DEVINE INDEPENDENT SCHOOL DISTRICT

IMPROVEMENT PLAN

2021-2022

The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the student achievement indicators adopted under section 39.053 of the Texas Education Code.

Reviewed by the Devine ISD DEIC on October 13, 2021
Goals and Objectives approved by the DISD School Board on October 18, 2021

Contents

Devine ISD's Mission Statement:

Empowering students

to maximize their

educational potential

and achieve lifetime success

BOARD OF TRUSTEES

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DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

District Leadership

Dr. Todd Grandjean	Superintendent
Daryl Wendel	Assistant Superintendent
Abigail Beadle	Director of Instruction, Improvement, Programs
Valerie Dykstra	Director of Special Education and 504
_____	Chairperson (DHS for 2021-2022)
_____	Co-Chairperson (DIS for 2021-2022)

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Instructional Specialists

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Elementary Campus

Mandy Cross-Admin

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Middle School Campus

Jeff Stivors -Admin

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Kim Loeffler-Parent Rep.

High School Campus

LeeAnn Runnels - Admin

Mark Berg

Delilah Castillo

Evan Eads

Kirk Wagoner- Parent Rep.

Yvette Gerlach- Parent Rep.

TEA Strategic Priorities and Enablers

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

Strategic priorities

Recruit, support, retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

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

2021-2022 Comprehensive Needs Assessment and Improvement Plan

Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

District Objective A: The district will increase parent and community involvement by including parents and the community in decision-making at the campus and district level.

District Objective B: The district will increase parent and community involvement by providing resources to aid families in assisting their students with/ reinforcing instruction.

Data Sources Reviewed: Current TAPR Demographics/ Data, PFE Events, Parent Climate Survey, Instructional Technology Suvey, COVID-19 Needs Assessment; Administrative Cabinet Meeting Minutes

Identified Strengths:	Identified Needs:	Identified Root Causes:
Parents/Community feel welcome	Transitioning from involvement to engagement	Lack of understanding
Provide many events throughout the school year	Teach parents how to be engaged, train and give them the tools and information on how to help their child.	parents are busy, schedules, transportation
Strong community participation at the involvement level		transitioning to the newness of education, changing parent attitudes to a partnership
Academically-focused training for parents is provided both in-person and via Connect 20		
Wifi hotspot access provided for parents, families, and the community in lieu of COVID -19		
PFE program tied to positive 18-19 Accountability results under "school progress"		

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT Summary of Needs

Data shows strong parent/community involvement in extracurricular activities. DISD provides opportunities for parent and community engagement including, but not limited to Math and Science Night, Meet the Teacher Night, Open House, Social Media, Book Fair & Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs and booster clubs and more. However, there is still a lack of parent engagement in academic areas (especially in regards to our lower performing students). This is evidenced by a lack of two-way communication between parents and teachers, parent acknowledgment of grades, assignments, homework, etc. Also, difficulty cultivating parent/teacher/student partnerships to support lower performing students weakens this goal. It's possible that we struggle in parental engagement due to: busy schedules of working parents, lack of understanding regarding parents' potential roles in their children's' academic success, and a parent's attitude or lack of confidence in their ability to partner with teachers/child due to their own family history, school experiences, or culture.

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT DIP Strategies:			Source/ Progress: P=progress, NP= No Progress, C= Complete
1 Make an extra effort in the future to invite and include parents back onto campus in order to make them feel welcome on campuses again.			December Evaluation:
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August - June; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms	May Evaluation:
2 Continue to give parents the option to meet remotely for their convenience.			December Evaluation:
Resources: Teacher and administrator laptops	Person(s) Responsible: Campus Administrators and Teachers	Timeline: August - June; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms	May Evaluation:
3 Provide parent training on how to be engaged with the school and parent/family/school partnerships.			December Evaluation:
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August - June; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms	May Evaluation:

4	Teach parents current strategies and methods used in the classroom, and provide parents with tools and resources to help support their child at both the primary and secondary campuses.		December Evaluation:
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators, teachers	Timeline: August - June; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms	May Evaluation:
5	Train teachers in the value and effectiveness of parent and family partnerships and best practices for effective parent/teacher communication and academic collaboration.		December Evaluation:
Resources: ESC Region 20, 19-20 PFE Cohort members, Local; Title I, Part A	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August - June; Evaluation: Sign-in sheets, Google Meet screenshots, Google Forms; Parent surveys	May Evaluation:
6	Actively recruit parents to serve on SBDM committees at all campuses.		December Evaluation:
Resources: administrators, teacher, parents, school messenger, Facebook, etc.	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August - June; Evaluation:	May Evaluation:
7	Continue to provide Rosetta Stone access to the parents and family members of Emergent Bilingual students as long as licenses are available.		December Evaluation:
Resources: Title III, Part A Federal Funds	Person(s) Responsible: Director of Federal and Special Programs, Campus Administrators, support from Campus Counselors	Timeline: August - June; Evaluation: liscense use dashboard Rosetta Stone	May Evaluation:
8	Continue to provide salaries, access, supplies, and materials for The Parent Place (parent activities/ opportunities to volunteer).		December Evaluation:
Resources: Title I, Part A Federal Funds	Person(s) Responsible: Director of Federal Programs, Title I Campus Principals, PFE Coordinator	Timeline: August - June; Evaluation: Sign in sheets for parent visits and parent trainings, hourly timesheets	May Evaluation:
9	Continue to conduct parent trainings with academic focuses (based on identified areas of need for students), and do so during varying hours of the day to accommodate a variety of parent schedules.		December Evaluation:

Resources: Devine ISD faculty and staff, local funds, Title I, Part A Federal Funds, Title IV, Part A Federal Funds, Title III, Part A SSA	Person(s) Responsible: Campus Principals, PFE Coordinator	Timeline: August - June; Evaluation: Sign in sheets, contracts with service providers as applicable	May Evaluation:
10 Continue to provide opportunities for parents and community members to be involved and engaged (SBDM, DEIC, Math and Science Night, Meet the Teacher, Open House, Book Fair and Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs/booster clubs, Etc.).			December Evaluation:
Resources: Devine ISD faculty and staff, event-specific supplies and marterials, local funds, federal funds	Person(s) Responsible: Campus principals	Timeline: August - June; Evaluation:	May Evaluation:
11 Continue to provide wifi hotspot access for parents, families, and the community in lieu of COVID -19 and/or otherwise			December Evaluation:
Resources: Local and federal funds	Person(s) Responsible: Director of Technology, Director of Federal Programs	Timeline: August - June; Evaluation: Flyers, parent and community feedback, useage tracking if available	May Evaluation:
12 Continue to increase interactions between staff and parents at pick up and drop off at Title I, Part A Schoolwide Campuses. (PFE)			December Evaluation:
Resources: Title I, Part A Federal Funds	Person(s) Responsible: Campus Principals	Timeline: August - June; Evaluation: parent and student feedback, campus master schedules	May Evaluation:
12 Continue to provide monthly food distributions in partnership with the San Antonio Food Bank.			December Evaluation:
Resources: Stadium, volunteers, staff, School Messenger, Title I, Part A Federal Funds	Person(s) Responsible: Director of Special Programs	Timeline: August - June; Evaluation: parent and student feedback, campus master schedules	May Evaluation:

2021-2022 Comprehensive Needs Assessment and Improvement Plan

All students will be encouraged to meet their full educational potential.

District Objective A: mClass, benchmark tests, STAAR-Ready, TELPAS, SAT, ACT, and STAAR/EOC passing percentages for all student groups will meet or exceed the local, state's and/or region's passing percentages.

District Objective B: The district will meet or exceed the state and/or region's percentage of students taking the SAT/ACT.

District Objective C: The district will strive to increase the percentage of students who attain scores on the STAAR that are equivalent to passing scores on the TSI to meet or exceed the state average.

District Objective D: The District will exceed the state drop-out and completion rate based upon mClass indicators for all student groups.

District Objective E: The District will consistently obtain 96% of students in average daily attendance.

District Objective F: The district will leverage the use of technology in meaningful ways within instructional settings.

District Objective G: The district will provide meaningful, real-world connected learning opportunities for students by offering robust CTE programming.

Data Sources Reviewed: 2019-2020 Curriculum Audit; Current practices in Curriculum and Instruction; Most recent STAAR test administration data; txschools.gov accountability website, Most recent TAPR Demographics/ Data, Campus assessment data, Adminstrative Cabinet Meeting Minutes

Identified Strengths:	Identified Needs:	Identified Root Causes:
EOC English I state/local 68/68; special populations SE 31% & Eco Dis 68% and EL 70%	ELAR All Grades state/local 75/72; special populations SE 40%& Eco Dis 65%significantly below rates	Lack of writing experience; Next group-vertically aligned reading checklist, music and movement; Next group-not enough writing being done, add into daily routine, lack of writing experience
EOC Alg I state/local 85/84; special populations SE 48% & Eco Dis 79% and EL 75%	Math All Grades state/local 82/80; special populations SE 57%& Eco Dis 74%significantly below rates	Need for focus, vision, and guidelines.
EOC Biology state/local 88/87; special populations SE 61% & Eco Dis 85% and EL 89%	Writing All Grades state/local 68/64; special populations SE 31%& Eco Dis 53%significantly below rates	Lack of academic and content vocabulary

Identified Strengths:	Identified Needs:	Identified Root Causes:
EOC Biology state/local 88/87; special populations SE 61% & Eco Dis 85% and EL 89%	Writing All Grades state/local 68/64; special populations SE 31%& Eco Dis 53%significantly below rates	Lack of academic and content vocabulary
Students that scored equal to or exceeded the passing standard on the TSI for SY 17/18 and 18/19 was 3.7%/8.11%	Science All Grades state/local 81/75; special populations SE 55%& Eco Dis 68%significantly below rates	Lack of access to smaller reading passages and lower reading leveled materials
STAAR Eng 2 EOC - 4000 score	Social Studies All Grades state/local 81/74; special populations SE 43%& Eco Dis 68%significantly below rates	student behaviors interfere with learning
SY 16/17 State/District dropout rate was 1.9/1.5	EOC English II state/local 68/61; special populations SE 26%& Eco Dis 51% & EL 56% significantly below rates	Lack of outside experiences and background knowledge
SY 17/18 State/District dropout rate was 1.9/1.3	EOC US History state/local 93/87; special populations SE 41% & Eco Dis 85% and EL 67%	lack of hands on experiences
SY 16/17 95.5% ADA	TSI- State/District for graduates in SY 17/18 Math 58.2/41.8	difficulty of students with sustained attention and focus
SY17/18 95.3% ADA	TSI - State/District for graduates in SY 17/18 EnglishLA was 46.0%/21.9%.	Negative Attitude towards math
We encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarship at the collegiate level.	ACT - 5 year trend for graduating students taking the ACT is 12.8%-22.9% with 18/19 SY being 22.9%	Curriculum geared towards STAAR test;
We provide information on financial assistance (vouchers)for eligible students to take SAT/ACT tests, AP exams, and dual credit.	ACT SY 17/18 and SY18/19 English was 56%/39% and 55%/44%	missing real life experiences to connect need
We provide STAAR remediation, RTI, and small group instruction for students in all groups district-wide who are in need of accellerated instruction.	ACT SY 17/18 and SY 18/19 Math was 39%/16% and 38%/16	writing skills vertically in district adversely impacts the student performance

Identified Strengths:	Identified Needs:	Identified Root Causes:
18-19 Accountabiity: Closing the Gaps goal met in all student groups in Math; graduation rate increased in all student groups; exceeded state goal of ELLs meeting grade level performance; 80% of state goals met	ACT SY17/18 and SY 18/10 Reading was 44%/29% and 44%/34%	expectations for writing differ significantly between the STAAR and the TSI, as a more formulaic format.
On-site SAT testing now offered at DHS.	ACT SY 17/18 and SY 18/19 Science was 44%/29% and 44%/34% Although we met our goal (for 19-20) of 95%, we were lower than the state averages for both SY's 16/17 and 17/18 which were 95.7%/95.4% Intervention programs are needed at the secondary level to target improvement in learning outcomes for hispanic and eco dis subgroups in all content areas; this need is emphasized in lieu of the learning gaps that have been caused by the COVID 19 Pandemic.	questioning format on the TSI is different than their instruction for STAAR and English classes Students do not appear to be proficient in writing styles extend instruction in Eng 3 & 4 to address other types of writing, and questioning strategies - English 2 STAAR students are not meeting the Masters level

DISTRICT GOAL 2: STUDENT ACHIEVEMENT Summary of Needs

Preliminary data suggests that DISD students outperformed the state in many categories in 2021. Our teachers had nearly all students back in their classrooms in 2021, and they did an excellent job of filling gaps. The rest of the state did not necessarily have all of their students back in classrooms, so it is difficult to rely on 2021 comparisons of DISD to the state since the state was at such a disadvantage. In 2019 (the last pre-COVID test administration year), Devine ISD students did not achieve at or above the state levels on standardized measures. By the time students took the Eng 2 EOC, no students were meeting the Masters level. Students do not have enough exposure to a variety of life experiences to help them to have context for advanced writing experiences. Students and staff have adverse feelings towards Math as a subject in general. Student attendance impacts their exposure to curriculum which then impacts their levels of achievement. Teachers have identified a problem with content-specific vocabulary and hands on learning activities and experiences. Lack of background knowledge impacts students' ability to use higher order thinking and exploration skills. Teachers have identified the need for more extensive vertical alignment of the curriculum. The district dropout rate has been decreasing but ideally we would seek a 100% graduation/completion rate, with 0 dropouts. Students with attendance problems are less likely to be successful in their academic and social endeavors.

DISTRICT GOAL 2: STUDENT ACHIEVEMENT DIP Strategies:

Source/ Progress: P=progress, NP= No Progress, C= Complete

1	Mitigate and address learning loss caused by the COVID 19 Pandemic districtwide by providing: robust assessements, supplemental computer programs, tutoring, and during, after, and summer school accelerated instruction/ evidence-based learning opportunities, vertically-aligned curriculum framework, Instructional Specialists, related training, and teacher support for curriculum and instruction, and by providing additional technology and technology support for staff.		December Evaluation:	
	Resources: Local and Feeral Funds, teachers	Person(s) Responsible: Campus Administration, counselors, teachers	Timeline: August - June; Evaluation: products, feedback from staff and the community, student achievement	May Evaluation:
2	Provide increased academic and career counseling opportunities for students at the secondary levels and specifically target 8th and 9th grade students to ensure they are informed prior to beginning high school; Increase percent participation of Eco Dis students in classes that prepare students for college, careers, or military programs by creating as many opportunities as possible and by actively informing and recruiting each student into at least one such class or pathway.		December Evaluation:	
	Resources: Local Funds, teachers and counselors	Person(s) Responsible: Campus Administration, counselors, teachers	Timeline: August - June; Evaluation: presentations, agendas, graduation plans, feedback from staff and the community, student achievement	May Evaluation:

3	Improve reading and writing outcomes districtwide and for all student groups by providing training over the use of mentor texts to teach reading and writing concurrently and by implementing adopted vertically aligned curriculum K-12; emphasize and provide training regarding vertical alignment for k-12 writing, specifically.			December Evaluation:
	Resources: Local and Federal Funds, technology/ teacher laptops, time, district curriculum framework	Person(s) Responsible: Director of Curriculum and Instruction, Campus Administration, teachers	Timeline: August - June; Evaluation: products, sign-in sheets, feedback from staff and the community, student achievement	May Evaluation:
4	Instructional Leadership: Analyze instruction for areas of reinforcement and for areas in need of refinement; provide training aligned with goals; document progress or lack of progress toward goals. Implement T-TESS.			December Evaluation:
	Resources: Local and/or federal funds	Person(s) Responsible: Campus Administrators with support from District Administrators, Director of Curriculum and Instruction	Timeline: August - June; Evaluation: T-TESS documentation, walkthrough documentation, documentation of professional development plans for individual staff, student achievement	May Evaluation:
5	Provide a variety of activities to increase engagement and student focus for all student groups such as: more hands-on experiences across the curriculum and opportunities to expand student experiences through experiential activities, virtual experiences, etc. as possible.			December Evaluation:
	Resources: Free resources, local and/or federal funds	Person(s) Responsible: Campus Administrators with support from District Administrators, Director of Curriculum and Instruction	Timeline: August - June; Evaluation: contracts with vendors as appropriate, evidence of the use of virtual programs, documentation of field trips, student and teacher feedback, student achievement	May Evaluation:
6	Provide PD for Growth Mindset.			December Evaluation:
	Resources: "Mindset Kit" website, Region 20, local and federal funds, IDEA-B funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: Sign in sheets/ Google Meet attendance spreadsheets, student achievement, shift in campus cultures measureable via staff, student, and parent surveys.	May Evaluation:
7	Provide PD for working with students who have had traumatic events in their experiences.			December Evaluation:
	Resources: Trauma-Informed Classroom Training, local and federal funds, IDEA-B funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: Sign in sheets/ Google Meet attendance spreadsheets, student achievement.	May Evaluation:

8	Provide an alternate educational plan including accelerated instruction for students *at risk of dropping out of school.** (PLATO lab, DLC) (SCE)			December Evaluation:
	Resources: Devine Learning Center, PLATO Lab, SCE funds	Person(s) Responsible: Secondary campus administrators	Timeline: August - June; Evaluation: DLC report of students engaging in alternate education plan, increased graduation rates	May Evaluation:
9	Decrease instances of *truancy** and increase opportunities for interactions with students and their families to address attendance and dropout challenges. (SCE)			December Evaluation:
	Resources: DAEP/ DLC Administrator, SCE funds	Person(s) Responsible: DAEP/ DLC Administrator, campus administrators, SRO officer, teachers	Timeline: August - June; Evaluation: PEIMS and TAPR attendance reports	May Evaluation:
10	Provide creative solutions to increase attendance at each campus.			December Evaluation:
	Resources: Local funds as needed	Person(s) Responsible: Campus administrators	Timeline: August - June; Evaluation: TAPR attendance indicator	May Evaluation:
11	Identify and implement targeted strategies both district-wide and by campuses, content area teams, departments, grade levels, etc. to move students in all student groups from the Approaches standard on STAAR to the Meets and/or Mastered level; Identify and implement targeted strategies to increase the percentages of Hispanic and educationally disadvantaged students who are meeting state standards.			December Evaluation:
	Resources: Planning time, Instructional Strategy Trainings, instructional coaching	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: Sign in sheets, agendas, Google Meet attendance sheets	May Evaluation:
12	Become a one-to-one student to techological device district, starting with Devine High School; leverage instructional technology, programs, and software selectively to increase and enhance learning experiences and increase staff and students' efficiency and engagement.			December Evaluation:
	Resources: Local and Federal Funds, eRate, leverage opportunities to purchase discounted technology	Person(s) Responsible: Director of Technology, Superintendent, District Administration, Campus Administration, Teachers	Timeline: August - June; Evaluation: Indication of whether technology is being leveraged selectively and effectively on staff, student, and parent surveys	May Evaluation:
13	Based on student identification through data analysis and other means, continue to provide STAAR remediation, RTI, ancillary programs, small group instruction, accommodations, modifications, summer accelerated programming, curriculum compacting, project-based learning oportunities, and/or accelerated instruction for students in all groups* district-wide who are in need of these services as needed on an individual basis (dyslexia, 504, at-risk, EL, special education, GT, migrant, minority, eco-dis, etc.), and provide staff development* related to these services as necessary.			December Evaluation:
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: program useage logs, student achievement	May Evaluation:

14	Continue to provide interventions and strategies across the curriculum district-wide to increase basic writing skills, such as capitalization, punctuation, and grammar/spelling, and continue to provide more writing experiences and varied styles across grade levels.		December Evaluation:
	Resources: Writing Instructional Strategies Across Content Areas	Person(s) Responsible: Campus administration	Timeline: August - June; Evaluation: Training sign-in sheets, lesson plans, student achievement in writing	May Evaluation:
15	At both district and campus levels, continue to provide more opportunities for teachers to share lessons and strategies to expand teacher resources, and increase expectations of meeting basic skills standards in all areas of instruction vertically across grade levels.		December Evaluation:
	Resources: Time, local and Federal Funds, District-wide curriculum resource	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: Sign in sheets, Google Meet Attendance, student acheivement	May Evaluation:
16	Continue to provide access to varied and leveled reading materials in each grade level via textbooks, supplemental materials, and supplemental programs and sites.		December Evaluation:
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: Campus administrators, textbook committee	Timeline: August - June; Evaluation: textbooks, programs, student achievement	May Evaluation:
17	Continue to provide highly-qualified educational aides to increase student achievement by providing academic support to students in both large and small group settings.		December Evaluation:

	Resources: SCE and Title I Federal Funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: Payroll	May Evaluation:
18	Continue to provide parents with resources to help their students to be more successful at each grade level.		December Evaluation:
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: Campus Administrators	Timeline: August - June; Evaluation: Sign in sheets, Google Meet Attendance, mailouts, student acheivement	May Evaluation:
19	Continue to provide career awareness of other post-secondary options* besides college (technical schools, etc.) (Career days, etc.)		December Evaluation:
	Resources: local funds as needed	Person(s) Responsible: Campus Counselors and Administators, CTE teachers, instructional staff	Timeline: August - June; Evaluation: Event documentation, Remind records, School Messenger Emails, bulletin boards, etc.	May Evaluation:
20	Continue to provide information on financial assistance* (vouchers)for eligible students to take SAT/ACT tests, AP exams, and dual credit; continue to provide on-site SAT testing opportunities		December Evaluation:
	Resources: voucher sources	Person(s) Responsible: Campus Counselors and Administators	Timeline: August - June; Evaluation: increased numbe of students testing under vouchers	May Evaluation:

21	Continue to encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarships* at the collegiate level.		December Evaluation:
	Resources: handouts, etc.	Person(s) Responsible: Campus Counselors and Administators	Timeline: August August - June; Evaluation: 4 -year planning meetings, Remind records, School Messenger Emails, bulletin boards, etc.	May Evaluation:
22	Increase career readiness* by continuing to create and maintain CTE programs that provide vocational certifications. (Dual Credit, local accredited college), and by continuing to incorporate technology application and presentation skills into applicable curricular areas K-12		December Evaluation:
	Resources: local funds, Perkins Federal Funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: TAPR	May Evaluation:
23	Continue to provide accellerated education options* to high school students who wish to graduate early.		December Evaluation:
	Resources: PLATO Lab	Person(s) Responsible: Campus Counselors and Administators	Timeline: August - June; Evaluation: student surveys, increased early graduation rate	May Evaluation:

24	Leverage Early Ed. Allotment to fund 3-4 teacher salaries in grades k-3 in order to reduce class sizes.		December Evaluation:
	Resources: Early Ed. Allotment	Person(s) Responsible: CFO, Campus Administators	Timeline: August - June; Evaluation: Class sizes, student achievement on benchmarks	May Evaluation:
25	Maintain supplemental personnel* and sections in order to reduce the achievement gap between low performing students and all students and/or upgrade the educational program at Title I, Part A Schoolwide Campuses by providing RTI, additional instruction, instructional support, and acceleration.		December Evaluation:
	Resources: Local, State, and Federal Funds (SCE, Title I, Part A)	Person(s) Responsible: Campus Adminstration with support from District Administration	Timeline: August - June; Evaluation: Supplemental personnel schedules and payroll; impact on student achievement	May Evaluation:
26	Continue to strengthen English Learner programs.		December Evaluation:
	Resources: Local, State, and Federal Funds (SCE, Title I, Part A)	Person(s) Responsible: Campus Adminstration with support from District Administration	Timeline:August - June; Evaluation: Supplemental personnel schedules and payroll; impact on student achievement	May Evaluation:
27	Continue to provide supplemental professional development, programming, supplies, and materials to support CTE courses and provide students access to a robust, well-rounded education.		December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Federal Programs Director, Campus Administration, counselors, teachers	Timeline:August - June; Evaluation: products, sign-in sheets, feedback from staff and the community, student achievement	May Evaluation:

2021-2022 Comprehensive Needs Assessment and Improvement Plan

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

District Objective A: The district will provide a well-balanced curriculum as defined in TEC. (The foundation curriculum includes English Language Arts, Mathematics, Science, and Social Studies; and the enrichment curriculum includes, to the extent possible: Languages Other Than English, Health, Physical Education, Fine Arts, Economics, Career and Technology Education, and Technology Applications.)

District Objective B: Technology will be implemented and leveraged to increase the effectiveness of student learning, instructional management, staff development, and administration.

Data Sources Reviewed: 2019-2020 Curriculum Audit; Current practices in Curriculum and Instruction; Most recent STAAR test administration data; txschools.gov accountability website, Most recent TAPR Demographics/ Data, Campus assessment data, Adminstrative Cabinet Meeting Minutes, COVID-19 Needs Assessment

Identified Strengths:	Identified Needs:	Identified Root Causes:
Grade 3 reading above state	Grade 3 Math	High number of entry-level ELL students at secondary
Grade 4 math above state	Grade 4 Reading	Reading and writing should be taught together across curriculum
Grade 5 math above state	Grade 4 Writing	Writing should be emphasized in all courses, to allow students more practice
Grade 7 writing above state	Grade 5 Reading	Inconsistent verbiage alignment year-to-year
EOC English I even with state	Grade 5 Science	Lack of accountability/expectation/follow-through
CTE- Welding certification, education certification programs; district reimburses certification test expense if student passes	Grade 6 Reading	Data is "after the fact"
Strong college recruitment program	Grade 6 Math	Lack of communication/alignment within departments

Identified Strengths:	**Identified Needs:**	**Identified Root Causes:**
Strong character education and specials programs at primary campuses	Grade 7 Reading Grade 7 Math Grade 8 Reading Grade 8 Science Grade 8 Social Studies EOC English II EOC Alg. I EOC Bio EOC US History	District goals may not be emphasized at the campus level A lack of instructional leadership Lack of empowerment for level leaders/ department coordinators to serve as instructional leaders.

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION Summary of Needs

In 2019 (last Pre-COVID year), STAAR scores were down in reading, math, science and history almost universally within the district. Of the 21 tested areas across 3 campuses, we had only met state expectations in 5 areas; Grade 3 Reading, Grade 4 & 5 Math, Grade 7 Writing, and English I EOC. Currently, we have in place remediation classes, pull-outs, or targeted reading and math instruction time for students who did not meet expectations during the previous year. The results of these steps were inconclusive in 2019-2020 due to the COVID-19 health issue and lack of testing, though prelimanary data suggests that DISD students did well compared to the state in 2020-2021, the comparison is difficult to evaluate because the vast majority of our students were back at school and the same cannot be said for all students in the state. There are differing levels of success reported, depending upon the structure and method of the instruction, and utilization of that time for remediation. As the goal is to ensure mastery of the content, these extra remediation opportunities are imperative for student success. The problem persists for several reasons, including not utilizing available data early in order to see what students are missing during instruction prior to testing and following up with that information to fill gaps students have within that instruction. Additionally, lack of teacher accountability, lack of expectations for teachers and students, and a lack of top-down follow-through are major contributing factors, as are a lack of instructional leadership, failure to empower and leverage department coordinators and grade-level leaders to their full potential to mentor, coach, and identify training for their department or grade-level team members, and vertical alignment and communication among subject areas. We hope to see higher levels of student success as a result of the district's response to HB 4545, adoption of a vertically aligned curriculum framework, and emphasis on providing increased instructional leadership districtwide.

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION DIP Strategies

1	Ensure that we are providing engaging instruction (via a variety of instructional tools and teaching methods) for our learners. Shift away from relying too heavily on technology; use technology when it is the "best tool for the job." Increase engagement of students with teacher.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August - June 2; Evaluation: Shared Vision for Instruction, walkthroughs, TTESS Evaluations	May Evaluation:
2	Continue accellerated instruction classes (secondary) or extra instructional time for struggling students; meet all HB 4545 requirements; seek ways to improve accellerated instruction efforts at every level.			December Evaluation:
	Resources: State and federal funding	Person(s) Responsible: Campus Administration, instructional staff	Timeline: August - June; Evaluation: Master schedule, SCE budget, hourly timesheets	May Evaluation:
3	Align K-12 core curriculum and instruction with the recently adopted vertically aligned, guaranteed and viable curriculum framework: TEKS Resource System (TRS). Provide systematic framework for PLC around TRS, targeted training, and support for teachers.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Adminstration	Timeline: August - June; Evaluation: increase in documented walkthroughs, documented conversations, and documented meetings and agenda items regarding instruction	May Evaluation:
4	Increase instructional leadership calibration, capacity, and resources; provide Instructional Specialist positions (as recommended through 19-20 Curriculum Audit) to assist staff and increase the capacity of teachers, grade-level leaders, and department heads to monitor, mentor, coach, and support the members of their team for the purpose of advancing student success rates. Increase instances of reinforcing and refining feedback regarding delivery of instruction, lessons, and their impact on student learning and provide curriculum support. This strategy will serve to assist in mitigating learning loss related to the COVID-19 crisis and will benefit DISD students over time.			December Evaluation:
	Resources: time, staff, local and federal funds	Person(s) Responsible: Superintendent, Directors of Curriculum and Instruction, Campus Principals, Instructional Specialists, Grade Level and Department Lead Teachers, campus instructional staff	Timeline: August - June; Evaluation: lesson plans, walkthroughs, T-TESS ratings, student achievement	May Evaluation:

5	Increase top-down buy in. There must be "buy-in" from the administration all the way down the line in order for campuses to make significant gains; increase follow-through by administration, particularly at the campus level, to ensure that strategies adopted for vertical alignment are being followed.			December Evaluation:
	Resources: time	District and campus administration	Timeline: August- June; Evaluation: increase in documented walkthroughs, documented conversations, and documented meetings and agenda items regarding vertical alignment of instruction	May Evaluation:
6	Use DISD Shared Vision for Instruction as the reference for informal instructional coaching/observations/feedback throughout the district. (T-TESS evaluations are more summative in nature.)			December Evaluation:
	Resources: time, input, Local and Federal Funds	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: sign in sheets, agendas, shared vision document, instructional/ coaching program implementation documentation	May Evaluation:
7	Campus administrators and site-based decision-making committees (SBDM) follow through with district goals by writing and executing plans at the campus levels to meet district-level goals (SBDMs / CNAs / CIPs)			December Evaluation:
	Resources:	Person(s) Responsible: Campus Administration	Timeline: August - June; Evaluation: CIP strategies and their evaluations	May Evaluation:
8	Include structured vertical alignment (vertical teaming) from the top down; include scheduled time for teachers to collaborate/communitcate.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August - June; Evaluation: Resources, meeting documentation/ sign in sheets/ agendas	May Evaluation:
9	Continue supplemental ancillary programs (Rosetta Stone, I-Ready, No Red Ink, Study Island, etc.)			December Evaluation:
	Resources: local, SCE, Federal funds	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: usage reports, student achievement	May Evaluation:
10	Continue to enhance primary students' well-rounded education with robust specials and library programming that upgrades the educational experience for all students at Title I, Part A Schoolwide Campuses.			December Evaluation:
	Resources: Local, state, and Title I, Part A Federal Funds	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: usage reports, student achievement	May Evaluation:

2021-2022 Comprehensive Needs Assessment and Improvement Plan

Highly qualified, effective personnel will be recruited, developed, and retained.

District Objective A: The district will ensure the recruitment, development, retention, and support of a exceptional highly qualified staff to optimize student engagement and achievement.

District Objective B: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

District Objective C: The district will aggressively improve opportunities for staff development within the district and will continue to utilize a trainer-of- trainers model in staff development.

District Objective D: The district will make continuous progress toward meeting the measurable achievement objectives for teacher quality under ESSA.

District Objective E: Provide staff development which meets state requirements for training in gifted and talented education, technology, ESL, conflict resolution, and discipline strategies.

Data Sources Reviewed: 2019-2020 Curriculum Audit; Current practices in Curriculum and Instruction; Most recent STAAR test administration data; txschools.gov accountability website, Most recent TAPR Demographics/ Data, Campus assessment data, Adminstrative Cabinet Meeting Minutes

Identified Strengths:	Identified Needs:	Identified Root Causes:
Certification reimbursement	Promote student teaching	
Stipends for areas of critical need	Technology Training	The move to distance learning highlighted our need for technology training, specifically over Google Classroom, Google Apps for Education, and Google Chrome Extensions.
New teacher mentor program effectively leverages peer coaching model	Leverage highly-effective staff to conduct training internally	An obvious need has emerged particularly in lieu of COVID-19 in that technology trainers are all booked. However, there is a need in this district to provide teachers the opportunity to lead and support one another. Our teachers are our teachers' best resource.

Identified Strengths:	Identified Needs:	Identified Root Causes:
		The majority of teachers who are not required to be ESL certified have not had any training, and many are now working with newcomer ELs who never had a similar student in the past.
Substitute Orientation is very detailed	Training for teachers of newcomer ELs	
		Funding has been an issue in the past, but we must find the best way to leverage HB3's new Teacher Incentive Alotment to accomplish this goal among others.
New Employee Orientation is very thourough	Incentives for furthering education	
		As instructional coaching has emerged as a data-proven best practice, DISD must respond by making time for training, oberservation time, and debriefing time. This need has been intensified as the COVID 19 Pandemic has resulted in greater student needs than ever before which, in turn, causes a need to mitigate that learning loss by providing support and training for teachers as they learn to address mass learning gaps.
Maintains supplemental personnel in order to reduce the achievement gap between low performing students and all students by providing RTI, instruction, and acceleration in small group settings.	Instructional Coaching	
		All campus administrators need to learn to effectively implement and leverage T-TESS, walkthroughs, and collaboration with department heads to idenfiy the needs of staff and support and assist in coaching teachers up.
	T-TESS implementation/ Instructional Leadership	
		Our teachers are more mobile with district-owned technology now that they have laptops.
	Staff development over virtual security	
		We often focus on teachers and don't think of ensuring that paraprofessionals' training needs are met; however, there is significant potential for paraprofessionals to have a drastic impact on student success.
	Training of paraprofessionals	
		Teachers lack certifications necessary to provide more CTE/ IBC classes; master schedule conflicts
	Lack of CTE/ IBC class selection	

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL Summary of Needs

Although DISD has many strengths related to teacher recruitment, development, and retention- such as a strong new-teacher mentoring program, effective new-employee and sub orientation, and stipends for teachers employed in critical areas of need- there are steps we can take to improve. DISD staff needs, in particular, training geared toward success for special populations, classroom management, instructional technology, and content-specific training. In addition, there is a need for the district to take steps toward instructional coaching. This instructional coaching would not need to be directly affiliatated with evaluations, but it would help move our teachers toward higher levels on T-TESS and position them for success when the Teacher Incentive Allotment funds begin to flow. Through instuctional coaching, strong teachers would be developed as leaders, struggling teachers would learn invaluable tools and strategies to enhance their skills, and, most importantly, students would benefit from best teaching practices being shared and developed among staff. Last but not least, DISD needs to invest in content-area and special education training for paraprofessionals so they will have the skills they need to be best leveraged for student success.

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL DIP Strategies

	Strategy			Source/ Progress: P=progress, NP= No Progress, C= Complete
1	Ensure curriculum, instruction, assessment, teacher evaluation systems, etc. are calibrated to meet the rigorous expectations required of the district's Teacher Incentive Allotment plan; take steps toward active participation as scheduled in the TIA program.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; Curriculum and instruction plans and frameworks/ PLC artifacts, Teacher lesson plans, evidence of calibration to TRS, TTESS Evaluation Data	May Evaluation:
2	Provide whole group and individual training and materials specifically over TEKS Resource System curriculum implementation, instructional leadership and coaching, teaching special populations, teaching reading, differentiating instruction, classroom management, instructional technology, core content-specific training, and CTE and elective content-area-specific professional development that is sustained, intensive, high quality, and of sufficient duration* to have a positive and lasting impact on the teachers' performance in the classroom.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Campus and District Administration	Timeline: August August- June; Evaluation: POs, sign-in sheets, training certificates, documented growth on T-TESS evaluations	May Evaluation:
3	Instructional leadership-Train administrators on instructional leadership and vision, T-TESS implementation, value of feedback to teaching staff. Analyze classroom instruction for areas of reinforcement and for areas in need of refinement; provide training aligned with goals; document progress or lack of progress toward goals. Implement T-TESS with fidelity.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; Evaluation: certificates, staff surveys	May Evaluation:

				December Evaluation:
4	Utilize data from Curriculum Review to develop and continually improve a rigorous, transparent, and fair formal and informal evaluation and support system for teachers and administrators; utilize data from T-TESS, walkthroughs, informal observations, collaboration with department heads, etc. to evaluate needs for whole-group and individual staff support and professional development in order to agressively improve staff development opportunities for staff and enhance student outcomes.			
	Resources: data	Person(s) Responsible: Campus Administration	Timeline: August- June; Evaluation: Campus CNA/CIP drives staff development for campus	May Evaluation:
5	Recruit, train, and retain teachers who are certified in particular areas that can help to expand CTE options and increase opportunities for students to earn IBCs.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; certificates, increase in CCMR/ IBC data	May Evaluation:
6	Promote student teaching participation in the schools.			December Evaluation:
	Resources:	Person(s) Responsible: Campus Administration	Timeline: August- June; Evaluation: documentation of increased number of student teachers	May Evaluation:
7	Provide incentives and/or reimbursement (whenever possible) for staff who demonstrate excellence in delivering instruction and/or further their education.			December Evaluation:
	Resources: Teacher Incentive Allotment	Person(s) Responsible: District Administration	Timeline: August August- June; Evaluation: reimbursement POs	May Evaluation:
8	Provide targetted training for paraprofessionals that will increase their capacity to assist all students in core subject areas and maintain highly qualified status.			December Evaluation:
	Resources: local and Federal Funds	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August- June; Evaluation: 2021-2022 CIP strategies, sign in sheets, agendas, increased student success	May Evaluation:
9	Provide TOT-modeled staff development that is targeted toward campus and department needs. Leverage supplemental funding and existing staff as possible.			December Evaluation:
	Resources: Title II, Part A Federal Funds	Person(s) Responsible: Technology Director, Federal Programs Director	Timeline: August- June; Evaluation: Screenshots of Google Meets	May Evaluation:
10	Continue to provide reimbursement for the ExCET/TExES test in high needs areas to assist teachers in becoming highly effective.			December Evaluation:
	Resources: Title II, Part A Federal Funds	Person(s) Responsible: Campus Administration, Director of Federal and Special Programs	Timeline: August- June; Evaluation: Reimbursement POs	May Evaluation:
11	Continue to provide new teacher mentor program and stipends for mentors.			December Evaluation:

Resources: Title II, Part A Federal Funds	Person(s) Responsible: Director of Federal and Special Programs	Timeline: August- June; Evaluation: Documentation of all mentor/ mentee activities, sign in sheets, schedules	May Evaluation:
12 Continue to provide stipends in areas of critical need such as ESL, math, and science.			December Evaluation:
Resources: Local and Title II, Part A Federal Funds	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: Stipend List	May Evaluation:
13 Continue to provide detailed new employee and sub orientations.			December Evaluation:
Resources: Local	Person(s) Responsible: Assistant Superintendent	Timeline: August- June; Evaluation: Sign in sheets, handouts, agendas	May Evaluation:
14 Continue to provide staff development over virtual security.*			December Evaluation:
Resources: Local, Safe Schools Online Training	Person(s) Responsible: Assistant Superintendent	Timeline: August- June; Evaluation: Safe Schools Report	May Evaluation:
15 Continue to provide programs, training, and consultants for administrators and teachers that increase their efficiency and effectiveness in administration, instruction, technology, classroom management, etc..			December Evaluation:
Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August- June; Evaluation: POs, program usage reports	May Evaluation:
16 Continue to make supplemental ESL training available to all teachers of English Learners.			December Evaluation:
Resources: Local and federal funds, Title III SSA with ESC 20	Person(s) Responsible: Campus Adminstration with support from District Administration	Timeline: August- June; Evaluation: Emails, staff surveys, sign in sheets, agendas, certificates	May Evaluation:

2021-2022 Comprehensive Needs Assessment and Improvement Plan

The district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

District Objective A: Establish positive rapport among staff, parents, and community.

District Objective B: Involve all stakeholders including staff, students, parents, and community members in improving district achievement, safety, and facilities.

District Objective C: School campuses will maintain a safe, healthy, and disciplined environment conducive to student learning.

Data Sources Reviewed: Most recent STAAR test administration data; txschools.gov accountability website, staff, student, and parent climate surveys, Most recent TAPR Demographics/ Data, Campus assessment data, Adminstrative Cabinet Meeting Minutes; PEIMS discipline reports

Identified Strengths:	Identified Needs:	Identified Root Causes:
Wide use of Remind and Facebook utilized by by parents for communication	As grade level increases, positive rapport seems to go down.	Lack of teacher/parent communication and decreased parent involvement as students get older.
Most parents feel welcome at campuses and feel they can freely contact teachers and principals.	a streamlined method(vertically aligned) of communication is needed district-wide.	a lack of stream-lined method of communication causes confusion among parents and faculty.
Most parents feel they communicate easily with teachers.	secondary parents feel educational programs are not adequate.	leadership directly affects classroom learning environment which affects students' learning
Most campuses' parents feel their students' educational programs are appropriate.	Increase community involvement with stakeholders to increase rapport with students and teachers.	district has minimal programs to involve all stakeholders regarding positive rapport with community
Most parents feel policies and procedures are clear.	Involve stakeholders in improving district achievement	
Most parents feel all campuses provide a safe, secure school environment.	Increase stakeholder input into improving district safety.	
		Our school counselors do a great job, but they are not trained to meet some of the mental health needs of students, and they have many responsibilities.
SBDM involve stakeholders to edit CIP	Liscensed Professional Counselor	

Identified Strengths:	Identified Needs:	Identified Root Causes:
Mental health speakers at secondary campuses, character ed speakers at primary campuses. Bullying prevention, etc.	Alternative education program	Some students at the secondary level struggle in the regular school setting and are at high risk for dropping out
We educate all students in character building/ mental health and drug and alcohol prevention and awareness and utilize community resources for substance abuse prevention and mental health services.	We need to improve conditions for learning by increasing safety and health measures across the district.	More busses are needed to increase social distancing to mitigate the spread of disease and increase student safety.
Robust Safety and Security Committee membership and community participation		Air quality needs to be improved to ensure student safety and health.
SRO program/ DAEP/ JJAEP		
School assemblies, staff development, and on-campus programs leveraged to address bullying, harrassment, and violence issues*		More playground equipment is needed to spread students out at primary campuses.
Strong District Safety and Security Committee		
DEIC Reports that DLC seems to be helping a great deal to mitigate attendance issues and dropouts		

DISTRICT GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT Summary of Needs

Participation from parents of secondary students was low on parent surveys. Remind and Facebook seemed to be the most widely used methods by parents of primary students, but parents of secondary students seemed to utilize Remind and School Messenger more. Root Causes: There still seems to be a lack of teacher/parent communication as students rise in grade level, as well as a decrease in parent involvement, as students get older, parents start letting students be more responsible in communicating school news to their parents. A lack of a streamlined method of communication causes confusion among parents and faculty. Some parents feel lack of effective leadership skills affects staff, which in turn affects students' behavioral and academic performances in the classroom. The district lacks programs on positive community rapport and a secure feeling among stakeholders. Families feel that safety is a strength of the district, and the district is very strong in the areas of safety and health, including robust District Safety and Security Committee involvement and follow through. In lieu of the COVID 19 Pandemic, we need to increase air quality to prevent the spread of disease, more playground equipment is needed at primary campuses to spread students out, and more busses are needed to increase social distancing to mitigate the spread of disease and increase student safety.

DISTRICT GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT DIP Strategies

1	Leverage School Messenger as the primary point from which a parent should be able to receive all important messages.			December Evaluation:
	Resources: School Messenger	Person(s) Responsible: Campus and District Administration	Timeline: August- June; Evaluation: School Messenger Reports, parent surveys	May Evaluation:
2	Leverage teacher-to-parent communication systems to disseminate extremely important and/or time-sensitive information.			December Evaluation:
	Resources: teacher-to-parent communication systems (Remind, etc)	Person(s) Responsible: Campus Administration, teachers	Timeline: August- June; Evaluation: system usage report, parent survey	May Evaluation:
3	Provide teachers and parents with a platform to communicate concerns with leadership; make every effort to find a solution to informally stated parent, staff, and/or community member concerns when feasible.			December Evaluation:
	Resources: District website	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: Frequency of contacts via DISD website, parent surveys	May Evaluation:
4	Utilize community members (particularly those who serve on our district committees) more effectively for improvement in district achievement, safety, and facilities by: implementing the Guardian Program for school safety and/or a mentoring program for building positive rapport between community members and students, etc.			December Evaluation:
	Resources: staff to coordinate	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: evidence of program implementation	May Evaluation:
5	Act quickly on the initiatives of the Safety and Security Committee.			December Evaluation:
	Resources: vary	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: documented actions based on recommendations, surveys	May Evaluation:
6	Contract an LPC to effectively serve our most vulnerable students and staff and aid, ultimately, in suicide prevention* among other mental health needs and particularly in lieu of the COVID 19 Pandemic.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: position filled, surveys	May Evaluation:
7	Initiate an alternative learning placement for secondary students in need of accellerated instruction*/ credit recovery* who are at the greatest risk of not graduating. (SCE)			December Evaluation:
	Resources: SCE funds, personnel, space	Person(s) Responsible: District Administration, DLC Principal	Timeline: August- June; Evaluation: number referred/ number of participants/number of graduates releative to allotted space and recources	May Evaluation:

8	Improve air quality to prevent, prepare for, and respond to COVID-19			December Evaluation:
	Resources: ESSER II Federal Relief Funds	Person(s) Responsible: Superintendet, Transportation Director, CFO	Timeline: August- June; Evaluation: PEIMS attendance reports, nurse's reports	May Evaluation:
9	Increase playground equiment at primary campuses to mitigate the spread of disease and prevent, prepare for, and respond to COVID-19 by increasing social distancing.			December Evaluation:
	Resources: Local and ESSER II Federal	Person(s) Responsible: Superintendet, Trar	Timeline:August- June; Evaluation: PEIMS attendance reports, nurse's reports	May Evaluation:
10	Increase number of bus routes to mitigate the spread of disease and prevent, prepare for, and respond to COVID-19 by increasing social distancing.			December Evaluation:
	Resources: Local and ESSER II Federal Relief Funds	Person(s) Responsible: Superintendet, Transportation Director, CFO	Timeline: August- June; Evaluation: Bus rosters	May Evaluation:
11	Continue distict-wide and community wellness policy*, which incorporates an employee and parent component to help emphasize proper nutrition and physical activity. (SHAC)			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration, Director of Student Services, District Nurse	Timeline: August- June; Evaluation: SHAC presentation to DEIC in the fall, sign-in sheets, agendas, events	May Evaluation:
12	Continue to provide updates to parents by communicating important information in multiple ways.			December Evaluation:
	Resources: Social media platforms, Remind, email, School Messenger, Parent Portal	Person(s) Responsible: District and Campus Adminstration, teachers	Timeline: August- June; Evaluation: parent survey	May Evaluation:
13	Continue to follow parent or guardian notification system* in accordance with suicide prevention program* detailed in state health and safety code, and provide information to parents/guardians related to community resources for substance abuse prevention and mental health services.			December Evaluation:
	Resources: emial, phone	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August- June; Evaluation: documentation of contact	May Evaluation:
14	Continue safety training over issues regarding sexual abuse, sex trafficking, and other maltreatment of children*, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment and available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.			December Evaluation:
	Resources: Safe Schools Online Training- local	Person(s) Responsible: Assistant Superintendent	Timeline: August- June; Evaluation: program-issued reports/ certificates	May Evaluation:
15	Continue the SRO program for campus security, *violence prevention*, and assistance with truancy, and provide violence prevention instruction to students, parents, teachers, administrators and support staff.*			December Evaluation:
	Resources: local	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: payroll, sign-in sheets, agendas, certificates	May Evaluation:

16	Continue to address *conflict resolution* needs such as bullying and harassment through school assemblies, staff development, and on-campus programs, and provide information on the district website.*		December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: vendor POs, sign-in sheets, agendas, certificates	May Evaluation:
7	Continue to educate all students in character building/ mental health and drug and alcohol prevention and awareness, and continue to utilize community resources for substance abuse prevention and mental health services.*		December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August- June; Evaluation: program materials, lesson plans, handouts	May Evaluation:
18	Continue to maintain a district Discipline Alternative Education Program as an alternative to or prior to expulsion. (SCE)*		December Evaluation:
	Resources: local and SCE funding	Person(s) Responsible: District Adminsitration, DAEP Principal	Timeline: August- June; Evaluation: placement documentation	May Evaluation:
19	Continue to participate in Atascosa JJAEP as an alternative to expulsion. (SCE)*		December Evaluation:
	Resources: local and SCE funding	Person(s) Responsible: District Adminsitration, DAEP Principal	Timeline: August- June; Evaluation: placement documentation	May Evaluation:
20	Continue to promote effective use of technology by purchasing supplies, programs, and trainings that increase student's and teacher's effectiveness in this arena.		December Evaluation:
	Resources: local, SCE, and federal funding sources	Person(s) Responsible: District Adminsitration, Campus Administration	Timeline: August- June; Evaluation: student and staff surveys, contracts, certificates, purchase orders	May Evaluation:
21	Continue to provide speakers and presentations for students that meet safe/healthy/environment conducive to learning needs as needs become apparent.		December Evaluation:
	Resources: local and federal funding sources	Person(s) Responsible: District Adminsitration, Campus Administration	Timeline: August- June; Purchase orders, surveys, etc.	May Evaluation:

2019-20 Texas Academic Performance Report

District Name: **DEVINE ISD**

District Number: **163901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

   Meets Requirements

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	**78%**	-	77%	79%	*	-	-	-	64%	*	80%	69%	68%	50%
	2018	77%	74%	**77%**	-	74%	81%	-	-	-	-	43%	*	77%	75%	71%	83%
At Meets Grade Level or Above	2019	45%	42%	**46%**	-	40%	60%	*	-	-	-	36%	*	46%	47%	35%	33%
	2018	43%	40%	**42%**	-	32%	60%	-	-	-	-	14%	*	43%	38%	30%	67%
At Masters Grade Level	2019	27%	25%	**28%**	-	24%	37%	*	-	-	-	14%	*	28%	28%	14%	17%
	2018	25%	22%	**22%**	-	16%	33%	-	-	-	-	0%	*	23%	17%	15%	33%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	**73%**	-	70%	79%	*	-	-	-	71%	*	76%	63%	65%	50%
	2018	78%	74%	**72%**	-	67%	81%	-	-	-	-	43%	*	71%	75%	64%	83%
At Meets Grade Level or Above	2019	49%	45%	**46%**	-	40%	56%	*	-	-	-	50%	*	43%	53%	32%	33%
	2018	47%	42%	**42%**	-	38%	50%	-	-	-	-	21%	*	43%	38%	39%	50%
At Masters Grade Level	2019	25%	21%	**19%**	-	14%	30%	*	-	-	-	14%	*	17%	28%	8%	0%
	2018	23%	20%	**18%**	-	22%	13%	-	-	-	-	0%	*	19%	17%	22%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	71%	**69%**	-	66%	75%	-	-	-	*	31%	*	69%	69%	64%	83%
	2018	73%	70%	**68%**	*	60%	81%	-	-	-	*	48%	*	72%	60%	56%	56%
At Meets Grade Level or Above	2019	44%	40%	**36%**	-	30%	48%	-	-	-	*	8%	*	39%	28%	23%	67%
	2018	46%	42%	**36%**	*	28%	52%	-	-	-	*	26%	*	39%	29%	25%	33%
At Masters Grade Level	2019	22%	19%	**16%**	-	11%	25%	-	-	-	*	0%	*	16%	14%	10%	33%
	2018	24%	21%	**18%**	*	12%	31%	-	-	-	*	0%	*	20%	15%	11%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**78%**	-	76%	83%	-	-	-	*	46%	*	78%	78%	74%	83%
	2018	78%	75%	**82%**	*	77%	89%	-	-	-	*	61%	*	87%	71%	73%	80%
At Meets Grade Level or Above	2019	48%	42%	**48%**	-	39%	65%	-	-	-	*	23%	*	50%	42%	36%	67%
	2018	49%	44%	**44%**	*	34%	62%	-	-	-	*	39%	*	49%	35%	33%	30%
At Masters Grade Level	2019	28%	24%	**23%**	-	19%	29%	-	-	-	*	8%	*	24%	19%	19%	33%
	2018	27%	23%	**16%**	*	8%	30%	-	-	-	*	17%	*	18%	12%	11%	10%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	63%	**56%**	-	53%	63%	-	-	-	*	8%	*	60%	44%	44%	67%
	2018	63%	59%	**52%**	*	38%	77%	-	-	-	*	39%	*	56%	43%	33%	40%
At Meets Grade Level or Above	2019	35%	31%	**20%**	-	20%	19%	-	-	-	*	8%	*	23%	11%	15%	33%
	2018	39%	36%	**27%**	*	17%	47%	-	-	-	*	17%	*	28%	27%	16%	20%
At Masters Grade Level	2019	11%	8%	**1%**	-	2%	0%	-	-	-	*	0%	*	1%	3%	2%	0%
	2018	11%	9%	**1%**	*	0%	2%	-	-	-	*	0%	*	1%	0%	0%	0%

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Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**83%**	*	79%	89%	-	-	-	*	64%	*	82%	85%	80%	80%
	2018	84%	83%	**84%**	-	77%	96%	-	-	-	*	47%	*	85%	84%	79%	67%
At Meets Grade Level or Above	2019	54%	50%	**45%**	*	38%	57%	-	-	-	*	36%	*	46%	41%	34%	50%
	2018	54%	52%	**51%**	-	43%	65%	-	-	-	*	33%	*	53%	42%	41%	0%
At Masters Grade Level	2019	29%	26%	**19%**	*	12%	33%	-	-	-	*	5%	*	21%	15%	14%	10%
	2018	26%	24%	**21%**	-	13%	35%	-	-	-	*	0%	*	22%	16%	14%	0%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	**94%**	*	93%	94%	-	-	-	*	91%	*	95%	90%	92%	100%
	2018	91%	90%	**97%**	-	96%	98%	-	-	-	*	88%	*	97%	95%	96%	100%
At Meets Grade Level or Above	2019	58%	56%	**54%**	*	46%	69%	-	-	-	*	41%	*	58%	44%	44%	30%
	2018	58%	58%	**63%**	-	54%	76%	-	-	-	*	31%	*	64%	60%	54%	33%
At Masters Grade Level	2019	36%	34%	**33%**	*	23%	48%	-	-	-	*	23%	*	34%	31%	27%	30%
	2018	30%	30%	**28%**	-	19%	46%	-	-	-	*	19%	*	29%	25%	24%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	71%	**58%**	*	46%	78%	-	-	-	*	45%	*	60%	53%	42%	40%
	2018	76%	74%	**79%**	-	69%	93%	-	-	-	*	53%	*	81%	68%	71%	50%
At Meets Grade Level or Above	2019	49%	44%	**28%**	*	18%	46%	-	-	-	*	23%	*	28%	29%	21%	20%
	2018	41%	38%	**45%**	-	32%	67%	-	-	-	*	33%	*	45%	47%	35%	0%
At Masters Grade Level	2019	24%	20%	**14%**	*	8%	22%	-	-	-	*	9%	*	14%	13%	8%	10%
	2018	17%	15%	**20%**	-	6%	43%	-	-	-	*	13%	*	19%	26%	12%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	67%	**65%**	-	59%	73%	-	-	-	*	35%	*	68%	54%	54%	57%
	2018	69%	68%	**63%**	*	56%	80%	-	-	-	*	33%	*	68%	49%	53%	44%
At Meets Grade Level or Above	2019	37%	36%	**33%**	-	22%	53%	-	-	-	*	24%	*	34%	27%	22%	14%
	2018	39%	38%	**32%**	*	24%	49%	-	-	-	*	33%	*	31%	34%	24%	33%
At Masters Grade Level	2019	18%	16%	**16%**	-	12%	22%	-	-	-	*	6%	*	16%	15%	15%	14%
	2018	19%	18%	**11%**	*	7%	20%	-	-	-	*	13%	*	12%	9%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	79%	**75%**	-	69%	84%	-	-	-	*	41%	*	76%	69%	67%	57%
	2018	77%	75%	**63%**	*	57%	76%	-	-	-	*	33%	*	63%	64%	48%	44%
At Meets Grade Level or Above	2019	47%	44%	**36%**	-	23%	60%	-	-	-	*	18%	*	35%	42%	32%	14%
	2018	44%	41%	**25%**	*	19%	36%	-	-	-	*	20%	*	28%	14%	15%	22%
At Masters Grade Level	2019	21%	19%	**10%**	-	3%	22%	-	-	-	*	18%	*	8%	19%	6%	14%
	2018	18%	16%	**5%**	*	5%	6%	-	-	-	*	7%	*	5%	6%	4%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**72%**	*	67%	83%	-	-	-	*	35%	80%	76%	60%	63%	50%
	2018	74%	73%	**72%**	-	67%	83%	-	-	-	*	33%	*	71%	77%	63%	44%

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At Meets Grade Level or Above	2019	49%	47%	43%	*	35%	60%	-	-	-	*	29%	60%	45%	36%	35%	33%
	2018	48%	47%	37%	-	31%	47%	-	-	-	*	27%	*	38%	31%	27%	33%
At Masters Grade Level	2019	29%	27%	25%	*	19%	36%	-	-	-	*	6%	60%	24%	26%	20%	17%
	2018	29%	27%	24%	-	20%	32%	-	-	-	*	7%	*	27%	12%	15%	22%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	63%	*	55%	79%	-	-	-	*	35%	80%	63%	62%	54%	67%
	2018	72%	69%	74%	-	71%	79%	-	-	-	*	67%	*	74%	73%	70%	89%
At Meets Grade Level or Above	2019	43%	39%	29%	*	22%	40%	-	-	-	*	18%	40%	29%	29%	22%	33%
	2018	40%	37%	31%	-	27%	42%	-	-	-	*	27%	*	31%	35%	23%	33%
At Masters Grade Level	2019	17%	14%	5%	*	3%	11%	-	-	-	*	0%	0%	6%	2%	1%	0%
	2018	18%	16%	13%	-	8%	23%	-	-	-	*	7%	*	15%	4%	3%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	72%	*	67%	83%	-	-	-	*	50%	80%	76%	59%	63%	50%
	2018	69%	68%	70%	-	65%	81%	-	-	-	*	25%	*	70%	69%	58%	50%
At Meets Grade Level or Above	2019	42%	38%	41%	*	33%	60%	-	-	-	*	19%	40%	45%	29%	30%	33%
	2018	43%	42%	40%	-	34%	50%	-	-	-	*	25%	*	39%	42%	31%	30%
At Masters Grade Level	2019	18%	15%	8%	*	7%	9%	-	-	-	*	6%	0%	8%	5%	6%	17%
	2018	15%	13%	9%	-	5%	17%	-	-	-	*	0%	*	10%	0%	6%	10%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	85%	*	81%	93%	-	-	-	*	46%	*	86%	78%	78%	83%
	2018	86%	86%	92%	-	92%	92%	-	*	*	*	75%	*	92%	93%	92%	100%
At Meets Grade Level or Above	2019	55%	54%	43%	*	39%	52%	-	-	-	*	23%	*	46%	26%	35%	33%
	2018	49%	48%	60%	-	55%	65%	-	*	*	*	42%	*	58%	66%	49%	60%
At Masters Grade Level	2019	28%	27%	24%	*	17%	41%	-	-	-	*	15%	*	27%	9%	12%	0%
	2018	27%	26%	27%	-	22%	37%	-	*	*	*	17%	*	28%	24%	20%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	90%	*	87%	98%	-	-	-	*	69%	*	93%	76%	88%	100%
	2018	86%	84%	95%	-	96%	92%	-	-	*	*	71%	*	96%	90%	92%	100%
At Meets Grade Level or Above	2019	57%	54%	56%	*	53%	64%	-	-	-	*	31%	*	59%	38%	50%	60%
	2018	51%	46%	51%	-	45%	61%	-	-	*	*	36%	*	49%	58%	42%	40%
At Masters Grade Level	2019	17%	14%	19%	*	14%	32%	-	-	-	*	23%	*	22%	5%	12%	0%
	2018	15%	12%	14%	-	13%	14%	-	-	*	*	21%	*	11%	23%	6%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	79%	78%	*	71%	93%	-	-	-	*	54%	*	80%	64%	71%	67%
	2018	76%	74%	85%	-	87%	82%	-	*	*	*	47%	*	85%	84%	82%	80%
At Meets Grade Level or Above	2019	51%	50%	39%	*	27%	66%	-	-	-	*	38%	*	42%	18%	25%	0%
	2018	52%	50%	57%	-	55%	61%	-	-	*	*	40%	*	60%	48%	48%	60%
At Masters Grade Level	2019	25%	24%	18%	*	10%	34%	-	-	-	*	15%	*	20%	5%	8%	0%
	2018	28%	27%	27%	-	21%	35%	-	*	*	*	27%	*	26%	29%	23%	20%

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

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At Masters Grade Level	2019	45%	48%	**32%**	-	20%	51%	-	-	*	*	12%	-	38%	18%	21%	0%
	2018	40%	42%	**28%**	-	24%	34%	-	-	-	*	0%	*	29%	23%	18%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**74%**	38%	70%	82%	*	-	*	100%	47%	78%	77%	65%	67%	67%
	2018	77%	75%	**75%**	64%	70%	83%	*	*	*	94%	44%	82%	77%	68%	68%	64%
At Meets Grade Level or Above	2019	50%	47%	**43%**	0%	36%	57%	*	-	*	72%	25%	37%	45%	35%	33%	33%
	2018	48%	46%	**44%**	0%	36%	56%	*	*	*	67%	23%	42%	45%	38%	33%	31%
At Masters Grade Level	2019	24%	22%	**18%**	0%	13%	28%	*	-	*	31%	11%	10%	19%	14%	12%	10%
	2018	22%	20%	**16%**	0%	11%	24%	*	*	*	18%	7%	18%	17%	13%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	73%	**72%**	40%	68%	79%	*	-	*	100%	40%	84%	75%	62%	65%	65%
	2018	74%	73%	**71%**	60%	66%	79%	*	*	*	100%	34%	76%	74%	62%	63%	58%
At Meets Grade Level or Above	2019	48%	46%	**43%**	0%	36%	56%	*	-	*	71%	22%	37%	45%	34%	33%	35%
	2018	46%	45%	**42%**	0%	34%	55%	*	*	*	67%	20%	41%	44%	35%	31%	31%
At Masters Grade Level	2019	21%	19%	**17%**	0%	13%	25%	*	-	*	29%	7%	16%	18%	14%	11%	11%
	2018	19%	18%	**15%**	0%	11%	23%	*	*	*	17%	4%	18%	17%	11%	10%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	79%	**80%**	*	76%	86%	*	-	*	100%	57%	82%	82%	72%	74%	76%
	2018	81%	78%	**80%**	*	76%	85%	-	*	*	100%	54%	94%	81%	76%	72%	79%
At Meets Grade Level or Above	2019	52%	48%	**47%**	*	40%	60%	*	-	*	77%	29%	41%	49%	41%	38%	41%
	2018	50%	46%	**43%**	*	36%	54%	-	*	*	80%	25%	47%	44%	37%	34%	33%
At Masters Grade Level	2019	26%	24%	**22%**	*	16%	33%	*	-	*	31%	16%	6%	22%	19%	15%	15%
	2018	24%	21%	**16%**	*	12%	23%	-	*	*	30%	10%	18%	17%	15%	12%	6%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	65%	**64%**	*	60%	73%	-	-	-	*	31%	63%	69%	52%	53%	56%
	2018	66%	63%	**61%**	*	52%	79%	-	-	-	*	33%	40%	64%	52%	46%	45%
At Meets Grade Level or Above	2019	38%	35%	**31%**	*	27%	39%	-	-	-	*	14%	25%	34%	21%	22%	33%
	2018	41%	39%	**34%**	*	26%	49%	-	-	-	*	21%	40%	34%	32%	23%	25%
At Masters Grade Level	2019	14%	12%	**5%**	*	5%	4%	-	-	-	*	3%	0%	5%	4%	4%	11%
	2018	13%	11%	**5%**	*	3%	9%	-	-	-	*	0%	0%	6%	0%	3%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**75%**	*	70%	85%	-	-	*	100%	55%	67%	77%	69%	68%	64%
	2018	80%	79%	**83%**	-	79%	89%	-	*	*	83%	51%	83%	86%	75%	80%	69%
At Meets Grade Level or Above	2019	54%	52%	**42%**	*	33%	58%	-	-	*	60%	30%	50%	43%	35%	34%	20%
	2018	51%	49%	**50%**	-	40%	65%	-	*	*	50%	24%	50%	52%	42%	39%	25%
At Masters Grade Level	2019	25%	23%	**16%**	*	10%	28%	-	-	*	40%	14%	17%	18%	12%	11%	4%
	2018	23%	22%	**18%**	-	10%	29%	-	*	*	17%	10%	33%	17%	21%	12%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**74%**	*	67%	87%	-	-	*	*	43%	*	76%	67%	68%	58%
	2018	78%	78%	**81%**	-	79%	84%	-	*	*	*	51%	100%	83%	73%	74%	60%

Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: DEVINE ISD
County Name: MEDINA
District Number: 163901

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	55%	**45%**	*	35%	63%	-	-	*	*	20%	*	48%	36%	32%	8%
	2018	53%	52%	**55%**	-	51%	61%	-	*	*	*	29%	20%	56%	53%	44%	40%
At Masters Grade Level	2019	33%	34%	**23%**	*	13%	41%	-	-	*	*	10%	*	26%	11%	14%	0%
	2018	31%	31%	**26%**	-	21%	32%	-	*	*	*	10%	20%	25%	27%	18%	20%

District Name: DEVINE ISD
County Name: MEDINA
District Number: 163901

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School Progress Domain - Academic Growth Score by Grade and Subject

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	59	55	-	56	53	-	-	-	*	42	*	53	63	56	92
	2018	63	62	58	*	53	67	-	-	-	*	50	*	57	59	58	72
Grade 4 Mathematics	2019	65	62	73	-	71	77	-	-	-	*	69	*	74	72	73	75
	2018	65	63	75	*	74	78	-	-	-	*	61	*	75	74	79	100
Grade 5 ELA/Reading	2019	81	81	78	*	80	75	-	-	-	*	83	*	76	86	78	90
	2018	80	80	77	-	81	74	-	-	-	*	75	*	78	74	76	83
Grade 5 Mathematics	2019	83	84	88	*	87	88	-	-	-	*	86	*	85	97	85	85
	2018	81	83	89	-	90	86	-	-	-	*	94	*	88	92	88	100
Grade 6 ELA/Reading	2019	42	41	37	-	32	42	-	-	-	*	32	*	38	32	36	75
	2018	47	47	32	*	30	37	-	-	-	*	30	*	33	31	29	39
Grade 6 Mathematics	2019	54	49	27	-	20	38	-	-	-	*	21	*	24	40	24	29
	2018	56	52	21	*	23	19	-	-	-	*	40	*	21	21	23	22
Grade 7 ELA/Reading	2019	77	76	77	*	78	74	-	-	-	*	63	80	79	72	75	83
	2018	76	75	70	-	72	64	-	-	-	*	77	*	69	74	64	67
Grade 7 Mathematics	2019	62	61	57	*	55	61	-	-	-	*	50	60	61	46	55	67
	2018	67	68	72	-	71	76	-	-	-	*	69	*	72	74	72	89
Grade 8 ELA/Reading	2019	77	77	79	*	80	77	-	-	-	*	85	*	80	72	75	75
	2018	79	79	81	-	81	85	-	*	*	*	55	*	81	80	84	60
Grade 8 Mathematics	2019	82	82	87	*	87	85	-	-	-	*	73	*	87	83	86	100
	2018	81	80	86	-	90	80	-	-	*	*	86	*	86	83	88	100
End of Course English II	2019	69	68	63	*	59	68	-	-	-	*	63	*	65	47	61	70
	2018	67	66	71	-	72	69	*	-	-	*	55	-	75	56	72	*
End of Course Algebra I	2019	75	73	84	-	83	86	-	-	*	*	56	*	88	68	79	92
	2018	72	71	63	*	60	65	-	*	-	*	29	*	64	59	55	58
All Grades Both Subjects	2019	69	68	67	57	66	69	-	-	*	84	61	59	68	66	65	77
	2018	69	69	65	43	64	67	*	*	*	60	59	60	66	63	64	72
All Grades ELA/Reading	2019	68	67	66	*	65	65	-	-	-	88	62	59	66	65	63	82
	2018	69	68	64	*	63	66	*	*	*	50	56	57	64	60	62	66
All Grades Mathematics	2019	70	68	69	*	67	73	-	-	*	81	59	59	70	67	66	73
	2018	70	69	66	*	66	67	-	*	*	70	62	63	67	65	65	77

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas
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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	**40%**	*	40%	40%	-	-	-	*	16%	37%	35%
	2018	38%	37%	**31%**	*	26%	49%	-	-	-	-	14%	29%	26%
Mathematics	2019	45%	44%	**50%**	*	48%	60%	-	-	-	-	36%	47%	58%
	2018	47%	45%	**62%**	-	66%	44%	-	-	-	-	48%	60%	71%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	76%	**72%**	*	65%	85%	-	-	-	*	50%	65%	50%
Students Requiring Accelerated Instruction	2019	22%	24%	**28%**	*	35%	15%	-	-	-	*	50%	35%	50%
STAAR Cumulative Met Standard	2019	86%	85%	**82%**	*	79%	89%	-	-	-	*	56%	79%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	**100%**	-	100%	*	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	9%	8%	**7%**	-	7%	*	-	-	-	-	0%	8%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**85%**	*	81%	91%	-	-	-	*	72%	79%	88%
Students Requiring Accelerated Instruction	2019	17%	18%	**15%**	*	19%	9%	-	-	-	*	28%	21%	13%
STAAR Cumulative Met Standard	2019	90%	88%	**94%**	*	94%	94%	-	-	-	*	94%	93%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	96%	**100%**	-	100%	-	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	23%	*****	-	*	-	-	-	-	-	*	*	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	77%	**79%**	*	76%	84%	-	-	-	*	33%	70%	*
Students Requiring Accelerated Instruction	2019	22%	23%	**21%**	*	24%	16%	-	-	-	*	67%	30%	*
STAAR Cumulative Met Standard	2019	85%	85%	**85%**	*	81%	93%	-	-	-	*	42%	78%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	**100%**	-	100%	100%	-	-	-	-	100%	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	14%	**13%**	-	*	*	-	-	-	-	*	20%	-
Grade 8 Mathematics														

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	87%	*	83%	95%	-	-	-	*	58%	86%	*
Students Requiring Accelerated Instruction														
	2019	18%	20%	13%	*	17%	5%	-	-	-	*	42%	14%	*
STAAR Cumulative Met Standard														
	2019	88%	87%	90%	*	87%	98%	-	-	-	*	67%	88%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	100%	-	*	*	-	-	-	-	100%	100%	-
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	50%	38%	-	*	*	-	-	-	-	17%	17%	-

Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

District Name: DEVINE ISD
County Name: MEDINA
District Number: 163901

(Current EL Students)

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	74%	-	-	-	-	-	58%	52%	59%	67%	58%	58%
	2018	77%	75%	75%	-	-	-	-	-	55%	83%	52%	55%	55%	55%
At Meets Grade Level or Above	2019	50%	47%	43%	-	-	-	-	-	18%	29%	16%	11%	18%	18%
	2018	48%	46%	44%	-	-	-	-	-	25%	58%	22%	0%	25%	23%
At Masters Grade Level	2019	24%	22%	18%	-	-	-	-	-	4%	10%	3%	0%	4%	4%
	2018	22%	20%	16%	-	-	-	-	-	5%	25%	3%	0%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	72%	-	-	-	-	-	57%	56%	57%	*	57%	56%
	2018	74%	73%	71%	-	-	-	-	-	51%	83%	46%	*	51%	48%
At Meets Grade Level or Above	2019	48%	46%	43%	-	-	-	-	-	22%	33%	19%	*	22%	20%
	2018	46%	45%	42%	-	-	-	-	-	24%	67%	18%	*	24%	23%
At Masters Grade Level	2019	21%	19%	17%	-	-	-	-	-	4%	11%	3%	*	4%	4%
	2018	19%	18%	15%	-	-	-	-	-	7%	33%	3%	*	7%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	79%	80%	-	-	-	-	-	68%	56%	72%	*	68%	70%
	2018	81%	78%	80%	-	-	-	-	-	72%	83%	70%	*	72%	74%
At Meets Grade Level or Above	2019	52%	48%	47%	-	-	-	-	-	24%	33%	21%	*	24%	25%
	2018	50%	46%	43%	-	-	-	-	-	28%	50%	24%	*	28%	26%
At Masters Grade Level	2019	26%	24%	22%	-	-	-	-	-	8%	11%	7%	*	8%	8%
	2018	24%	21%	16%	-	-	-	-	-	5%	17%	3%	*	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	65%	64%	-	-	-	-	-	36%	*	38%	-	36%	36%
	2018	66%	63%	61%	-	-	-	-	-	25%	-	25%	*	25%	21%
At Meets Grade Level or Above	2019	38%	35%	31%	-	-	-	-	-	9%	*	13%	-	9%	9%
	2018	41%	39%	34%	-	-	-	-	-	17%	-	17%	*	17%	14%
At Masters Grade Level	2019	14%	12%	5%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	13%	11%	5%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	75%	-	-	-	-	-	50%	-	50%	*	50%	50%
	2018	80%	79%	83%	-	-	-	-	-	58%	-	58%	*	58%	62%
At Meets Grade Level or Above	2019	54%	52%	42%	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	51%	49%	50%	-	-	-	-	-	25%	-	25%	*	25%	23%
At Masters Grade Level	2019	25%	23%	16%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	23%	22%	18%	-	-	-	-	-	8%	-	8%	*	8%	8%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	74%	-	-	-	-	-	56%	-	56%	*	56%	60%
	2018	78%	78%	81%	-	-	-	-	-	33%	-	33%	*	33%	50%
At Meets Grade Level or Above	2019	55%	55%	45%	-	-	-	-	-	11%	-	11%	*	11%	10%
	2018	53%	52%	55%	-	-	-	-	-	33%	-	33%	*	33%	25%
At Masters Grade Level	2019	33%	34%	23%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	31%	26%	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	68%	67%	-	-	-	-	-	75%	83%	74%	90%	75%	76%
	2018	69%	69%	65%	-	-	-	-	-	71%	-	71%	50%	71%	69%
All Grades ELA/Reading	2019	68%	67%	66%	-	-	-	-	-	84%	*	84%	*	84%	85%
	2018	69%	68%	64%	-	-	-	-	-	68%	-	68%	*	68%	64%
All Grades Mathematics	2019	70%	68%	69%	-	-	-	-	-	67%	*	65%	*	67%	67%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

District Name: DEVINE ISD
County Name: MEDINA
District Number: 163901

(Current EL Students)

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		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	69%	**66%**	-	-	-	-	-	73%	-	73%	*	73%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	**40%**	-	-	-	-	-	33%	*	36%	*	33%	35%
	2018	38%	37%	**31%**	-	-	-	-	-	29%	-	29%	*	29%	26%
Mathematics	2019	45%	44%	**50%**	-	-	-	-	-	58%	*	64%	-	58%	58%
	2018	47%	45%	**62%**	-	-	-	-	-	69%	-	69%	*	69%	71%

Texas Education Agency

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

Texas Academic Performance Report

2019-20 District STAAR Participation

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	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	-	*	100%	99%	100%	100%
Included in Accountability	94%	93%	**96%**	100%	96%	98%	*	-	*	93%	96%	97%	89%
Not Included in Accountability													
Mobile	4%	5%	**3%**	0%	4%	1%	*	-	*	7%	2%	2%	9%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	-	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	-	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	99%	99%	100%
Included in Accountability	94%	93%	**95%**	85%	94%	96%	*	50%	*	89%	94%	95%	86%
Not Included in Accountability													
Mobile	4%	5%	**4%**	15%	5%	4%	*	50%	*	11%	6%	4%	8%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

District Name: DEVINE ISD

Texas Academic Performance Report

County Name: MEDINA

2019-20 District Attendance, Graduation, and Dropout Rates

District Number: 163901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.5%	**95.3%**	*	95.1%	95.7%	*	-	*	95.1%	94.3%	94.7%	96.7%
2017-18	95.4%	94.6%	**95.3%**	92.8%	95.1%	95.5%	*	*	*	95.6%	94.2%	94.5%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	**0.3%**	*	0.4%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.6%	**0.0%**	-	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.3%	**2.0%**	*	2.6%	1.3%	-	-	*	0.0%	4.1%	3.5%	0.0%
2017-18	1.9%	2.6%	**1.3%**	*	1.7%	0.8%	-	-	*	0.0%	1.4%	2.8%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	88.2%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Received TxCHSE	0.5%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.7%	3.8%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	5.9%	7.5%	**2.6%**	-	2.3%	3.2%	-	-	-	*	0.0%	4.5%	-
Graduates and TxCHSE	90.4%	88.7%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Graduates, TxCHSE, and Continuers	94.1%	92.5%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Class of 2018													
Graduated	90.0%	87.1%	**92.9%**	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Received TxCHSE	0.4%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.8%	3.7%	**0.6%**	*	1.1%	0.0%	-	-	-	*	7.1%	0.0%	*
Dropped Out	5.7%	8.8%	**6.4%**	*	9.1%	3.1%	-	-	-	*	0.0%	13.6%	*
Graduates and TxCHSE	90.4%	87.5%	**92.9%**	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Graduates, TxCHSE, and Continuers	94.3%	91.2%	**93.6%**	*	90.9%	96.9%	-	-	-	*	100.0%	86.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	89.6%	**92.9%**	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Received TxCHSE	0.6%	0.6%	**0.6%**	*	1.1%	0.0%	-	-	-	*	0.0%	1.7%	*
Continued HS	1.1%	1.1%	**0.6%**	*	1.1%	0.0%	-	-	-	*	7.1%	0.0%	*
Dropped Out	6.1%	8.7%	**5.8%**	*	8.0%	3.1%	-	-	-	*	0.0%	11.9%	*
Graduates and TxCHSE	92.8%	90.2%	**93.6%**	*	90.9%	96.9%	-	-	-	*	92.9%	88.1%	*
Graduates, TxCHSE, and Continuers	93.9%	91.3%	**94.2%**	*	92.0%	96.9%	-	-	-	*	100.0%	88.1%	*
Class of 2017													
Graduated	92.0%	88.0%	**90.7%**	*	87.5%	95.7%	-	-	-	*	60.0%	84.4%	*
Received TxCHSE	0.6%	0.7%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	1.0%	**0.7%**	*	1.1%	0.0%	-	-	-	*	0.0%	1.6%	*
Dropped Out	6.3%	10.3%	**8.6%**	*	11.4%	4.3%	-	-	-	*	40.0%	14.1%	*
Graduates and TxCHSE	92.6%	88.7%	**90.7%**	*	87.5%	95.7%	-	-	-	*	60.0%	84.4%	*
Graduates, TxCHSE, and Continuers	93.7%	89.7%	**91.4%**	*	88.6%	95.7%	-	-	-	*	60.0%	85.9%	*

6-Year Extended Longitudinal Rate (Gr 9-12)

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	89.1%	**91.4%**	*	88.6%	95.7%	-	-	-	*	60.0%	85.9%	*
Received TxCHSE	0.7%	0.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	9.6%	**8.6%**	*	11.4%	4.3%	-	-	-	*	40.0%	14.1%	*
Graduates and TxCHSE	93.2%	89.9%	**91.4%**	*	88.6%	95.7%	-	-	-	*	60.0%	85.9%	*
Graduates, TxCHSE, and Continuers	93.7%	90.4%	**91.4%**	*	88.6%	95.7%				*	60.0%	85.9%	*
Class of 2016													
Graduated	92.1%	89.4%	**97.6%**	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Received TxCHSE	0.8%	0.8%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.4%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	9.4%	**2.4%**	-	2.5%	2.3%	-	-	-	*	11.8%	4.3%	*
Graduates and TxCHSE	92.9%	90.2%	**97.6%**	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Graduates, TxCHSE, and Continuers	93.4%	90.6%	**97.6%**	-	97.5%	97.7%				*	88.2%	95.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	88.2%	**96.8%**	-	97.8%	95.2%	-	-	-	*	94.4%	94.1%	-
Class of 2018	90.0%	87.1%	**92.9%**	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	63.0%	*	-	*	-	-	-	-	-	-	-	-
Class of 2018	68.5%	67.5%	*	-	-	*	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	3.2%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Class of 2018	5.0%	1.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	**88.4%**	-	87.7%	89.3%	-	-	-	*	55.6%	83.9%	-
Class of 2018	82.0%	81.1%	**88.1%**	*	87.3%	88.3%	-	-	-	*	61.5%	87.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	84.3%	**87.8%**	-	86.6%	89.3%	-	-	-	*	55.6%	83.9%	-
Class of 2018	86.8%	82.5%	**88.3%**	*	87.3%	88.7%	-	-	-	*	61.5%	88.2%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	16.7%	*	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	21.7%	*	-	-	*	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	3.4%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2017-18	4.9%	1.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.9%	**87.8%**	-	87.1%	88.7%	-	-	-	*	55.6%	81.8%	-
2017-18	81.5%	76.7%	**88.3%**	*	87.3%	88.7%	-	-	-	*	61.5%	87.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	82.9%	**87.8%**	-	87.1%	88.7%	-	-	-	*	55.6%	81.8%	-
2017-18	85.1%	76.8%	**88.4%**	*	87.3%	88.9%	-	-	-	*	61.5%	88.0%	*

Devine ISD District Improvement Plan **51**

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

Texas Academic Performance Report

2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	147	100.0%	355,615	100.0%
By Ethnicity:				
African American	0	0.0%	43,953	12.4%
Hispanic	89	60.5%	180,673	50.8%
White	57	38.8%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	0.7%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	25	17.0%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	122	83.0%	285,538	80.3%
Special Education Graduates	17	11.6%	27,598	7.8%
Economically Disadvantaged Graduates	62	42.2%	186,364	52.4%
LEP Graduates	0	0.0%	25,189	7.1%
At-Risk Graduates	64	43.5%	146,432	41.2%

Devine ISD District Improvement Plan **52**

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	68.9%	**65.0%**	-	59.0%	73.7%	-	-	-	*	61.8%	54.0%	-
2017-18	65.5%	61.5%	**58.9%**	*	50.0%	70.6%	-	-	-	*	73.1%	39.0%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	48.7%	**36.1%**	-	28.1%	47.4%				*	17.6%	14.5%	-
2017-18	50.0%	46.7%	**34.2%**	*	21.5%	50.8%				*	0.0%	16.0%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.5%	**42.9%**	-	32.6%	57.9%				*	17.6%	19.4%	-
2017-18	58.2%	57.8%	**41.8%**	*	32.9%	49.2%				*	7.7%	32.0%	*
Mathematics													
2018-19	48.6%	45.1%	**36.7%**	-	27.0%	52.6%				*	52.9%	17.7%	-
2017-18	46.0%	43.5%	**21.9%**	*	11.4%	34.9%				*	0.0%	4.0%	*
Both Subjects													
2018-19	44.2%	40.9%	**23.1%**	-	12.4%	40.4%				*	5.9%	3.2%	-
2017-18	42.1%	40.0%	**20.5%**	*	11.4%	31.7%				*	0.0%	4.0%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.0%	**30.6%**	-	24.7%	38.6%				*	17.6%	11.3%	-
2017-18	20.7%	21.1%	**32.2%**	*	20.3%	47.6%				*	0.0%	16.0%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.5%	**10.2%**	-	9.0%	12.3%				*	11.8%	1.6%	-
2017-18	20.4%	19.3%	**8.2%**	*	5.1%	11.1%				*	0.0%	2.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	2.0%	**0.0%**	-	0.0%	0.0%				*	0.0%	0.0%	-
2017-18	1.4%	1.2%	**0.0%**	*	0.0%	0.0%				*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	4.1%	**0.0%**	-	0.0%	0.0%				*	0.0%	0.0%	-
2017-18	1.0%	1.1%	**0.0%**	*	0.0%	0.0%				*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.7%	**45.2%**	-	43.3%	48.2%				*	58.8%	45.2%	-
2017-18	28.7%	25.4%	**37.3%**	*	38.0%	36.5%				*	73.1%	29.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	**0.0%**	-	0.0%	0.0%				*	0.0%	0.0%	-
2017-18	4.8%	3.7%	**0.0%**	*	0.0%	0.0%				*	0.0%	0.0%	*

Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: DEVINE ISD

Texas Academic Performance Report

County Name: MEDINA

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 163901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2017-18	1.7%	1.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	53.0%	**79.6%**	-	74.2%	87.7%	-	-	-	*	88.2%	75.8%	-
2017-18	38.7%	33.5%	**59.6%**	*	60.8%	57.1%	-	-	-	*	69.2%	52.0%	*

U.S. Armed Forces Enlistment (Annual Graduates)

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	5.1%	**6.1%**	-	6.7%	5.3%	-	-	-	*	5.9%	8.1%	-
2017-18	4.3%	4.2%	**4.8%**	*	3.8%	6.3%	-	-	-	*	0.0%	2.0%	*

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	2.9%	**3.4%**	-	3.4%	3.5%	-	-	-	*	29.4%	3.2%	-
2017-18	2.6%	2.6%	**5.5%**	*	6.3%	4.8%	-	-	-	*	61.5%	4.0%	*

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.4%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2017-18	0.6%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

District Name: DEVINE ISD

Texas Academic Performance Report

2019-20 District CCMR-Related Indicators

County Name: MEDINA

District Number: 163901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.9%	**12.2%**	-	7.9%	17.5%	-	-	-	*	11.8%	11.3%	-
2017-18	32.1%	32.8%	**19.2%**	*	15.2%	20.6%	-	-	-	*	0.0%	16.0%	*
Mathematics													
2018-19	24.7%	25.8%	**12.9%**	-	9.0%	19.3%	-	-	-	*	5.9%	6.5%	-
2017-18	23.7%	25.4%	**9.6%**	*	6.3%	14.3%	-	-	-	*	0.0%	2.0%	*
Both Subjects													
2018-19	18.8%	21.0%	**3.4%**	-	0.0%	8.8%	-	-	-	*	5.9%	1.6%	-
2017-18	18.1%	20.9%	**4.1%**	*	3.8%	4.8%	-	-	-	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	57.5%	**80.3%**	-	75.3%	87.7%	-	-	-	*	88.2%	75.8%	-
2017-18	58.4%	58.7%	**95.9%**	*	93.7%	98.4%	-	-	-	*	100.0%	98.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2017-18	2.0%	1.1%	**2.7%**	*	3.8%	1.6%	-	-	-	*	0.0%	4.0%	*
Mathematics													
2018-19	7.3%	5.8%	**10.2%**	-	12.4%	7.0%	-	-	-	*	47.1%	11.3%	-
2017-18	3.9%	3.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	1.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2017-18	0.9%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	25.7%	**4.3%**	-	5.3%	2.9%	-	-	*	*	n/a	1.6%	n/a
2018	25.8%	27.3%	**3.6%**	*	3.4%	3.9%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	15.9%	**0.0%**	-	0.0%	0.0%	-	-	*	*	n/a	0.0%	n/a
2018	15.3%	16.9%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2019	7.4%	6.5%	**0.0%**	-	0.0%	0.0%	-	-	*	*	n/a	0.0%	n/a
2018	7.3%	7.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2019	10.4%	9.3%	**1.4%**	-	1.8%	1.0%	-	-	*	*	n/a	0.0%	n/a
2018	10.8%	11.6%	**0.6%**	*	0.0%	1.6%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	15.1%	**0.0%**	-	0.0%	0.0%	-	-	*	*	n/a	0.0%	n/a
2018	14.5%	16.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	47.4%	**58.3%**	-	55.6%	*	-	-	-	-	n/a	*	n/a
2018	50.7%	46.6%	**90.9%**	-	100.0%	80.0%	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	38.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	39.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Devine ISD District Improvement Plan

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	45.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	43.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	42.5%	*	-	*	*	-	-	-	-	n/a	-	n/a
2018	38.0%	36.1%	*	-	-	*	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	42.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	38.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.5%	**54.4%**	-	44.9%	68.4%	-	-	-	*	n/a	29.0%	n/a
2017-18	74.6%	83.9%	**47.9%**	*	41.8%	54.0%	-	-	-	*	n/a	28.8%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	32.8%	**28.8%**	-	12.5%	46.2%	-	-	-	*	n/a	0.0%	n/a
2017-18	37.9%	34.3%	**27.1%**	*	15.2%	38.2%	-	-	-	*	n/a	6.7%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	993	**1025**	-	991	1055	-	-	-	-	n/a	926	n/a
2017-18	1036	1001	**1002**	*	958	1047	-	-	-	*	n/a	925	n/a
English Language Arts and Writing													
2018-19	517	501	**528**	-	508	546	-	-	-	-	n/a	477	n/a
2017-18	521	505	**516**	*	495	539	-	-	-	*	n/a	482	n/a
Mathematics													
2018-19	510	491	**497**	-	483	509	-	-	-	-	n/a	449	n/a
2017-18	515	496	**486**	*	463	508	-	-	-	*	n/a	443	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	**19.0**	-	17.1	20.1	-	-	-	*	n/a	15.8	n/a
2017-18	20.6	21.0	**18.6**	*	17.7	19.6	-	-	-	*	n/a	15.8	n/a
English Language Arts													
2018-19	20.3	21.0	**19.2**	-	16.9	20.4	-	-	-	*	n/a	15.6	n/a
2017-18	20.3	20.8	**18.2**	*	17.2	19.5	-	-	-	*	n/a	14.3	n/a
Mathematics													
2018-19	20.4	20.6	**17.8**	-	16.1	19.2	-	-	-	*	n/a	15.3	n/a
2017-18	20.6	20.7	**18.2**	*	17.1	19.1	-	-	-	*	n/a	15.0	n/a
Science													
2018-19	20.8	21.3	**19.2**	-	17.7	20.1	-	-	-	*	n/a	16.4	n/a
2017-18	20.9	21.3	**19.7**	*	19.1	20.4	-	-	-	*	n/a	18.4	n/a

Devine ISD District Improvement Plan **56**

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	42.9%	**37.1%**	*	35.7%	38.6%	-	-	*	50.0%	17.6%	26.8%	0.0%
2017-18	43.4%	41.5%	**40.2%**	*	32.8%	50.2%	-	-	*	71.4%	20.3%	28.9%	33.3%
English Language Arts													
2018-19	17.8%	16.8%	**12.5%**	*	9.3%	16.5%	-	-	*	33.3%	1.7%	3.8%	0.0%
2017-18	17.3%	16.3%	**12.5%**	*	8.7%	17.2%	-	-	*	28.6%	0.0%	4.3%	0.0%
Mathematics													
2018-19	20.4%	20.0%	**20.4%**	*	19.3%	22.1%	-	-	*	16.7%	4.0%	13.1%	0.0%
2017-18	20.7%	20.4%	**19.5%**	*	15.8%	24.1%	-	-	*	42.9%	1.7%	10.2%	18.2%
Science													
2018-19	21.7%	21.2%	**22.0%**	*	20.8%	22.9%	-	-	*	50.0%	12.5%	14.9%	0.0%
2017-18	21.2%	21.0%	**27.2%**	*	24.5%	30.6%	-	-	*	50.0%	17.5%	20.9%	20.0%
Social Studies													
2018-19	23.6%	23.7%	**16.4%**	*	12.5%	22.1%	-	-	*	0.0%	5.4%	7.8%	0.0%
2017-18	22.8%	23.2%	**17.1%**	*	11.3%	23.9%	-	-	*	57.1%	0.0%	7.2%	9.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	51.9%	**40.4%**	*	31.6%	49.2%	-	-	-	*	23.1%	30.8%	*
2016-17	54.6%	53.1%	**49.6%**	*	41.8%	66.0%	-	-	-	*	*	30.4%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	57.7%	**50.9%**	*	41.7%	60.7%	-	-	-	*	*	20.0%	-
2016-17	59.2%	55.3%	**48.3%**	-	40.0%	55.2%	-	-	-	*	-	37.5%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

| Student Information | Membership | | | | Enrollment | | | |
| | District | | State | | District | | State | |
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,967	100.0%	5,479,173	100.0%	1,973	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	4	0.2%	16,848	0.3%	10	0.5%	25,883	0.5%
Pre-Kindergarten	98	5.0%	248,413	4.5%	98	5.0%	249,226	4.5%
Kindergarten	141	7.2%	383,585	7.0%	141	7.1%	384,114	7.0%
Grade 1	145	7.4%	391,175	7.1%	145	7.3%	391,449	7.1%
Grade 2	148	7.5%	388,370	7.1%	148	7.5%	388,675	7.1%
Grade 3	125	6.4%	391,565	7.1%	125	6.3%	391,795	7.1%
Grade 4	136	6.9%	399,883	7.3%	136	6.9%	400,111	7.3%
Grade 5	155	7.9%	417,272	7.6%	155	7.9%	417,444	7.6%
Grade 6	149	7.6%	422,605	7.7%	149	7.6%	422,740	7.7%
Grade 7	142	7.2%	423,421	7.7%	142	7.2%	423,545	7.7%
Grade 8	162	8.2%	411,170	7.5%	162	8.2%	411,272	7.5%
Grade 9	157	8.0%	448,929	8.2%	157	8.0%	449,122	8.2%
Grade 10	127	6.5%	406,785	7.4%	127	6.4%	407,044	7.4%
Grade 11	149	7.6%	376,894	6.9%	149	7.6%	377,208	6.9%
Grade 12	129	6.6%	352,258	6.4%	129	6.5%	354,312	6.4%
Ethnic Distribution:								
African American	4	0.2%	691,582	12.6%	4	0.2%	692,925	12.6%
Hispanic	1,276	64.9%	2,892,928	52.8%	1,280	64.9%	2,899,504	52.8%
White	661	33.6%	1,477,699	27.0%	663	33.6%	1,483,688	27.0%
American Indian	3	0.2%	19,999	0.4%	3	0.2%	20,062	0.4%
Asian	1	0.1%	250,065	4.6%	1	0.1%	250,463	4.6%
Pacific Islander	2	0.1%	8,466	0.2%	2	0.1%	8,481	0.2%
Two or More Races	20	1.0%	138,434	2.5%	20	1.0%	138,817	2.5%
Sex:								
Female	962	48.9%	2,673,270	48.8%	965	48.9%	2,678,619	48.8%
Male	1,005	51.1%	2,805,903	51.2%	1,008	51.1%	2,815,321	51.2%
Economically Disadvantaged	1,056	53.7%	3,303,974	60.3%	1,056	53.5%	3,309,610	60.2%
Non-Educationally Disadvantaged	911	46.3%	2,175,199	39.7%	917	46.5%	2,184,330	39.8%
Section 504 Students	255	13.0%	376,734	6.9%	255	12.9%	376,956	6.9%
English Learners (EL)	87	4.4%	1,112,674	20.3%	87	4.4%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	26	1.2%	82,551	1.5%				
Students w/ Dyslexia	140	7.1%	224,619	4.1%	140	7.1%	224,741	4.1%
Foster Care	13	0.7%	17,393	0.3%	13	0.7%	17,451	0.3%
Homeless	27	1.4%	78,178	1.4%	27	1.4%	78,296	1.4%
Immigrant	6	0.3%	126,747	2.3%	6	0.3%	126,858	2.3%
Migrant	11	0.6%	18,888	0.3%	11	0.6%	18,992	0.3%
Title I	969	49.3%	3,568,526	65.1%	975	49.4%	3,576,850	65.1%
Military Connected	48	2.4%	105,751	1.9%	48	2.4%	105,787	1.9%
At-Risk	922	46.9%	2,773,390	50.6%	922	46.7%	2,776,481	50.5%

Devine ISD District Improvement Plan **58**

District Name: DEVINE ISD

Texas Academic Performance Report

County Name: MEDINA

2019-20 District Student Information

District Number: 163901

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	82	4.2%	1,128,904	20.6%	82	4.2%	1,129,558	20.6%
Career & Technical Education	610	31.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	360	64.1%	805,496	50.8%	360	64.1%	806,117	50.8%
Gifted & Talented Education	108	5.5%	444,125	8.1%	108	5.5%	444,196	8.1%
Special Education	252	12.8%	577,868	10.5%	258	13.1%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	252		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	76	30.2%	245,216	42.4%				
Students with Physical Disabilities	87	34.5%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	56	22.2%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	202	10.8%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.5%	1.6%	0.0%	5.5%
Grade 1	3.3%	2.9%	10.3%	4.9%
Grade 2	2.9%	1.6%	4.5%	2.0%
Grade 3	1.7%	0.9%	0.0%	0.8%
Grade 4	0.7%	0.5%	0.0%	0.4%
Grade 5	2.3%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.7%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	0.0%	7.8%	0.0%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.1%	5,686	0.2%

Devine ISD District Improvement Plan **59**

Texas Education Agency

Texas Academic Performance Report

2019-20 District Student Information

Class Size Information	District	State

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

	District	State
Elementary:		
Kindergarten	23.3	19.0
Grade 1	22.0	18.9
Grade 2	25.2	18.8
Grade 3	18.1	19.0
Grade 4	17.5	19.2
Grade 5	21.6	20.9
Grade 6	19.3	20.4
Secondary:		
English/Language Arts	17.1	16.4
Foreign Languages	26.4	18.7
Mathematics	15.0	17.8
Science	17.9	18.8
Social Studies	21.0	19.3

Devine ISD District Improvement Plan **60**

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	290.3	100.0%	734,726.4	100.0%
Professional Staff:	173.6	59.8%	468,132.4	63.7%
Teachers	136.3	46.9%	363,121.3	49.4%
Professional Support	23.3	8.0%	74,698.8	10.2%
Campus Administration (School Leadership)	10.5	3.6%	21,960.1	3.0%
Central Administration	3.5	1.2%	8,352.3	1.1%
Educational Aides:	51.4	17.7%	78,096.8	10.6%
Auxiliary Staff:	65.3	22.5%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	5.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	111.8	38.5%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	1.5%	39,132.5	10.8%
Hispanic	34.3	25.1%	102,099.7	28.1%
White	98.1	71.9%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	2.0	1.5%	4,165.2	1.1%
Males	32.2	23.6%	86,302.4	23.8%
Females	104.1	76.4%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	99.7	73.2%	266,596.3	73.4%
Masters	36.6	26.8%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	0.7%	26,878.7	7.4%
1-5 Years Experience	17.0	12.5%	101,305.8	27.9%
6-10 Years Experience	27.6	20.2%	70,305.4	19.4%
11-20 Years Experience	55.8	40.9%	106,767.7	29.4%
Over 20 Years Experience	35.0	25.7%	57,863.9	15.9%
Number of Students per Teacher	14.4	n/a	15.1	n/a

Devine ISD District Improvement Plan **61**

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: DEVINE ISD

County Name: MEDINA

District Number: 163901

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	9.2	6.2
Average Years Experience of Principals with District	7.0	5.3
Average Years Experience of Assistant Principals	6.0	5.3
Average Years Experience of Assistant Principals with District	5.4	4.7
Average Years Experience of Teachers:	14.8	11.1
Average Years Experience of Teachers with District:	9.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,902	$49,868
1-5 Years Experience	$49,053	$52,823
6-10 Years Experience	$54,002	$55,756
11-20 Years Experience	$55,603	$59,308
Over 20 Years Experience	$61,901	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$56,029	$57,091
Professional Support	$62,436	$67,352
Campus Administration (School Leadership)	$81,814	$82,512
Central Administration	$107,703	$108,367
Instructional Staff Percent:	65.5%	64.6%
Turnover Rate for Teachers:	14.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.4	6,309.0

District Name: DEVINE ISD
County Name: MEDINA
District Number: 163901

Program Information	District Count	District Percent	State Count	State Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	9.9	7.3%	18,120.4	5.0%
Compensatory Education	11.1	8.2%	10,147.3	2.8%
Gifted & Talented Education	7.6	5.6%	7,053.3	1.9%
Regular Education	93.8	68.8%	257,548.7	70.9%
Special Education	13.8	10.1%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

'/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

ADDENDUMS:

Devine ISD Technology Plan 2020-2021

Goal 1: Teaching and Learning

1. Increase accessibility to technology for students, teachers, staff and administrators at the district.

2. Administrators and teachers will utilize electronic resources to build and enhance curriculum.

3. Enhance the delivery of instruction via interactive technology.

Goal 2: Preparation and Professional Development

1. Enhance professional development by providing more training opportunities for all staff members.

2. Provide professional development to ensure staff become proficient in technology use.

3. Train and support administrators, teachers and students to interchangeably use and manage a collaborative cloud based environment.

Goal 3: Administration and Instructional Support

1. Develop and implement a budget plan for operational technologies such as hardware, software, services and professional development.

2. Ensure administrative support is provided to meet all informational needs.

3. Offer the informational and educational technology resources needed to meet learning requirements of educators, students and parents.

Goal 4: Infrastructure

1. Provide technology infrastructure to connect all classrooms, libraries, departments, and offices within the district to support and enhance the instructional and technological efforts of students and district staff.

2. Improve the district's computer and network infrastructure to meet the needs of educators, students, and community members.

3. Undertake a 1:1 device to student ratio district wide.

Use of Other Resources

In addition to the regular instructional program, the school provides a variety of special programs to meet the needs of all students who attend the school. Some of the special programs include the following:

1. Individuals with Disabilities Education Act (IDEA) – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. State Compensatory Education (SCE). Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. ESSA, Title I-Part A, Part A-Devine ISD uses its Title I-Part A funds to implement school wide programs at Ciavarra Elementary and Devine Intermediate. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials, personnel and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. ESSA, Title II-Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce (English) class sizes at Devine Middle School.
5. ESSA, Title III-Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
6. ESSA, Title IV-Part A: Student Support and Academic Improvement Grant- Intended to improve students' academic achievement by increasing the capacity of districts to: provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.
7. Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.
8. English as a Second Language (ESL) – Certified teachers use the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding goes towards providing stipends for ELA teachers who are required to be ESL certified as well as special supplies and materials used to enhance the instruction.

Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

Students Eligibility

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

(1) was not advanced from one grade level to the next for one or more school years;

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;,

(4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Local Criteria: On November 15, 2004, the DISD School Board approved Dyslexia as a local criteria for at-risk according to House Bill 1691 that allows charges to SCE allotment for dyslexia students.

Module 9 of the Financial Accountability System Resource Guide (FASRG) clearly states that the SCE funds "are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081" [FASRG, §9.2.3.1]. In addition, students who do not meet the criteria in TEC (e.g., those identified solely under local criteria) may receive an incidental benefit. "Incidental inclusion" of students generally means that (1) their inclusion does not increase the cost of the program, and (2) students identified under the TEC criteria are not denied SCE services. In any case, SCE services may not be used to provide services to students identified solely by the local criteria in the absence of students who meet the criteria established in the TEC. The defense of the local criteria and the inclusion of students are the responsibility of Devine ISD.

District SCE Policies and Procedures

The Devine ISD has adopted the following administrative policies and procedures for identifying students:

(1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).

(2) The district does use one local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.

(3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs. **In lieu of the COVID 19 crisis and the offering of remote learning and in alignment with state rules for SCE in lieu of COVID-19, primary school-aged children who do not engage in BOY testing will be identified as at-risk as necessary and appropriate.**

(4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.

(5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.

(6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

When using SCE funds to support a Title I-Part A school wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I-Part A, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are not fiscally combined with Title I-Part A, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Devine ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

Campus-Level SCE Services 2021-2022

Based upon students' qualifying criteria, the following tables outline each campus specific service funded by State Compensatory dollars. As additional students are identified and student needs are determined, additional services may be added, and others may be modified or deleted.

John J. Ciavarra Elementary School

Objective: To have 90 percent of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
Instruction and Intervention **K-2nd-** Provide early reading intervention to low-achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. **PreK-2nd-** Implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.	Certified Interventionist- (2 FTEs) Instructional aides- (4.11 FTEs) SCE Total- $183,942.64	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August 2021 - July 2022 SW Comp-2, 3	Teacher test Grade reports Progress monitoring Running records Lesson plans Grade Reports At Risk List	Achieve "Developed" status on MCLASS ITBS Performance Meet or exceed STAAR Ready
Dyslexia (Grade 1 and 2) – Provide dyslexia intervention for dyslexic students using Reading by Design, and Tier II and Tier III reading interventions.	SCE- $270 (additional dyslexia supplies)	Principal Reading Interventionist	August 2021 - July 2022 SW Comp-2, 9	DRA Reports MCLASS Reports Classroom Assessments	Reading/ELA grades List of exited students
Reading/Math-STAAR Materials and Software - Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives and provide supplemental instruction to students in need of assistance in reading and math.	SCE-$3,600 Instructional and software supplies	Principal Teachers Technology Aides	August 2021 - July 2022 SW Comp-2, 9	Teacher test Grade cards STAAR Ready results	Passing applicable component of STAAR in 3rd grade
***HOMEBOUND-** Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-$1,460	Principal	August 2021 - July 2022 SW Comp-2, 9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

Objective: To have 90 percent of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
Tutorials- Provide in-school or after-school tutorials for students not meeting objective/standard in order to reduce the gap between "all students" (EcoDis/LEP/Sped).	Certified teachers	Principal Teachers	August 2021 - July 2022 SW Comp-2, 9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR Ready
Summer School-Provide accelerated instruction for identified students	SCE - $9,500 (combined with intermediate campus) ESSER III Local	Principal, Certified Teachers Spec. Prog. Director	August 2021 - July 2022 SW Comp-2,9	Teacher tests Grade cards	Promotion AIP

Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Tutor to mitigate COVID learning loss	ESSER III	Principal Federal Programs Director	August 2021 - July 2022	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR Ready
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2021 - July 2022	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Campus-Level SCE Services 2021-2022

Based upon students' qualifying criteria, the following tables outline each campus specific service funded by State Compensatory dollars. As additional students are identified and student needs are determined, additional services may be added, and others may be modified or deleted.

Devine Intermediate School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	**Resources**	**Staff Responsible**	**Timeline & SW Component**	**Formative Evaluation**	**Summative**
Instruction and Intervention – (3-5) Provide reading and dyslexia intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. Also, implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.	Certified Interventionist- (2 FTEs) Instructional aides- (3.26 FTEs) SCE - $169,242.49	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August 2021 - July 2022 SW Comp- 2,3	Benchmarks Teacher test Grade reports Progress monitoring Running records	STAAR Results Federal Report Card
Tutorials- Provide in-school, after-school, and Saturday school tutorials for students not meeting objective/standard in order to reduce the gap between "all students" (EcoDis/LEP/Sped).	Certified teachers SCE-$1,000	Principal Spec. Prog. Director	August 2021 - July 2022 SW Comp- 2,9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR
Dyslexia – Provide dyslexia intervention for dyslexic students using Reading By Design, Lexia and Tier II/Tier III Reading First interventions.	SCE-$270 (additional dyslexia supplies)	Principal Reading Interventionists Spec. Ed. Director	August 2021 - July 2022	TPRI Reports Classroom Assessments	Reading/ELA grades List of exited students

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
STAAR Materials and Supplies- Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives, and provide supplemental instruction to students in need of assistance in reading and math.	SCE-$3,600 Instructional and software supplies	Principal Teachers Technology Aides	August 2021 - July 2022 SW Comp-2	Teacher test Grade cards	Passing reading and math STAAR Promotion
*Homebound-Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-$1,000	Principal	August 2021 - July 2022 SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion
Summer School-Provide accelerated instruction for fifth grade students that did not pass the first or second administration of the reading or math STAAR test as outlined in SSI guidelines. *(Accelerated instruction for third and fourth grade TBD)*	SCE - $9,500 Certified Teachers- (3.0 FTEs) 1 Certified Aides – (1.0 FTEs) 1 Nurse Asst.- (1.0 FTE) ESSER III Local	Principal, Certified Teachers GPC Spec. Prog. Director	August 2021 - July 2022 SW Comp-2,9	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
Additional Services available to support At-Risk Students (not funded by SCE)					
Reading and Math Intervention- **"Bronco Time"** Implement effective in school reading and math intervention for at-risk students and monitor student performance to ensure increased student achievement.	Local	Principal Classroom teachers Instructional Aides	August 2019 - July 2020 SW Comp-2,3	Lesson plans Teacher tests Grade reports	STAAR reading, writing, math results. TELPAS results

Tutor to mitigate COVID learning loss	ESSER III	Principal Federal Programs Director	August 2021 - July 2022	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2019 - July 2020	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Campus-Level SCE Services 2021-2022

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine Middle School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment in order to improve student performance.	Certified Teachers-16 (3.5 FTEs) Instructional aides-1 (.87 FTEs) Overtime SCE -$105.631	Principal	August 2021 - July 2022	Teacher tests Grade cards	Pass all classes STAAR results
After School Tutorials-Students in at-risk situations receive individual assistance with class work, homework, and meeting STAAR objectives.	Certified teacher SCE-$1,040	Principal	August 2021 - July 2022	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Dyslexia -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	Supplies SCE-$450	Principal Dyslexia teacher Assessment teacher Special Ed. Director	August 2021 - July 2022	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Summer School- Provide accelerated instruction for eighth grade students that did not pass the first or second administration of the reading or math STAAR test and as outlined in SSI guidelines for 8th grade.	Approximately 3-4 certified teachers (3-4 FTEs) Instructional Aide- (1 FTE) Nurse Asst.-(1 FTE) SCE-$9,500	Principal, Certified Teachers GPC	June 2022	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
DAEP-In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 2 Instr Aide(2 FTEs) Admin- (0.15 FTE) Total salaries- $112,805 Subs-$2,500 Supplies -$5,000 Copier lease-$4,500 (incorporated w/ HS funds)	DAEP Teachers Asst Supt of Per/C&I Principals	August 2021 - July 2022	Teacher tests Grade cards	Passing grades Stay in school
JJAEP-Participate in Atascosa JJAEP as an alternative to expulsion	SCE-$6,000 (incorporated w/ HS funds)	Superintendent MS/HS Principals Asst. Principals Asst Supt of Per/C&I	August 2021 - July 2022	First semester record of student attendance	Yearly record of student attendance
***Homebound Services**-Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-$900	Principal Counselor	August 2021 - July 2022	Teacher tests Grade cards	Passing all core subjects
STAAR Materials-Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-$3,600	Principal	August 2021 - July 2022	Teacher tests Grade cards	Passing applicable component of STAAR

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.

Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Computer Lab – Provide student support and remediation for core subject areas and STAAR. (Mobey Max and Study Island)	Local	Principal	August 2021 - July 2022	Pre/Post Test	Passing STAAR and passing grades
ESL Lab- Provide student support and remediation for ESL students who are new to English. (Rosetta Stone, BrainPop Espanol, Reading Eggs)	Title III SSA	Principal Counselor Spec. Prog. Director	August 2021 - July 2022	Teacher Tests Grade Reports	Passing STAAR and passing grades
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2021 - July 2022	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Campus-Level SCE Services 2021-2022

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine High School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment or are English Learners in order to improve student performance on EOCs and TELPAS Testing.	3 Certified Teachers (1 FTE) SCE-$80,000	Principal Accelerated Instruction Staff	August- June	Teacher tests Grade cards	Pass all classes EOC STAAR results TELPAS results
Supplemental Instruction - Provide supplemental technology instruction to students in need of assistance in core subject areas.	1 Aide- (1 FTE) SCE-$18,450	Principal PLATO Counselor Technology Aide	August- June	Teacher tests	Passing final grade in all core subjects STAAR results
After School Tutorials-Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teachers SCE-$1,000 Supplies	Principal	August- June	Teacher tests	Passing final grade in all core subjects STAAR results
Dyslexia – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-$270 (supplies) Local	Principal Counselor Spec. Ed. Director	August- June	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR
Summer Tutorials-Certified teachers provide accelerated instruction to students who have failed a STAAR or EOC test and are eligible for re-testing.	Approximately 6 certified teachers SCE-$4,000	Principal Asst Principal Counselor	August- June	cher tests gress reports	EOC STAAR Results
DAEP-In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide(1 FTEs) 1 Admin- (1 FTE) Total salaries- $154,842.01 Subs-$5,000 Supplies -$3,600 Copier lease-$4,500 (incorporated w/ MS funds)	DAEP Teachers Asst Supt Per/C&I	August- June	Teacher tests Grade cards	Passing grades Stay in school

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
JJAEP-Participate in Atascosa JJAEP as an alternative to expulsion	SCE-$6,000 (incorporated w/ MS funds)	Superintendent MS/HS Principals, Asst Principals Asst Supt Per/C&I	August- June	First semester record of student attendance	Yearly record of student attendance
*Homebound Services- Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-$10,000	Principal	August- June	Teacher tests Grade cards	Passing all core subjects
STAAR EOC Materials-Core curricula is augmented by teachers using EOC materials to help students achieve EOC objectives.	Instructional supplies SCE-$3,400	Principal	August- June	Teacher tests Grade cards	Passing applicable component of EOC

Additional Services available to support At-Risk Students (not funded by SCE)					
PLATO Lab – Provide student support and remediation for core subject areas and STAAR EOC with PLATO software	Local	Principal Principal Counselor Spec. Prog. Director	August- June	Pre/Post Test	EOC results Passing core subjects
District SRO and DAEP Principal/ District Truancy Officer will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk Asst Supt. C&I	August- June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide