decisions made by your local school board.
- EXHIBIT documents may contain forms, charts, and other kinds of supporting information.

PLANNING AND DECISION-MAKING PROCESS

BQ(LEGAL)

BQ(LOCAL)

EMPLOYEE STANDARDS OF CONDUCT

DH(LEGAL)

DH(LOCAL)

DH(EXHIBIT)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH(LEGAL)

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LEGAL)

FFI(LOCAL)

STUDENT CONDUCT: ASSAULTS

FNCH(LEGAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

FNA(LEGAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC(LEGAL)

FOC(LOCAL)

FOC(EXHIBIT)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA(LEGAL)

NONSCHOOL USE OF SCHOOL FACILITIES: DISTRIBUTION OF NONSCHOOL LITERATURE

GKDA(LEGAL)

GKDA(LOCAL)

STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES

GRAA(LEGAL)

GRAA(EXHIBIT)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

FNAA(LEGAL)

FNAA(LOCAL)

FNAB(LEGAL)

FNAB(LOCAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOA(LEGAL)

Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2014

Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DICKINSON ISD								
	084901009	DICKINSON CONTINUATION CENTER							
		Four-Year Public University	1						
		Two-Year Public Colleges	13	9	2	2	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	64						
		Total High School Graduates	86						
	084901001	DICKINSON H S							
		Four-Year Public University	88	29	12	15	19	13	0
		Two-Year Public Colleges	169	60	29	25	26	19	10
		Independent Colleges & Universities	7						
		Not Trackable	25						
		Not Found	169						
		Total High School Graduates	458						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Glossary
November 2016

2015–16 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*

- *Met Alternative Standard*

- *Improvement Required*

- *Not Rated*

- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual,* available at http://tea.texas.gov/2016accountabilitymanual.aspx.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

$$\frac{\text{number of students in grades 11 and 12 in 2014–15 who received credit for at least}}{\text{one advanced/dual-credit course}}$$

number of students in grades 11–12 who received credit for least one course in 2014–15

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual. (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3*).

Advanced Placement Examinations: Please see *AP/IB Results.*

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

number of dropouts in grades 7 and 8 during the 2014–15 school year
———————————————————————————————————————
number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9 through 12 during the 2014–15 school year
———————————————————————————————————————
number of students in grades 9–12 in attendance at any time during the 2014–15 school year

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual.* See also *Dropout* and *Leaver Record. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)*

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

$$\frac{\text{number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years}}{\text{Number of 2014–15 annual graduates}}$$

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\text{number of 11}^{th}\text{ and 12}^{th}\text{ graders in the 2014–15 school year taking at least one AP or IB examination}}{\text{total students enrolled in 11}^{th}\text{ and 12}^{th}\text{ grades}}$$

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\text{number of 11}^{th}\text{ and 12}^{th}\text{ graders with at least one AP or IB score at or above criterion}}{\text{number of 11}^{th}\text{ and 12}^{th}\text{ graders with at least one AP or IB examination}}$$

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual. (Sources of data: The College Board, Aug. 2015,*

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\text{number of students in the 2014–15 school year considered as at risk}}{\text{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2014–15}}{\text{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual.* *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Auxiliary Staff *(not on campus profile)***:** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.

- *Campus Administration.* Principals, assistant principals, and other administrators reported with a specific school ID.

- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficents. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Average Years' Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards,* available at http://tea.texas.gov/index4.aspx?id=25769817517.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04Xfor middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported to be zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results.*

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criterion for } \textbf{ELA in 2014–15}}{\text{number of 2014–15 annual graduates with } \textbf{ELA results to evaluate}}$$

Mathematics.

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criterion for mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with mathematics results to evaluate}}$$

Both Subjects.

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criteria on } both \textbf{ ELA \& mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criteria on } either \textbf{ ELA or mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with results in either subjects to evaluate}}$$

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates

- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year

- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\text{number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year}}{\text{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

$$\frac{\text{number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years}}{\text{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates.*

County District Number (CDN): Please see District Number

County District Campus Number (CDCN): Please see Campus Number

CTE Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

$$\frac{\text{number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality *(not on campus profile)***:** The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

(1)   **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**

(2)   *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2014–15 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)

- Academic Achievement in Mathematics (campus only)

- Academic Achievement in Science (campus only)

- Academic Achievement in Social Studies (campus only)

- Top 25 Percent: Student Progress (campus only)

- Top 25 Percent: Closing Performance Gaps (campus only)

- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates.*

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)*

Dropout Rate: Please see *Annual Dropout Rate.*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Total Students. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. *(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Language Learner," "English Learner," and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*

- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. *(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

Enrollment: Please see *Total Students.*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Foundation High School Program (FHSP): Please see *Graduation Plan.*

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

Graduation Plan: The percentage of students who graduated under one of the following:

- FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans)}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014-15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- FHSP-E Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

For additional information about graduation programs please see
http://tea.texas.gov/graduation.aspx

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\text{number of graduates during the 2013–14 school year}}$$

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Source of data: Texas Higher Education Coordinating Board)*

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}{\text{and}} \atop \frac{\text{met the \textit{Texas Success Initiative} requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2016)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2014–15): This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(district profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

International Baccalaureate (IB) Results: See *AP/IB Results.*

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); Secondary School Completion and Dropouts in Texas Public Schools, 2014–15, Texas Education Agency)*

LEP (Limited English Proficient): Please see *English Language Learner.*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate).*

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2015 cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2015 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2014 cohort*}}$$

Six-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(2) *Received GED:* For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(3) *Continued High School:* The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2014–15 school year

number of students in the 2013 cohort*

(4) *Dropped Out:* The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2014–15 school year

number of students in the 2013 cohort*

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2015
plus number of students from the cohort who received a GED by August 31, 2015

number of students in the 2013 cohort*

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2015
plus number of students from the cohort who received a GED by August 31, 2015
plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year

number of students in the 2013 cohort*

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2015

number of students in the 2015 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2015

number of students in the 2014 cohort**

  **   The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)*

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Mobility *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile students in 2014–15}}{\text{number of students who were in membership at any time during the 2014–15 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the "district" column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Progress of Prior-Year Non-Proficient Students *(Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year)***:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\text{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;

- are part of the 2016 accountability subset;

- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and

- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *Graduation Plan.*

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15,* available from TEA. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Revenue Information: Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

(1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{Total number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual.*

Snapshot Date: The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)*

Special Education Determination Status *(district TAPR only)*: The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

- '-' Indicates zero observations reported for this group.

- n/a indicates that the data are not available or not applicable.

- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

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

For more information, see the *Explanation of Masking* at
https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1st and 2nd administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies

- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Level II Satisfactory Standard or Above* (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*

- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

- *Special Education. STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.*

- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html

See *STAAR Participation* and *Student Success Initiative. (Source of data: TEA Student Assessment Division)*

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - Answer documents of STAAR Alt 2 testers with a score code of N.

- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Source of data: TEA Student Assessment Division)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)*

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration*: The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Level II Satisfactory Standard in the first administration}}{\text{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

(4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC):* The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who did not pass all administrations}}$$

(5)* *STAAR Met Standard (Non-Proficient in Previous Year):*

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2016}}{\text{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)*

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Program *(population served) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\text{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Turnover Rate for Teachers *(not on campus profile)***:** The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT Regional Office	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	(512) 463-9581
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Education	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
TELPAS	Student Assessment	(512) 463-9536
TAIS	Texas Accountability Intervention System	(512) 463-9414

Information on the Internet: http://tea.texas.gov/accountability/

PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS
027 ....Superintendent/CAO/CEO/President
CAMPUS ADMINISTRATORS
003 ....Assistant Principal
EITHER CENTRAL OR CAMPUS ADMINISTRATORS*
004 ....Assistant/Associate/Deputy Superintendent
012 ....Instructional Officer
020 ....Principal
028 ....Teacher Supervisor
040 ....Athletic Director
043 ....Business Manager
044 ....Tax Assessor and/or Collector
045 ....Director - Personnel/Human Resources
055 ....Registrar
060 ....Executive Director
061 ....Asst/Assoc/Deputy Exec Director
062 ....Component/Department Director
063 ....Coordinator/Manager/Supervisor
PROFESSIONAL SUPPORT STAFF
002 ....Art Therapist
005 ....Psychological Associate
006 ....Audiologist
007 ....Corrective Therapist
008 ....Counselor
011 ....Educational Diagnostician
013 ....Librarian
015 ....Music Therapist
016 ....Occupational Therapist
017 ....Certified Orientation & Mobility Specialist
018 ....Physical Therapist
019 ....Physician
021 ....Recreational Therapist
022 ....School Nurse
023 ....LSSP/Psychologist
024 ....Social Worker
026 ....Speech Therapist/Speech-Lang Pathologist
030 ....Visiting Teacher/Truant Officer
032 ....Work-Based Learning Site Coordinator
041 ....Teacher Facilitator
042 ....Teacher Appraiser
054 ....Department Head
056 ....Athletic Trainer
058 ....Other Campus Professional Personnel
064 ....Specialist/Consultant
065 ....Field Service Agent
079 ....Other ESC Professional Personnel
080 ....Other Non-Campus Professional Personnel
TEACHERS
087 ....Teacher
047 ....Substitute Teacher
EDUCATIONAL AIDES
033 ....Educational Aide
036 ....Certified Interpreter
AUXILIARY STAFF
Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses
2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.

- An "A" prefix indicates a College Board Advanced Placement course.

- An "I" prefix indicates an International Baccalaureate course.

- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

13420500	IB German V
13430400	IB Latin IV
13430500	IB Latin V
13440400	IB Spanish IV
13440500	IB Spanish V
13440600	IB Spanish VI
13440700	IB Spanish VII
13450400	IB Russian IV
13450500	IB Russian V
13480400	IB Hebrew IV
13480500	IB Hebrew V
13490400	IB Chinese IV
13490500	IB Chinese V
13490600	IB Chinese VI
13490700	IB Chinese VII
13520400	IB Hindi IV
13520500	IB Hindi V
13663600	IB Other VI
13663700	IB Other VII
13996000	IB Other IV
13996100	IB Other V

Other

13000100	IB Theory Of Knowledge
13305100	IB World Religions A
13366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV