

DEVINE INDEPENDENT SCHOOL DISTRICT



Approved by the Devine DEIC on November 6, 2019
Goals and Objectives approved by DISD School Board November 11, 2019

IMPROVEMENT PLAN 2019-2020

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Devine ISD's Mission Statement

**Empowering students
to maximize their potential
to achieve lifetime success**

DEVINE INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

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Henry Moreno, Vice President
Dr. Keri James, Secretary
Carl Brown, Trustee
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Chris Davis, Trustee
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Daryl Wendel, Assistant Superintendent of Personnel, Curriculum and Instruction
Dawn Schneider, Director of Student Services
Abigail Beadle, Director of Special Programs
Valerie Dykstra, Director of Special Education
Shannon Ramirez, Director of Finance

CAMPUS ADMINISTRATION

Derrick Byrd, Devine High School
Kandi Darnell, Devine Middle School
Blain Martin, Devine Intermediate School
Brenda Gardner, J. J. Ciavarra Elementary School

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

Scott K. Sostarich

Superintendent

Daryl W. Wendel

Assistant Superintendent of C&I/Personnel

Abigail Beadle

Director of Special Programs

Dawn Schneider

Director of Students Services

Valerie Dykstra

Director of Special Education

Brandon Spencer

Chairperson (DMS)

Mandy Cross

Co-Chairperson-(CES)

Elementary Campus

Intermediate Campus

Mandy Cross-Admin

Blain Martin-Admin

Gail Duffer

Kimberley Bales

Kelsie Lorraine

Kathy Hennessey

Ronda Shelton

Kristen Coleman

Kelli Maxwell-Parent Rep.

Kendria Ray- Parent Rep.

Middle School Campus

High School Campus

LeeAnn Runnels -Admin

JodiAnn Dzierzanowski - Admin

Shana Beaty

Rebecca Fitch

Brandon Spencer

Jana Dudley

Michele Rumfield

Evan Eads & Chad Quisenberry

Jacklyn Flores-Parent Rep.

Kirk Wagoner- Parent Rep.

Christine Ozer- Parent Rep.

Yvette Gerlach- Parent Rep.

Community and Business Representatives

Kim Aaron- Community Rep.

Misty Houston-Thompson/Houston Real Estate

KK Calame- Devine News

TEA Strategic Priorities and Enablers



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



2019-2020 COMPREHENSIVE NEEDS ASSESSMENT

Parent and Community Involvement

FAMILY AND COMMUNITY INVOLVEMENT REFERS TO HOW THESE STAKEHOLDERS ARE INFORMED, INVESTED AND INVOLVED AS PARTNERS IN SUPPORTING THE SCHOOL COMMUNITY TO MAINTAIN HIGH EXPECTATIONS AND HIGH ACHIEVEMENT FOR ALL STUDENTS.

Goal 1- Data Sources Reviewed

- Parent Place list of activities and # of participants
- Annual Review Agenda from Title I-Part A 2017-18
- District Calendar Events
- Parent Climate Survey March 2019

Data Sources Reviewed

- Title I-Part A Parent Compact and Needs Assessment (at elementary and intermediate meetings)
- Demographic data/TAPR 2017-2018
- Faculty Survey- January 2018 and December 2018
- Title I Survey-June 2017 (reviewed w/elementary and intermediate admin and at Title I EOY annual meeting)

Findings/Analysis

Strengths

- Communication through implementation of School Messenger phone & email; website/language translations; Facebook page, Remind, Twitter
- Facebook use at all campuses
- Community Participation: Dollars for Scholars, Cancer Awareness, Jump Rope for Heart, blood drives, Community Engagement Committee
- Parent Place weekly meetings
- Multiple parent involvements opportunities: Math/Science Night, Meet the Teacher Night, parent breakfast, Open House, STAAR Night, HS- College/Career Fair, etc...
- PTOs & Booster Clubs, Adult ESL Classes,
- Family Engagement--Building Capacity with fall and spring trainings-Digital Citizenship, Human Trafficking Awareness/Prevention, and Summer Slide, Drug, Dares,

Needs

- Offer multiple parent survey opportunities throughout the year and/or at different events or formats
- Place parent/community-specific meetings and events on district calendar
- Google Translate/ Xerox app - forms in Spanish- more bilingual info on BOY forms and handouts (CO is working to get Xerox to delete tax from our order.)
- Ensure SBDM opportunities on all campuses
- Increase community engagement and volunteer opportunities
- CPR/First Aid to parents√_(offer evening session)
- Welcome parents to contact teachers for conferences-print a guide for how to do so?
- Inform parents of academic progress/state standards (parent survey 75%)

- and Dangerous Tech Trends
- Health Fair 5 K
- Required parent meetings: Title I, Dyslexia & G/T
- Provide CPR/First Aid training for students
- Increased use of social media, Remind, Class Tag, and Classroom Dojo for better communication with parents
- Website-read aloud books
- Increased parent survey participants (197/2018 to 358/2019)
- Webinar-type parent engagement workshops are offered through the district's website as well as at each campus' front desk
- Inform parents with a list of committees to be involved in at each campus level (add to website?)
- Create a "review" (satisfaction survey) after conferencing with parent/admin to ensure accountability of resolution
- Create a parent/student/teacher introduction and have teachers talk about expectations, Remind, academic standards, etc...

Summary of Needs

- The district needs to continue to investigate more ways to offer bilingual communications
- Implement more night meetings for parents on various topics like bullying, sexting, cyberbullying, math and reading nights, etc...
- Update assignments/syllabus for parent viewing in GradeBook.
- Provide opportunities for parent volunteers and community engagement, parent –teacher conferences
- Implement means of making parents aware of student progress and state standards.
- Create a parent/student/teacher introduction and have teachers talk about expectations, Remind, academic standards, etc...

Student Achievement

REVIEWS VARIOUS SOURCES OF FORMAL AND INFORMAL DATA THAT PROVIDE INSIGHTS ABOUT THE DEGREE TO WHICH STUDENTS ARE ACQUIRING THE KNOWLEDGE AND SKILLS EXPECTED FOR EACH GRADE LEVEL AND COURSE OF STUDY AND STATE STANDARDS WHILE MEETING FULL EDUCATIONAL POTENTIAL. REFLECTS ON DEMOGRAPHIC/MAKE-UP OF STUDENTS AND HOW TO IMPLEMENT STRATEGIES TO MEET THEIR NEEDS.

GOAL 2- Data Sources Reviewed

Data Sources Reviewed

- TAPR 2017-2018
- State and District Indexes Data 2017
- 2017 Systems Safeguards
- 2017 Accountability Summary-District
- TPRI
- STAAR Ready
- 2018 Individual Campus Testing Results
- 2018 District Accountability Rating
- 2018 PBMAS Report
- 2019 Campus STAAR Reports

Findings/Analysis

Strengths

- Academic performance continues to increase district wide in all core areas and all tests taken
- Increased completion rate for graduation.
- Participation exceeding 95% on state assessments.

Needs

- Monitor all sub-populations for student performance in Writing.
- All subgroups will meet or exceed passing standards.

- Implemented KILGO methods identifying specific student needs (SEs).
- Low Dropout Rate
- All campuses **MET STANDARD**.
- Continued improvement in Special Ed scores.
- Teacher retention
- Class size average
- Exceeds or equals state % at Approaches Grade Level or Above in ALL Grades at the District Level except for Social Studies (2017-2018)
- Met 38 of 44 District Safeguards(2017-2018)- 86%
- Vouchers available @ HS for students taking ACT/SAT
- TAPR 2017-18- Districtwide-above state in science and social studies and also showed growth in math.
- TAPR 2017-18- Districtwide-Hispanic above state average in social studies and only one %age point below in science (80%/79%; 5% points up from 2017)
- TAPR 2017-18- above state SAT scores.
- TAPR 2017-18- above state CCMR Student Achievement
- A-F Accountability - District received a **B**
- RTI-Bronco small group instruction at DIS
- PRIDE classes at MS
- Accelerated instruction courses for students who are in danger of failing EOCs at DHS
- Need to address the areas where the district Did Not Meet System Safeguards: Writing- Special Education; Social Studies for Special Education.
- Need to focus on improving progress for disaggregated populations:
 - Below state in all sped areas except science (reading, math, writing, and social studies)
 - Below state in ELL in reading
 - PBMAS 2017-ELL Indicator # 2-Below state in math and reading (grades 3-8)
 - PBMAS 2017- CTE#4-EOC Sped Math & ELA
 - PBMAS 2017 –Sped Indicators # 1-Below state in all testing areas but science (grades 3-8), #3-Below state in EOC passing rate in math, ELA, and science.
 - PBMAS 2018-Bi/ESL # 2-STAAR 3-8 Writing (2)
 - PBMAS 2018- CTE ECO Sped #4-Math (3), Science(2), Social Studies(2) and ELA(4)
 - PBMAS 2018 Sped-3-8 STAAR #1-Reading (2), Writing (3); EOC #3-Math(3), Science(2), Social Studies(2), ELA(4)
 - TAPR 2017-18-Noticeable gap between Whites and Eco Dis, Hispanic, ELs and Special Ed. in STAAR % Approaches, Meets, and Masters. Hispanic below all state averages but social studies.
- TAPR 2017-18-Districtwide-Below state in all subjects except science and social studies.
- TAPR 2017-18-Districtwide-Below state and ESC 20 comparisons in ELA and Writing.
- TAPR 2017-18-Below state for % taking SAT/ACT (73.5%/55.7%, but increase from 2016 47.2%).
- Educate staff on A-F Accountability
-
- Make HS students aware of ACT/SAT vouchers
- Stress importance of returning free/reduced priced lunch forms at secondary campuses
- Parent Portal “101” at Meet the Teacher

- Provide and improve KILGO training to new staff or staff hired the last four years.
- Educate staff on A-F Accountability Rankings
- -- A-F Accountability-Received a D in Academic Growth and C in Closing the Gaps (2017-18)
- Improve student achievement by increasing the quality of instruction: Identify least effective teachers; analyze for areas of weakness; provide training in areas of weakness aligned with a formal growth plan- T-TESS PGP (Professional Growth Plan)-that includes goals; document progress or lack of progress toward goals in growth plan. *(Under T-TESS, a professional growth plan (PGP) or improvement plan can be issued to an employee any time the supervisor believes there is a need for improvement.)*

Summary of Needs

- Concentrate on low areas to meet passing standards (specifically Writing at all grade levels, ELLs grades 3-8, math and reading, and Sped in all tested area for grades 3-8 and EOC in math and ELA).
- Performance Objective to improve writing as per Title I application using TEA's Strategic Priorities
- Performance Objective to improve reading/EOC as per CTE and Title I collaboration using TEA's Strategic Priorities.
- Educate teachers, staff, and parents on the updates in the four Indexes of the Texas Accountability System.
- Monitor all student groups that were near or below meeting state-
- Educate teachers on how past and future testing affects the A-F System
- Continue to monitor determinations from the district plan for increased student achievement: monitor benchmarks/data, disaggregation of student groups; use common based assessments; more inclusion and access to general curriculum of special ed; and more differentiated instruction in the regular classroom setting
- Staff will continue to monitor our district achievement using the following data sources; PBMAS, TAPR, PEIMS, Federal and State Report Card, TELPAS, and AWARE results
- The TAIS process continues with 2018 PBMAS results in ESL, CTE Sped, and Sped
- District will continue to deliver quality instruction that assures the success of student achievement.
- The district needs to monitor staffing patterns and student-teacher ratios.
- Ensure student engagement through interactive, student-centered lessons.
- TAPR- 2017-18- Noticeable gap between Whites and Eco Dis, Hispanic, ELLs and Special Ed. in STAAR Approaches, Meets, and Masters. Hispanic below state in all but social studies, and continued issues districtwide in ELA reading and writing.
- Make HS students aware of SAT/ACT vouchers. Number of students taking SAT/ACT still below state average, but a 9% increase from 2016.
- Even though the district received a B in the State Accountability A-F report, the district received a D in Academic Growth and a C in Closing the Gap.

Curriculum and Instruction

DESCRIBES THE TEACHING, LEARNING, AND ASSESSMENT MATERIALS AND RESOURCES AVAILABLE FOR A GIVEN COURSE OF STUDY. THESE ARE ALIGNED WITH THE TEKS AND OTHER STANDARDS, INCORPORATING INSTRUCTION AND ASSESSMENT PROCESSES. C&I INCORPORATES APPLYING DIGITAL TOOLS AND RESOURCES FOR STUDENTS, STAFF, AND OTHER STAKEHOLDERS TO ADVANCE TEACHING AND LEARNING, AND CONNECT TO REAL-WORLD EXPERIENCES, INCLUDING POST-SECONDARY OPPORTUNITIES.

GOAL 3

Data Sources Reviewed

- TAPR
- TPRI
- STAAR Ready (K-1)
- Benchmark Testing and Common Based Assessments

Data Sources Reviewed

- AWARE/Eduphoria
- PBMAS
- STAAR and EOC test results (3-12)
- 2018 Faculty Survey
- TPRI and STAAR Ready

Findings/Analysis

Strengths

- In-school/after school/during school tutoring for RTI
- Use of AWARE/Eduphoria
- LCD's and SmartBoards
- Wireless access at all campuses
- New Teacher Training
- Tablet stations at each campus/laptop stations
- Improved teaching skills through Kilgo and AWARE/Eduphoria.
- Develop technology survey
- Use of Lead4ward
- KILGO Framework

Needs

- More computer tablets and laptops needed- replace desktop computers
- Increased Budget
- Training for EOC & STAAR
- Technology supplies (i.e., ink for printers)
- Expanded CTE Course offerings at secondary campuses
- Expand computer access (labs) at secondary campuses
- Accommodations training for teachers in the fall
- Teacher training on use of technology- EX: Websites, Smart Boards, Promethium Boards and Interactive TVs
- Ability for students to use flash/thumb drives
- Need for more laptops vs desk top computers
- Vertical alignment/communication in core areas campus to campus-(2019 faculty survey 67%)

- Meet with vertical teams on a regular basis
- Share content area vocabulary used on all campuses
- Meet prior to school on new text book adoptions
- Greater focus on STEM (training, materials, and opportunities)
- Real-world skills and character education

Summary of Needs

- Improve teaching skills through the use of tablets/laptops and iPads.
- Improve writing scores on STAAR and EOC to meet Federal guidelines, especially in Special Ed subpopulation.
- The continued use of Kilgo, Lead4ward, and other technological needs will all be based on funding for the upcoming school year.
- Additional training for classroom teachers (secondary) in writing and math.
- Switch to interactive whiteboards
- Expand G/T curriculum
- Additional personnel at campuses for tech support
- Continued need of general supplies to maintain technological equipment (such as ink and bulbs for projectors)
- Continue to use SCE funds for Summer school acceleration opportunities
- There is a need for vertical alignment/communication in core areas (between grade levels and from campus to campus).

Qualified and Effective Personnel

ADDRESSES STAFF QUALITY, RECRUITMENT AND RETENTION OF HIGH-QUALITY, HIGHLY- EFFECTIVE STAFF, AND ASSESSING THE EFFECT OF RECRUITMENT AND RETENTION STRATEGIES ON STAFFING PATTERNS. ALSO INCLUDES PROVIDING PROFESSIONAL DEVELOPMENT OF CREATIVE AND INNOVATIVE TECHNIQUES TO IMPROVE STUDENT LEARNING.

Goal 4- Data Sources Reviewed

- Faculty Survey-May 2017 and January 2018
- CNA 2017-2018

Data Sources Reviewed

- Recruitment & Retention Plan
- TAPR-Staff Turnover 2013-14, 2014-15, 2015-16, 2016-17, 2017-2018
- 2019 STAAR/data reports by campuses

Findings/Analysis

Strengths

- Highly Effective Teachers
- Turnover Rate
- Improvement of test scores **MET STANDARD**
- Faculty meetings
- Retention of DISD students that become DISD staff
- Additional staff development opportunities that include: Lead4ward, subject area, and technology training (Study Island, PLATO and iPad/tablets, smartboards, smart TVs
- T-TESS Training for teachers-differentiated per campus
- Turnover rate lower than state (DISD-7.4%/8.2%, State-16.4%/16.6%--2017-2018 TAPR)
- Equity Plan as required by ESSA and TEA found no equity gap between campuses with inexperienced or non-certified teachers at campuses with higher rates of eco/dis and minority students.
- December 2018 Faculty Survey--Enjoy teaching in DISD—93%/89%, Supportive office staff- 94%/88%, Clear procedures to deal with crisis- 92%/84%

Needs

- Professional development on ways to differentiate instruction
- Professional development on discipline/management
- New teachers to district-clear guidelines from department heads or grade level
- Incentives for high needs areas (i.e. HS science)
- Consistency of faculty meetings on each campus-(i.e. once a month, etc...)
- Vertical alignment meetings on campuses (Faculty Survey December 2018- Colleagues communicate...across different grade/subject levels- 67%/67%)
- Campus adheres to discipline management plan- 72%/68%,
- Administrators communicate effectively- 69%/64%.
-Administrators need to communicate more often with staff (newsletters, agendas, emails, faculty meetings)
- Investigate sub Incentive for continued employment and sub training app-Stedyi program.
- Provide more opportunities for sub training

- Confidentiality training for all personnel
- Encourage current staff to further education

Summary of Needs

- TEA's required Equity Plan monitoring- seek ways to support teachers in implementing effective teaching practices in order to differentiate instructional and improve student engagement.(focus on minority and eco/dis)
- Paraprofessionals having a clear understanding of their evaluation system across the district.
- Update for all staff on student/parent confidentiality
- District offering professional development on differentiated instruction and discipline/classroom management
- Educate teacher and staff on the four Indexes of the new Texas Accountability System.
- Monitor all student groups that were near or below State Phase-in standards regardless of minimum size requirements.
- Staff will continue to monitor our district achievement using the following data sources: PBMAS, TAPR, PEIMS, TELPAS, and AWARE results.
- District will continue to deliver quality instruction that assures the success of student achievement.
- Ensure student engagement through interactive, student-centered lessons.
- Expectations and written guidelines for first year teachers and teachers new to the district by mentor and/or grade level coordinator or department head.

School Climate: Safe and Disciplined Environment

ADDRESSES ISSUES TO INCREASE ATTENDANCE AND STUDENT COMPLETION/GRADUATION RATE. SEEKS TO MAINTAIN A SAFE AND DISCIPLINED ENVIRONMENT CONDUCIVE TO STUDENT LEARNING AND TO THE VALUES, BELIEFS, TRANSITIONS, AND CUSTOMS WHICH SHAPE THE PERSONALITY/CLIMATE OF THE DISTRICT (HOW PARENTS, COMMUNITY, STAFF AND STUDENTS FEEL ABOUT THE SCHOOL AND AFFECTS HOW PEOPLE INTERACT WITHIN THE SYSTEM).

GOAL 5- Data Sources Reviewed

Data Sources Reviewed

- TAPR 2017-2018
- Public Reporting on School Safety-Jan.2018, Jan. 2019
- TSDS PEIMS Disciplinary Action Summary (Summer '17)
- 2018 and 2019 Faculty Survey
- 2018 and 2019 Parent Survey

Findings/Analysis

Strengths

- Safety continues to be area of emphasis
- Number of surveillance camera continue to increase across the district, including additional camera equipment for special education Life Skills and Behavior Units
- Identification of renovation needs for a safer and more professional atmosphere
- Faculty survey opinion is that facilities are well-maintained
- Four-year completion rate steadily increase
- DAEP implementation continues to prove successful
- SRO Program
- Many teachers and staff are also bus drivers
- No campuses of violent or criminal incidents (PEIMS/2017-18)
- Continue training in Trauma Informed Classrooms and Youth Mental Health/First Aide (First year-fall 2017) 2018-

Needs

- Solutions/programs to increase graduation rate (need AEP- Alternative Education Program to get students caught up)
- Consistent student training on bullying, drug, and teen dating violence awareness, recognition, prevention, and procedures (once/semester)
- Secure HS and intermediate campuses (fences/gates, vestibules)
- Continue the SRO Program- make SRO more accessible to other campuses (not just HS)
- Expand substitute teacher training to include online safety training (i.e. Safe Schools)
- Students feeling unsafe in classroom due to student outburst, emotional issues, etc...
- Student drug prevention/awareness

19, 2019-20?

- Teen Leadership classes- to improve mental health

- Continue staff training on bullying, sexual harassment, blood borne pathogens, etc... awareness, prevention, and procedures through Safe Schools training and other resources.
- Spring 2018 - Point of Injury Care Training, Live Fire Demo with MSCD and DPD. ASK Training (mental health)
- Improved secured doors on campuses
- Investigate controlled access to campuses
- Additional fencing
- Drugs, Dares, and Tech Trends/Fall 2018 (parents, community, DMS and DHS)

Summary of Needs

- Continue to address the problem of drug use, bullying/harassment (teen dating violence) in schools: employees training in the recognition, prevention. Need for student programs?
 - Online safety training for substitutes.
 - Continued follow-up training on Trauma Informed Classrooms, Youth Mental Health, Suicide Prevention, and Restorative Discipline Practices.
 - Secure campus access has been addressed since spring CNA discussions including secured door access, more fencing, and campus access
 - Need to address students feeling unsafe because of other student outburst, emotional problems, etc...
 - Even though the 2019 Parent Survey showed an increase from the 2018 survey (75%-68%) regarding ensuring a safe, secure environment, this continues to be a concern.
-

2017-18 Texas Academic Performance Report

District Name: **DEVINE ISD**

District Number: **163901**

2018 Accountability Rating: **B**

2018 Special Education Determination Status:

Meets Requirements

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Meets Requirements

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^A														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	74%	77%	-	74%	81%	-	-	-	-	*	71%	*
	2017	73%	70%	73%	*	70%	77%	-	-	-	*	*	65%	*
At Meets Grade Level or Above	2018	43%	40%	42%	-	32%	60%	-	-	-	-	*	30%	*
	2017	45%	42%	43%	*	35%	54%	-	-	-	*	*	33%	*
At Masters Grade Level	2018	25%	22%	22%	-	16%	33%	-	-	-	-	*	15%	*
	2017	29%	26%	26%	*	15%	42%	-	-	-	*	*	14%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	74%	72%	-	67%	81%	-	-	-	-	*	64%	*
	2017	77%	74%	71%	*	63%	82%	-	-	-	*	58%	60%	*
At Meets Grade Level or Above	2018	47%	42%	42%	-	38%	50%	-	-	-	-	*	39%	*
	2017	49%	45%	37%	*	28%	51%	-	-	-	*	42%	30%	*
At Masters Grade Level	2018	23%	20%	18%	-	22%	13%	-	-	-	-	*	22%	*
	2017	26%	22%	20%	*	10%	35%	-	-	-	*	26%	16%	*
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	70%	68%	*	60%	81%	-	-	-	*	*	56%	*
	2017	70%	68%	73%	-	66%	84%	-	-	-	*	*	66%	*
At Meets Grade Level or Above	2018	46%	42%	36%	*	28%	52%	-	-	-	*	*	25%	*
	2017	44%	42%	44%	-	28%	68%	-	-	-	*	*	35%	*
At Masters Grade Level	2018	24%	21%	18%	*	12%	31%	-	-	-	*	*	11%	*
	2017	24%	22%	22%	-	14%	32%	-	-	-	*	*	16%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	75%	82%	*	77%	89%	-	-	-	*	*	73%	*
	2017	76%	72%	76%	-	68%	89%	-	-	-	*	*	70%	*
At Meets Grade Level or Above	2018	49%	44%	44%	*	34%	62%	-	-	-	*	*	33%	*
	2017	47%	43%	50%	-	36%	75%	-	-	-	*	*	41%	*
At Masters Grade Level	2018	27%	23%	16%	*	8%	30%	-	-	-	*	*	11%	*
	2017	27%	23%	27%	-	16%	48%	-	-	-	*	*	24%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	59%	*	*	*	*	-	-	-	*	*	*	*
	2017	65%	61%	66%	-	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	36%	*	*	*	*	-	-	-	*	*	*	*
	2017	34%	31%	31%	-	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	11%	9%	*	*	*	*	9%	-	-	*	*	*	*
	2017	11%	9%	6%	-	*	*	-	-	-	*	*	*	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	83%	84%	-	77%	96%	-	-	-	*	*	79%	*
	2017	82%	80%	82%	*	76%	94%	-	-	-	*	*	74%	*
At Meets Grade Level or Above	2018	54%	52%	51%	-	43%	65%	-	-	-	*	*	41%	*
	2017	48%	46%	45%	*	37%	63%	-	-	-	*	*	36%	*
At Masters Grade Level	2018	26%	24%	21%	-	13%	35%	-	-	-	*	*	14%	*
	2017	25%	23%	25%	*	19%	38%	-	-	-	*	*	18%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	90%	97%	-	96%	98%	-	-	-	*	*	96%	*
	2017	87%	86%	94%	*	91%	98%	-	-	-	*	*	91%	*
At Meets Grade Level or Above	2018	58%	58%	63%	-	54%	76%	-	-	-	*	*	54%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	48%	52%	*	41%	73%	-	-	-	*	*	38%	*
At Masters Grade Level	2018	30%	30%	28%	-	19%	46%	-	-	-	*	*	24%	*
	2017	24%	23%	22%	*	14%	38%	-	-	-	*	*	12%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	74%	79%	-	69%	93%	-	-	-	*	*	71%	*
	2017	74%	71%	79%	-	72%	94%	-	-	-	*	*	74%	*
At Meets Grade Level or Above	2018	41%	38%	45%	-	32%	67%	-	-	-	*	*	35%	*
	2017	42%	38%	39%	-	29%	58%	-	-	-	*	*	29%	*
At Masters Grade Level	2018	17%	15%	20%	-	6%	43%	-	-	-	*	*	12%	*
	2017	18%	16%	14%	-	10%	21%	-	-	-	*	*	10%	*
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	68%	63%	*	56%	80%	-	-	-	*	*	53%	*
	2017	69%	67%	70%	-	65%	78%	-	-	-	*	*	56%	*
At Meets Grade Level or Above	2018	39%	38%	32%	*	24%	49%	-	-	-	*	*	24%	*
	2017	37%	36%	34%	-	23%	54%	-	-	-	*	*	20%	*
At Masters Grade Level	2018	19%	18%	11%	*	7%	20%	-	-	-	*	*	7%	*
	2017	18%	16%	16%	-	10%	26%	-	-	-	*	*	6%	*
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	75%	63%	*	57%	*	-	-	-	*	*	*	*
	2017	76%	73%	68%	-	61%	80%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	41%	25%	*	19%	*	-	-	-	*	*	*	*
	2017	43%	39%	28%	-	26%	32%	-	-	-	*	*	*	*
At Masters Grade Level	2018	18%	16%	5%	*	5%	*	-	-	-	*	*	*	*
	2017	18%	16%	9%	-	6%	14%	-	-	-	*	*	*	*
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	73%	72%	-	67%	83%	-	-	-	*	*	63%	*
	2017	73%	72%	76%	-	72%	80%	-	*	*	-	*	69%	*
At Meets Grade Level or Above	2018	48%	47%	37%	-	31%	47%	-	-	-	*	*	27%	*
	2017	42%	41%	43%	-	33%	56%	-	*	*	-	*	34%	*
At Masters Grade Level	2018	29%	27%	24%	-	20%	32%	-	-	-	*	*	15%	*
	2017	23%	22%	19%	-	13%	26%	-	*	*	-	*	11%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	69%	74%	-	71%	79%	-	-	-	*	*	*	*
	2017	70%	68%	67%	-	58%	80%	-	*	*	-	*	56%	*
At Meets Grade Level or Above	2018	40%	37%	31%	-	27%	42%	-	-	-	*	*	*	*
	2017	40%	39%	39%	-	32%	46%	-	*	*	-	*	31%	*
At Masters Grade Level	2018	18%	16%	13%	-	8%	23%	-	-	-	*	*	*	*
	2017	17%	16%	14%	-	8%	19%	-	*	*	-	*	10%	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	68%	70%	-	65%	81%	-	-	-	*	*	58%	*
	2017	70%	67%	70%	-	*	76%	-	*	*	-	*	63%	*
At Meets Grade Level or Above	2018	43%	42%	40%	-	34%	50%	-	-	-	*	*	31%	*
	2017	39%	36%	33%	-	*	41%	-	*	*	-	*	23%	*
At Masters Grade Level	2018	15%	13%	9%	-	5%	17%	-	-	-	*	*	6%	*
	2017	12%	11%	10%	-	*	17%	-	*	*	-	*	10%	*
Grade 8 Reading ^^														
At Approaches Grade Level or Above	2018	86%	86%	92%	-	92%	92%	-	*	*	*	*	92%	*
	2017	86%	85%	89%	*	84%	96%	-	-	-	*	*	86%	*

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

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 & Monitored)
At Meets Grade Level or Above	2018	49%	48%	60%	-	55%	65%	-	*	*	*	*	49%	*
	2017	50%	49%	54%	*	38%	72%	-	*	-	*	*	40%	*
At Masters Grade Level	2018	27%	26%	27%	-	22%	37%	-	*	*	*	*	20%	*
	2017	23%	22%	21%	*	12%	33%	-	-	-	*	*	10%	*
Grade 8 Mathematics ^^														
At Approaches Grade Level or Above	2018	86%	84%	95%	-	96%	92%	-	-	*	*	*	*	*
	2017	85%	82%	93%	*	91%	96%	-	-	-	*	*	90%	*
At Meets Grade Level or Above	2018	51%	46%	51%	-	45%	61%	-	*	*	*	*	*	*
	2017	45%	38%	56%	*	48%	66%	-	-	-	*	*	43%	*
At Masters Grade Level	2018	15%	12%	14%	*	13%	14%	-	-	*	*	*	*	*
	2017	13%	8%	18%	*	11%	28%	-	-	-	*	*	7%	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	74%	85%	-	87%	82%	-	*	*	*	*	82%	*
	2017	76%	74%	75%	*	64%	90%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	52%	50%	57%	-	55%	61%	-	*	*	*	*	48%	*
	2017	48%	46%	44%	*	29%	60%	-	-	-	*	*	*	*
At Masters Grade Level	2018	28%	27%	27%	-	21%	35%	-	*	*	*	*	23%	*
	2017	19%	17%	14%	*	6%	25%	-	-	-	*	*	*	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	63%	74%	-	70%	78%	-	*	*	*	*	69%	*
	2017	63%	61%	63%	*	50%	79%	-	-	-	*	*	48%	*
At Meets Grade Level or Above	2018	36%	33%	45%	-	39%	52%	-	*	*	*	*	37%	*
	2017	33%	30%	32%	*	23%	41%	-	-	-	*	*	21%	*
At Masters Grade Level	2018	21%	19%	22%	-	16%	30%	-	*	*	*	*	18%	*
	2017	19%	17%	18%	*	12%	26%	-	-	-	*	*	9%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	64%	63%	*	56%	75%	-	-	-	*	*	*	*
	2017	64%	63%	61%	*	58%	64%	-	-	*	*	*	*	*
At Meets Grade Level or Above	2018	44%	44%	40%	*	30%	56%	-	-	-	*	*	*	*
	2017	43%	43%	39%	*	33%	50%	-	-	*	*	*	*	*
At Masters Grade Level	2018	7%	7%	5%	*	4%	7%	-	-	-	*	*	*	*
	2017	8%	7%	6%	*	5%	7%	-	-	*	*	*	*	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	67%	61%	*	59%	*	*	-	-	*	*	*	*
	2017	66%	65%	66%	*	*	74%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	48%	42%	*	37%	*	-	-	-	*	*	*	*
	2017	45%	44%	41%	*	*	52%	-	-	-	*	*	*	*
At Masters Grade Level	2018	8%	8%	6%	*	5%	*	-	-	-	*	*	*	*
	2017	6%	6%	4%	*	*	7%	-	-	-	*	*	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	81%	79%	*	76%	83%	-	*	-	*	*	71%	*
	2017	83%	80%	81%	-	79%	85%	-	-	-	*	*	82%	*
At Meets Grade Level or Above	2018	55%	51%	47%	*	41%	53%	-	*	-	*	*	37%	*
	2017	48%	44%	40%	-	37%	45%	-	-	-	*	*	37%	*
At Masters Grade Level	2018	32%	29%	20%	*	12%	31%	-	*	-	*	*	13%	*
	2017	26%	21%	20%	-	16%	24%	-	-	-	*	*	12%	*
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	87%	85%	-	81%	92%	-	-	-	*	*	*	*
	2017	86%	85%	90%	-	86%	96%	-	-	*	*	*	89%	*
At Meets Grade Level or Above	2018	59%	59%	48%	-	34%	66%	-	-	-	*	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

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 & Monitored)
	2017	57%	56%	47%	-	39%	58%	-	-	*	*	*	39%	*
At Masters Grade Level	2018	24%	25%	9%	-	5%	15%	-	-	*	*	*	*	*
	2017	21%	20%	12%	-	6%	23%	-	-	*	*	*	7%	*
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	87%	-	86%	88%	-	-	-	*	*	79%	*
	2017	91%	92%	86%	*	83%	92%	-	-	-	*	*	84%	*
At Meets Grade Level or Above	2018	70%	71%	63%	-	60%	67%	-	-	-	*	*	50%	*
	2017	66%	67%	51%	*	39%	69%	-	-	-	*	*	45%	*
At Masters Grade Level	2018	40%	42%	28%	-	24%	34%	-	-	-	*	*	18%	*
	2017	35%	37%	21%	*	19%	24%	-	-	-	*	*	20%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	75%	*	70%	83%	*	*	*	94%	44%	68%	64%
	2017	75%	73%	76%	*	70%	84%	*	*	*	94%	39%	69%	56%
At Meets Grade Level or Above	2018	48%	46%	44%	*	36%	56%	*	*	*	67%	23%	33%	31%
	2017	45%	43%	42%	*	33%	56%	-	*	*	67%	21%	32%	23%
At Masters Grade Level	2018	22%	20%	16%	*	11%	24%	*	*	*	18%	7%	11%	8%
	2017	20%	18%	16%	*	10%	25%	-	*	*	24%	8%	10%	4%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	73%	71%	*	66%	79%	*	*	*	*	34%	63%	58%
	2017	72%	71%	73%	*	68%	80%	-	*	*	*	30%	65%	*
At Meets Grade Level or Above	2018	46%	45%	42%	*	34%	55%	*	*	*	*	20%	31%	31%
	2017	44%	43%	43%	*	33%	58%	-	*	*	*	18%	32%	*
At Masters Grade Level	2018	19%	18%	15%	*	11%	23%	*	*	*	*	4%	10%	10%
	2017	19%	17%	16%	*	11%	24%	-	*	*	*	7%	9%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	78%	80%	*	76%	85%	-	*	*	*	54%	72%	*
	2017	79%	76%	79%	*	74%	87%	-	*	*	*	44%	73%	*
At Meets Grade Level or Above	2018	50%	46%	43%	*	36%	54%	-	*	*	*	25%	34%	*
	2017	46%	42%	43%	*	35%	55%	-	*	*	*	23%	34%	*
At Masters Grade Level	2018	24%	21%	16%	*	12%	23%	-	*	*	*	10%	12%	*
	2017	22%	19%	18%	*	12%	29%	-	*	*	*	10%	12%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	63%	61%	*	52%	79%	-	-	-	*	*	46%	*
	2017	67%	64%	68%	-	63%	74%	-	-	-	*	*	61%	*
At Meets Grade Level or Above	2018	41%	39%	34%	*	26%	49%	-	-	-	*	*	23%	*
	2017	36%	33%	32%	*	26%	42%	-	-	-	*	*	24%	*
At Masters Grade Level	2018	13%	11%	5%	*	3%	9%	-	*	-	*	*	3%	*
	2017	11%	10%	8%	-	5%	13%	-	*	*	*	*	7%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	79%	83%	-	79%	89%	-	*	*	*	51%	80%	*
	2017	79%	77%	82%	*	74%	93%	-	-	*	*	*	76%	*
At Meets Grade Level or Above	2018	51%	49%	50%	-	40%	65%	-	*	*	*	24%	39%	*
	2017	49%	47%	43%	*	33%	59%	-	-	*	*	*	32%	*
At Masters Grade Level	2018	23%	22%	18%	-	10%	29%	-	-	*	*	10%	12%	*
	2017	19%	18%	13%	*	7%	23%	-	*	*	*	*	8%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	78%	81%	-	79%	84%	-	*	*	*	*	74%	*
	2017	77%	76%	75%	*	67%	85%	-	-	-	*	*	64%	*
At Meets Grade Level or Above	2018	53%	52%	55%	-	51%	61%	-	*	*	*	*	44%	*
	2017	49%	49%	41%	*	31%	54%	-	-	-	*	*	32%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	31%	31%	26%	-	21%	32%	-	*	*	*	*	18%	*
	2017	27%	27%	19%	*	16%	25%	-	-	-	*	*	14%	*

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Progress

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 & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	62	58	*	53	67	-	-	-	*	50	58	72
Grade 4 Mathematics	2018	65	63	75	*	74	78	-	-	-	*	61	79	100
Grade 5 ELA/Reading	2018	80	80	77	-	81	74	-	-	-	*	75	76	83
Grade 5 Mathematics	2018	81	83	89	-	90	86	-	-	-	*	94	88	100
Grade 6 ELA/Reading	2018	47	47	32	*	30	37	-	-	-	*	*	29	*
Grade 6 Mathematics	2018	56	52	21	*	23	19	-	-	-	*	40	23	*
Grade 7 ELA/Reading	2018	76	75	70	-	72	64	-	-	-	*	77	64	67
Grade 7 Mathematics	2018	67	68	72	-	71	76	-	-	-	*	69	72	89
Grade 8 ELA/Reading	2018	79	79	81	-	81	85	-	*	*	*	55	84	*
Grade 8 Mathematics	2018	81	80	86	-	90	80	-	-	*	*	86	88	100
End of Course English II	2018	67	66	71	-	72	69	*	-	-	*	55	72	*
End of Course Algebra I	2018	72	71	63	*	60	65	-	*	-	*	29	55	*
All Grades Both Subjects	2018	69	69	65	*	64	67	*	*	*	60	59	64	72
All Grades ELA/Reading	2018	69	68	64	*	63	66	*	*	*	50	56	62	66
All Grades Mathematics	2018	70	69	66	*	66	67	-	*	*	70	62	65	77

District Name: DEVINE ISD
 County Name: MEDINA
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Prior Year and Student Success Initiative

		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	2018	38%	37%	31%	*	26%	49%	-	-	-	-	14%	29%	26%
	2017	35%	34%	39%	*	41%	34%	-	*	-	-	13%	39%	30%
Mathematics	2018	47%	45%	62%	-	66%	44%	-	-	-	-	48%	60%	71%
	2017	43%	41%	58%	*	56%	62%	-	-	-	-	29%	54%	38%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	78%	78%	-	71%	88%	-	-	-	*	*	72%	*
Students Requiring Accelerated Instruction														
	2018	21%	22%	22%	-	29%	12%	-	-	-	*	75%	28%	*
STAAR Cumulative Met Standard														
	2018	84%	83%	84%	-	77%	95%	-	-	-	*	*	79%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	97%	100%	*	100%	*	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2018	10%	9%	*	*	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	84%	92%	-	91%	93%	-	-	-	*	50%	91%	83%
Students Requiring Accelerated Instruction														
	2018	15%	16%	8%	-	9%	*	-	-	-	*	50%	9%	*
STAAR Cumulative Met Standard														
	2018	90%	90%	97%	-	96%	98%	-	-	-	*	85%	96%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	96%	100%	-	100%	*	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2018	23%	22%	*	-	*	*	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	78%	88%	-	84%	94%	-	*	*	*	78%	86%	*
Students Requiring Accelerated Instruction														
	2018	21%	22%	12%	-	16%	*	-	*	*	*	*	14%	*
STAAR Cumulative Met Standard														
	2018	85%	85%	92%	-	92%	92%	-	*	*	*	70%	92%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	98%	100%	-	100%	*	-	-	-	-	-	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2018	8%	7%	*	-	*	*	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	76%	90%	-	90%	90%	-	-	*	*	64%	86%	*
Students Requiring Accelerated Instruction														
	2018	20%	24%	10%	-	10%	10%	-	-	*	*	*	14%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Prior Year and Student Success Initiative

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2018	86%	83%	95%	-	96%	92%	-	-	*	*	67%	92%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	98%	98%	83%	-	*	*	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)	2018	45%	43%	*	-	*	*	-	-	-	-	-	*	*
Promoted to Grade 9	2018	59%	50%	*	-	*	-	-	-	-	-	-	*	-
Retained in Grade 8														

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		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^A															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	75%	75%	-	-	-	-	-	55%	*	*	*	55%	55%
	2017	75%	73%	76%	-	-	-	-	-	53%	*	*	*	53%	52%
At Meets Grade Level or Above	2018	48%	46%	44%	-	-	-	-	-	25%	*	*	*	25%	23%
	2017	45%	43%	42%	-	-	-	-	-	20%	*	*	*	20%	19%
At Masters Grade Level	2018	22%	20%	16%	-	-	-	-	-	5%	*	*	*	5%	5%
	2017	20%	18%	16%	-	-	-	-	-	4%	*	*	*	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	73%	71%	-	-	-	-	-	*	*	*	*	*	*
	2017	72%	71%	73%	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	45%	42%	-	-	-	-	-	*	*	*	*	*	*
	2017	44%	43%	43%	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	18%	15%	-	-	-	-	-	*	*	*	*	*	*
	2017	19%	17%	16%	-	-	-	-	-	*	*	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	78%	80%	-	-	-	-	-	*	*	*	*	*	*
	2017	79%	76%	79%	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	50%	46%	43%	-	-	-	-	-	*	*	*	*	*	*
	2017	46%	42%	43%	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	24%	21%	16%	-	-	-	-	-	*	*	*	*	*	*
	2017	22%	19%	18%	-	-	-	-	-	*	*	*	*	*	*
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	63%	61%	-	-	-	-	-	*	-	*	*	*	*
	2017	67%	64%	68%	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	39%	34%	-	-	-	-	-	*	-	*	*	*	*
	2017	36%	33%	32%	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	13%	11%	5%	-	-	-	-	-	*	-	*	*	*	*
	2017	11%	10%	8%	-	-	-	-	-	*	*	*	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	79%	83%	-	-	-	-	-	*	-	*	*	*	*
	2017	79%	77%	82%	-	-	-	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	49%	50%	-	-	-	-	-	*	-	*	*	*	*
	2017	49%	47%	43%	-	-	-	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	23%	22%	18%	-	-	-	-	-	*	-	*	*	*	*
	2017	19%	18%	13%	-	-	-	-	-	*	*	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	78%	81%	-	-	-	-	-	*	-	*	*	*	*
	2017	77%	76%	75%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	53%	52%	55%	-	-	-	-	-	*	-	*	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		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
At Masters Grade Level	2017	49%	49%	41%	-	-	-	-	-	*	-	*	*	*	*
	2018	31%	31%	26%	-	-	-	-	-	*	-	*	*	*	*
	2017	27%	27%	19%	-	-	-	-	-	*	-	*	*	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	69	65	-	-	-	-	-	71	-	71	*	71	69
All Grades ELA/Reading	2018	69	68	64	-	-	-	-	-	68	-	68	*	68	64
All Grades Mathematics	2018	70	69	66	-	-	-	-	-	73	-	73	*	73	74
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	31%	-	-	-	-	-	29%	-	29%	*	29%	26%
	2017	35%	34%	39%	-	-	-	-	-	29%	*	*	*	29%	30%
Mathematics	2018	47%	45%	62%	-	-	-	-	-	69%	-	69%	*	69%	71%
	2017	43%	41%	58%	-	-	-	-	-	36%	*	*	*	36%	38%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Participation

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 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%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	96%	100%	99%	-	*	100%	100%	99%	99%	99%
Included in Accountability	94%	93%	95%	69%	95%	97%	-	*	100%	92%	97%	95%	91%
Not Included in Accountability													
Mobile	4%	5%	4%	27%	5%	3%	-	*	0%	8%	1%	4%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	3%
Not Tested	1%	1%	1%	4%	0%	1%	-	*	0%	0%	1%	1%	1%
Absent	1%	1%	1%	4%	0%	1%	-	*	0%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Attendance Rate													
2016-17	95.7%	95.0%	95.5%	95.1%	95.3%	95.9%	*	*	*	94.8%	94.5%	95.0%	96.4%
2015-16	95.8%	95.3%	95.7%	95.9%	95.6%	95.9%	*	*	-	94.7%	94.9%	95.2%	96.5%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2015-16	0.4%	0.4%	1.3%	*	1.7%	0.8%	-	-	-	*	0.0%	1.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	2.7%	1.5%	*	1.9%	0.9%	-	-	*	0.0%	2.0%	1.7%	0.0%
2015-16	2.0%	2.8%	1.5%	*	2.2%	0.4%	-	-	-	0.0%	1.8%	2.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	85.9%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
Received TxCHSE	0.4%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	4.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.9%	9.6%	8.6%	*	11.5%	4.3%	-	-	-	*	40.0%	14.3%	*
Graduates and TxCHSE	90.1%	86.4%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
Graduates, TxCHSE, and Continuers	94.1%	90.4%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
Class of 2016													
Graduated	89.1%	86.7%	96.8%	-	96.3%	97.7%	-	-	-	*	88.2%	93.8%	*
Received TxCHSE	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.2%	4.1%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	8.7%	3.2%	-	3.7%	2.3%	-	-	-	*	11.8%	6.3%	*
Graduates and TxCHSE	89.6%	87.2%	96.8%	-	96.3%	97.7%	-	-	-	*	88.2%	93.8%	*
Graduates, TxCHSE, and Continuers	93.8%	91.3%	96.8%	-	96.3%	97.7%	-	-	-	*	88.2%	93.8%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	88.8%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Received TxCHSE	0.7%	0.7%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.2%	1.2%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	9.3%	2.4%	-	2.5%	2.3%	-	-	-	*	11.8%	4.3%	*
Graduates and TxCHSE	92.2%	89.5%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Graduates, TxCHSE, and Continuers	93.4%	90.7%	97.6%	-	97.5%	97.7%	-	-	-	*	88.2%	95.7%	*
Class of 2015													
Graduated	91.3%	89.2%	93.1%	*	93.8%	93.2%	*	-	-	*	93.8%	86.3%	*
Received TxCHSE	0.8%	0.8%	0.7%	*	0.0%	1.7%	*	-	-	*	0.0%	2.0%	*
Continued HS	1.2%	1.2%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	8.8%	6.2%	*	6.2%	5.1%	*	-	-	*	6.3%	11.8%	*
Graduates and TxCHSE	92.1%	90.0%	93.8%	*	93.8%	94.9%	*	-	-	*	93.8%	88.2%	*
Graduates, TxCHSE, and Continuers	93.3%	91.2%	93.8%	*	93.8%	94.9%	*	-	-	*	93.8%	88.2%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	89.7%	93.1%	*	93.8%	93.2%	*	-	-	*	93.8%	86.3%	*

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Received TxCHSE	1.0%	1.0%	0.7%	*	0.0%	1.7%	*	-	-	*	0.0%	2.0%	*
Continued HS	0.6%	0.4%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	8.8%	6.2%	*	6.2%	5.1%	*	-	-	*	6.3%	11.8%	*
Graduates and TxCHSE	92.8%	90.7%	93.8%	*	93.8%	94.9%	*	-	-	*	93.8%	88.2%	*
Graduates, TxCHSE, and Continuers	93.3%	91.2%	93.8%	*	93.8%	94.9%	*	-	-	*	93.8%	88.2%	*
Class of 2014													
Graduated	90.9%	89.2%	95.7%	-	97.6%	94.3%	*	-	-	*	100.0%	96.5%	-
Received TxCHSE	1.2%	1.2%	0.0%	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.6%	0.0%	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Dropped Out	7.2%	8.9%	4.3%	-	2.4%	5.7%	*	-	-	*	0.0%	3.5%	-
Graduates and TxCHSE	92.2%	90.5%	95.7%	-	97.6%	94.3%	*	-	-	*	100.0%	96.5%	-
Graduates, TxCHSE, and Continuers	92.8%	91.1%	95.7%	-	97.6%	94.3%	*	-	-	*	100.0%	96.5%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	85.9%	91.4%	*	88.5%	95.7%	-	-	-	*	60.0%	85.7%	*
Class of 2016	89.1%	86.7%	96.1%	-	96.3%	95.7%	-	-	-	*	83.3%	92.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.2%	85.8%	*	84.4%	93.3%	-	-	-	*	*	79.6%	*
Class of 2016	87.4%	86.5%	71.9%	-	67.5%	81.4%	-	-	-	*	7.1%	57.8%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	1.2%	*	-	*	-	-	-	-	-	*	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	40.8%	*	-	*	-	-	-	-	-	*	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	83.5%	85.8%	*	84.4%	93.3%	-	-	-	*	*	79.6%	*
Class of 2016	85.1%	82.1%	72.1%	-	67.9%	81.4%	-	-	-	*	13.3%	57.8%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	88.8%	85.2%	*	83.1%	93.5%	-	-	-	*	*	79.2%	*
2015-16	85.6%	84.5%	72.1%	-	67.5%	82.9%	-	-	-	*	0.0%	56.5%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	4.4%	*	-	*	*	-	-	-	-	-	*	-
2015-16	5.6%	1.5%	*	-	*	-	-	-	-	-	*	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	41.8%	*	-	*	*	-	-	-	-	-	*	-
2015-16	51.9%	38.7%	*	-	*	-	-	-	-	-	*	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	82.2%	85.5%	*	83.5%	93.6%	-	-	-	*	*	79.6%	*
2015-16	83.3%	80.0%	72.4%	-	67.9%	82.9%	-	-	-	*	7.7%	56.5%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	131	100.0%	334,424	100.0%
By Ethnicity:				
African American	2	1.5%	42,132	12.6%
Hispanic	79	60.3%	164,446	49.2%
White	47	35.9%	105,748	31.6%
American Indian	0	0.0%	1,254	0.4%
Asian	0	0.0%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	3	2.3%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	19	14.5%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	109	83.2%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	0	0.0%	16,650	5.0%
Foundation H.S. Program (Endorsement)	0	0.0%	3,212	1.0%
Foundation H.S. Program (DLA)	3	2.3%	25,399	7.6%
Special Education Graduates	3	2.3%	25,105	7.5%
Economically Disadvantaged Graduates	54	41.2%	159,476	47.7%
LEP Graduates	3	2.3%	17,579	5.3%
At-Risk Graduates	49	37.4%	132,112	39.5%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District College, Career, and Military Readiness (CCMR)

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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates) 2016-17	54.2%	48.5%	55.7%	*	48.7%	67.0%	-	-	-	*	*	42.6%	*
College Ready Graduates													
College Ready (Annual Graduates) 2016-17	47.0%	42.2%	41.2%	*	30.4%	61.7%	-	-	-	*	*	25.9%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts 2016-17	53.2%	53.1%	48.9%	*	44.3%	55.3%	-	-	-	*	*	38.9%	*
Mathematics 2016-17	42.0%	38.8%	27.5%	*	20.3%	40.4%	-	-	-	*	*	13.0%	*
Both Subjects 2016-17	37.8%	35.8%	21.4%	*	16.5%	29.8%	-	-	-	*	*	11.1%	*
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject 2016-17	19.9%	19.5%	35.1%	*	25.3%	53.2%	-	-	-	*	*	18.5%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject 2016-17	20.1%	18.1%	9.2%	*	6.3%	14.9%	-	-	-	*	*	1.9%	*
Associate's Degree													
Associate's Degree (Annual Graduates) 2016-17	0.8%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates) 2016-17	13.2%	10.7%	22.5%	*	25.3%	16.0%	-	-	-	*	*	25.9%	*
Approved Industry-Based Certification (Annual Graduates) 2016-17	2.7%	2.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates) 2016-17	1.0%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) 2016-17	17.3%	14.1%	34.4%	*	38.0%	27.7%	-	-	-	*	*	40.7%	*
U.S. Armed Forces Enlistment (Annual Graduates) 2016-17	2.2%	1.8%	5.3%	*	6.3%	2.1%	-	-	-	*	*	5.6%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District CCMR-related Indicators

	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 (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	28.8%	9.9%	*	11.4%	8.5%	-	-	-	*	*	5.6%	*
2015-16	22.6%	27.8%	18.7%	-	17.3%	22.0%	-	-	-	*	0.0%	10.9%	*
Mathematics													
2016-17	19.8%	22.3%	12.2%	*	8.9%	19.1%	-	-	-	*	*	3.7%	*
2015-16	18.1%	20.3%	17.9%	-	16.0%	22.0%	-	-	-	*	0.0%	4.3%	*
Both Subjects													
2016-17	12.9%	17.5%	2.3%	*	2.5%	2.1%	-	-	-	*	*	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	48.2%	83.2%	*	84.8%	78.7%	-	-	-	*	*	87.0%	*
2015-16	47.8%	43.0%	83.7%	-	84.0%	82.9%	-	-	-	*	92.3%	76.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.6%	6.9%	*	6.3%	4.3%	-	-	-	*	*	11.1%	*
Mathematics													
2016-17	1.4%	0.9%	1.5%	*	2.5%	0.0%	-	-	-	*	*	1.9%	*
Both Subjects													
2016-17	0.2%	0.1%	0.8%	*	1.3%	0.0%	-	-	-	*	*	1.9%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	27.2%	2.1%	*	1.2%	3.8%	-	-	-	0.0%	n/a	1.6%	n/a
2016	25.5%	26.5%	3.9%	*	4.3%	3.3%	-	-	-	*	n/a	2.9%	n/a
English Language Arts													
2017	15.9%	17.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
2016	15.5%	17.2%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2017	7.2%	6.9%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
2016	6.8%	6.5%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2017	10.9%	11.1%	0.7%	*	0.0%	1.9%	-	-	-	0.0%	n/a	0.0%	n/a
2016	10.4%	10.1%	3.9%	*	4.3%	3.3%	-	-	-	*	n/a	2.9%	n/a
Social Studies													
2017	15.0%	15.8%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
2016	14.8%	15.8%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	44.1%	66.7%	-	*	*	-	-	-	-	n/a	*	n/a
2016	49.5%	41.8%	20.0%	-	28.6%	*	-	-	-	-	n/a	*	n/a
English Language Arts													
2017	41.3%	37.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	35.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	40.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	41.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	35.1%	*	-	-	*	-	-	-	-	n/a	-	n/a
2016	35.1%	32.7%	20.0%	-	28.6%	*	-	-	-	-	n/a	*	n/a

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Social Studies													
2017	41.4%	36.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	35.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	81.6%	55.7%	*	48.1%	70.2%	-	-	-	*	n/a	39.3%	n/a
Class of 2016	71.6%	75.6%	47.2%	-	45.7%	51.2%	-	-	-	*	n/a	41.3%	n/a
At/Above Criterion													
Class of 2017	22.3%	17.0%	16.4%	-	7.9%	21.2%	-	-	-	*	n/a	4.5%	n/a
Class of 2016	22.5%	17.0%	15.5%	-	13.5%	19.0%	-	-	-	-	n/a	5.3%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	976	1021	-	1000	1035	-	-	-	*	n/a	955	n/a
Class of 2016	1375	1314	1355	-	1309	1430	-	-	-	-	n/a	1296	n/a
English Language Arts													
Class of 2017	512	492	521	-	513	528	-	-	-	*	n/a	478	n/a
Class of 2016	903	864	896	-	852	967	-	-	-	-	n/a	865	n/a
Mathematics													
Class of 2017	507	485	499	-	485	507	-	-	-	*	n/a	477	n/a
Class of 2016	472	449	461	-	457	467	-	-	-	-	n/a	432	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.5	17.8	-	17.4	17.7	-	-	-	*	n/a	*	n/a
Class of 2016	20.3	20.4	18.4	-	18.7	17.9	-	-	-	-	n/a	18.6	n/a
English Language Arts													
Class of 2017	19.9	20.1	17.1	-	17.4	16.3	-	-	-	*	n/a	*	n/a
Class of 2016	19.8	20.1	18.3	-	18.2	18.3	-	-	-	-	n/a	18.2	n/a
Mathematics													
Class of 2017	20.4	20.3	18.1	-	17.1	18.0	-	-	-	*	n/a	*	n/a
Class of 2016	20.5	20.5	18.1	-	19.2	16.1	-	-	-	-	n/a	18.6	n/a
Science													
Class of 2017	20.6	20.7	18.7	-	17.4	19.1	-	-	-	*	n/a	*	n/a
Class of 2016	20.5	20.6	18.7	-	18.9	18.4	-	-	-	-	n/a	18.7	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 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													
2016-17	37.1%	35.0%	30.6%	*	23.9%	39.9%	-	-	*	40.0%	4.1%	23.7%	15.4%
2015-16	35.9%	33.6%	34.3%	*	28.2%	43.8%	-	-	-	44.4%	13.0%	19.4%	18.2%
English Language Arts													
2016-17	16.8%	16.4%	11.6%	*	7.7%	17.3%	-	-	*	22.2%	0.0%	5.4%	0.0%
2015-16	16.2%	15.7%	9.3%	*	7.0%	13.3%	-	-	-	11.1%	0.0%	4.2%	0.0%
Mathematics													
2016-17	19.5%	19.7%	16.5%	*	14.4%	18.8%	-	-	*	42.9%	0.0%	12.4%	8.3%
2015-16	19.3%	19.2%	16.8%	*	14.6%	20.8%	-	-	-	11.1%	4.4%	11.4%	18.2%
Science													
2016-17	5.7%	5.4%	2.4%	*	2.0%	3.2%	-	-	*	0.0%	0.0%	0.9%	0.0%
2015-16	5.1%	4.8%	2.2%	*	2.7%	1.6%	-	-	-	0.0%	0.0%	1.4%	0.0%
Social Studies													
2016-17	21.8%	20.2%	16.1%	*	11.0%	23.1%	-	-	*	30.0%	0.0%	8.5%	0.0%
2015-16	20.8%	19.5%	21.3%	*	14.8%	31.0%	-	-	-	50.0%	3.8%	8.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***													
2015-16	54.7%	51.0%	41.5%	-	38.3%	48.8%	-	-	-	*	6.7%	28.3%	*
2014-15	56.1%	53.1%	43.1%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	52.9%	63.8%	-	62.1%	66.7%	-	-	-	-	*	66.7%	*
2014-15	55.6%	49.7%	45.1%	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	2,007	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	1	0.0%	14,684	0.3%
Pre-Kindergarten	96	4.8%	231,297	4.3%
Kindergarten	134	6.7%	371,145	6.9%
Grade 1	139	6.9%	388,362	7.2%
Grade 2	128	6.4%	394,137	7.3%
Grade 3	146	7.3%	409,763	7.6%
Grade 4	161	8.0%	413,654	7.7%
Grade 5	133	6.6%	414,218	7.7%
Grade 6	166	8.3%	402,451	7.5%
Grade 7	161	8.0%	402,350	7.5%
Grade 8	134	6.7%	398,479	7.4%
Grade 9	164	8.2%	432,724	8.0%
Grade 10	136	6.8%	396,968	7.4%
Grade 11	158	7.9%	371,606	6.9%
Grade 12	150	7.5%	343,174	6.4%
Ethnic Distribution:				
African American	6	0.3%	679,472	12.6%
Hispanic	1,263	62.9%	2,821,189	52.4%
White	714	35.6%	1,498,643	27.8%
American Indian	1	0.0%	20,521	0.4%
Asian	2	0.1%	235,095	4.4%
Pacific Islander	2	0.1%	8,008	0.1%
Two or More Races	19	0.9%	122,084	2.3%
Economically Disadvantaged	1,100	54.8%	3,164,349	58.8%
Non-Educationally Disadvantaged	907	45.2%	2,220,663	41.2%
English Learners (EL)	80	4.0%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	23	1.1%	73,713	1.3%
At-Risk	859	42.8%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	236		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	83	35.2%	211,650	43.3%
Students with Physical Disabilities	75	31.8%	107,029	21.9%
Students with Autism	**	**	64,238	13.2%
Students with Behavioral Disabilities	48	20.3%	98,927	20.3%
Students with Non-Categorical Early Childhood	*	*	6,619	1.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	3.4%	1.8%	12.5%	6.9%
Grade 1	5.1%	3.4%	25.0%	6.2%
Grade 2	0.0%	2.1%	0.0%	2.6%
Grade 3	0.8%	1.3%	0.0%	1.0%
Grade 4	0.0%	0.6%	0.0%	0.5%
Grade 5	0.0%	0.7%	0.0%	0.6%
Grade 6	0.0%	0.5%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.6%
Grade 8	0.7%	0.6%	0.0%	0.8%
Grade 9	0.0%	8.0%	0.0%	13.5%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	4	0.4%	5,588	0.2%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	21.6	18.7
Grade 1	20.5	18.8
Grade 2	21.0	18.8
Grade 3	20.8	19.0
Grade 4	19.8	19.2
Grade 5	17.9	21.2
Grade 6	20.6	20.3
Secondary:		
English/Language Arts	16.5	16.7
Foreign Languages	27.0	18.6
Mathematics	15.2	17.9
Science	18.5	19.0
Social Studies	21.2	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	288.7	100.0%	711,768.0	100.0%
Professional Staff:	176.8	61.2%	456,057.2	64.1%
Teachers	140.9	48.8%	356,838.1	50.1%
Professional Support	21.0	7.3%	69,681.8	9.8%
Campus Administration (School Leadership)	11.0	3.8%	21,435.0	3.0%
Central Administration	4.0	1.4%	8,102.4	1.1%
Educational Aides:	46.2	16.0%	71,858.8	10.1%
Auxiliary Staff:	65.7	22.8%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	5.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Total Minority Staff:	109.3	37.9%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	1.4%	37,167.9	10.4%
Hispanic	27.4	19.4%	97,091.5	27.2%
White	109.5	77.7%	210,286.3	58.9%
American Indian	0.0	0.0%	1,247.6	0.3%
Asian	1.0	0.7%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	1.0	0.7%	4,051.8	1.1%
Males	35.4	25.1%	84,692.8	23.7%
Females	105.5	74.9%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,127.0	1.4%
Bachelors	108.9	77.3%	264,252.5	74.1%
Masters	32.0	22.7%	85,077.3	23.8%
Doctorate	0.0	0.0%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	1.4%	29,351.3	8.2%
1-5 Years Experience	28.0	19.9%	103,862.8	29.1%
6-10 Years Experience	29.0	20.6%	68,263.7	19.1%
11-20 Years Experience	57.9	41.1%	100,698.4	28.2%
Over 20 Years Experience	24.0	17.0%	54,661.9	15.3%
Number of Students per Teacher	14.2	n/a	15.1	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

<u>Staff Information</u>	<u>District</u>	<u>State</u>
Experience of Campus Leadership:		
Average Years Experience of Principals	7.2	6.3
Average Years Experience of Principals with District	5.0	5.4
Average Years Experience of Assistant Principals	5.0	5.2
Average Years Experience of Assistant Principals with District	4.2	4.6
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	13.3	10.9
	8.6	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$44,250	\$47,667
1-5 Years Experience	\$46,172	\$49,663
6-10 Years Experience	\$48,103	\$52,056
11-20 Years Experience	\$51,883	\$55,246
Over 20 Years Experience	\$56,994	\$61,428
Average Actual Salaries (regular duties only):		
Teachers	\$50,732	\$53,334
Professional Support	\$60,322	\$63,165
Campus Administration (School Leadership)	\$74,615	\$77,712
Central Administration	\$91,130	\$102,300
Instructional Staff Percent:	66.3%	64.4%
Turnover Rate for Teachers:	8.2%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.0	6,218.9

**TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information**

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

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	76	3.8%	1,015,456	18.9%
Career & Technical Education	629	31.3%	1,391,689	25.8%
Gifted & Talented Education	115	5.7%	426,953	7.9%
Special Education	236	11.8%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	21,647.8	6.1%
Career & Technical Education	9.0	6.4%	16,795.1	4.7%
Compensatory Education	11.0	7.8%	9,854.5	2.8%
Gifted & Talented Education	6.5	4.6%	6,501.2	1.8%
Regular Education	102.5	72.7%	257,851.7	72.3%
Special Education	11.9	8.4%	31,950.9	9.0%
Other	0.0	0.0%	12,237.0	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' 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.

DEVINE INDEPENDENT SCHOOL DISTRICT DISTRICT ACHIEVEMENT PLAN 2019-2020

Goal 1: PARENT AND COMMUNITY INVOLVEMENT: 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.

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

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec.	May
1. Parents will provide input for planning, implementing and evaluation of the District and Campus Improvement Plans, Title I-Part A, Parent Involvement, and other activities requiring parent input.	Facilities for meetings Parent Satisfaction Survey	Superintendent Special Prog. Director Principals	August 2019-June 2020	Sign-in sheets Minutes Agendas Announcements		
2. Provide opportunities for parent/teacher contact and conferences at the beginning of and throughout the school year.	Teachers	Principals	August 2019-June 2020	Sign-in sheets Open House schedule		
3. Communicate literature in English and Spanish to parents with suggestions for working with students at home.	Title I-Part A Title III SSA ESC 13 website	Special Prog. Director	August 2019-June 2020	Purchase orders Copies of materials sent		
4. Continue parental/community participation with family literacy services through Adult ESL classes.	Local Title III-A	Special Prog. Director	November 2019- April 2020	Schedule of classes Sign-in sheets		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec.	May
5. Annual parent involvement meetings: in the fall to provide parents information regarding special programs offered in DISD and a needs assessment meeting each spring to review Title I-Part A budget, programs, and district parent involvement policy.	Title I – Part A Title IV- Part A Local	Directors Special Prog. Dir. Title I Principals Spec.Prog.Teachers	August 2019-June 2020	Agendas, copies of items sent to parents, information packets, brochures, sign-in sheets, minutes		
6. Distribute written policies and involve parents in improving/modifying services to G/T students by parental surveys and evaluations.	Local State Federal G/T surveys	G/T staff Principals	August 2019-June 2020	Copies of policies to parents Surveys on file District and campus achievement plans		
7. Provide parents campus and district information, including course offerings, through district website, School Messenger and monthly event calendars. (Utilize social media platforms)	District web-site Local The Stampede Campus staff	Campus Admin Directors Tech. Director, Tech. Specialist	August 2019-June 2020	Parent Survey Website changes and updates Facebook, Twitter, Remind 101		
8. Provide parents with opportunities to volunteer	The Parent Place Title I-Part A	The Parent Place Facilitators Special Programs Director Club and Class Sponsors Campus Administration	August 2019-June 2020	The Parent Place Events Flyer and Website Sign-in Sheets Raptor/Background checks		
9. Provide information and/or training for parents over a variety of topics. For example: <ul style="list-style-type: none"> • Drug awareness/violence • Bullying/Cyberbullying • CPR/First Aide • Internet Safety/Sexting • Suicide Prevention and Awareness • Mental Health • Love & Logic • Math/Reading • Homemaking (facilitated by parents, for parents) 	Title I-Part A Title IV-Part A Parent pamphlets for prevention of drug abuse, gangs, and bullying Student handbooks Random Drug Testing Policy, TXSSC	District Nurse Asst Superintendents Principals & APs Counselors C/O Administrators Health Services FCCLA Parent Place Facilitators	August 2019-June 2020 (day and evening sessions)	Calendar of workshops or distribution dates Flyers/ announcements Sign in sheets		

Devine Independent School District Improvement Plan 2019-2020

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec.	May
10. Provide information to parents of limited English proficient (LEP) students being served in ESL programs, which will assist them to understand program goals and to address concerns.	ESL Staff Campus LPAC Title III	Special Prog. Director LPAC ESL staff Counselor	August 2019-June 2020	Copies of individual parent contact Campus LPAC meeting agendas Sign-in sheets TELPAS parent info		
11. Increase SDBM participation and opportunities for parents to volunteer	Local	Principals	August 2019-June 2020	Sign-In Sheets Parent Surveys		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

DEVINE INDEPENDENT SCHOOL DISTRICT DISTRICT ACHIEVEMENT PLAN 2019-2020

Goal 2: STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

- a) **District Objective:** All student groups testing on STAAR Ready Assessment, TPRI, and STAAR/EOC will maintain or exceed the state and federal standards in 2019-2020 as reported on TAPR/state and federal requirements
- b) **District Objective:** The district will strive to increase the percentage of students taking the SAT/ACT, along with graduating students who attain scores on the STAAR that are equivalent to a passing score on the TSI.
- c) **District Objective:** The district will strive to increase the percentage of students 3-11 who attain scores on the STAAR/EOC, STAAR A, TELPAS, and SAT (1000-1500)/ACT (24) tests that are equivalent to or exceed the state standard.
- d) **District Objective:** The District will meet or exceed the state drop-out and completion rate based upon TAPR indicators.
- e) **District Objective:** The District will continue to obtain the 95% based upon the District’s attendance plan.

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
1. Utilize software programs; Plato software, Study Island, Lexia, AR Reading, Scientific Minds, iReady, Reading Eggs, Reading Smart, Ed. Galaxy, MobyMax and Imagine Learning to accelerate STAAR/EOC practice.	Program and Campus staff	Asst. Supt. Pers/C&I Teachers Campus Lab Aides	Monthly campus visits	Computer generated reports Teacher schedules		
2. Provide support/training on student assessment data management system (AWARE) for analyzing STAAR and STAAR EOC testing data, developing benchmarks, and building TEKS-aligned assessments.	Title I-Part A Local & Grants TMDS and Dashboard AWARE/Eduphoria	Support Personnel Asst Supt of C&I APs	August 2019-June 2020	(K-3)TPRI scores (3-10) STAAR (A)/EOC results TELPAS Benchmarks STAAR Ready 1 st & 2 nd (6-8 Math)		
3. Identify students determined to be at-risk, and monitor students on the lists each six weeks to determine the need for follow up services.	Six week report card data Progress Reports Benchmarks,TPRI iReady, IStation, TTM Title I-Part C	Dir. of Student Services Principals Counselors Teachers	August 2019-June 2020	Lists of At-Risk students Failure rate reports at six week intervals RDA Monitoring		
4. Teachers will increase time spent in writing across the curriculum. (District Performance Objective)	Title I-Part A Title IV-Part A Local	Campus Admin Grade Level Coord or Department Heads	Quarterly SMART Goals	Evidence of progress per quarter RDA Monitoring		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
5. Review the scope and sequence for the G/T Program by reviewing and revising the gifted curriculum instructional and organizational patterns in order to meet the cognitive and affective needs of gifted students in the four content areas as specified in 19TAC Ch 89.	G/T budget ESC 20	Asst. Supt. Pers/C&I Dir. of Student Services Principals G/T Teachers Counselors	August 2019-June 2020	G/T scope and sequence (K-12) Curriculum guides for gifted prog. G/T student schedules Lists of course offerings G/T surveys and/or program evals. organizational plans		
6. Monitor curriculum and support of ELL students to include instruction in English using ESL instructional techniques and tutorials.	State adopted materials Supplemental materials ELPS & Reg. 20 Title III-Part A Local	Special Prog. Director Staff Campus staff	August 2019-June 2020	Report card grades TELPAS		
7. Provide full continuum of service options to meet individual educational needs for students receiving Special Education services including staff development needs for staff and transition information to students and parents.	PPOG Federal rules & regulations ESC 20 IDEA-Part B Title IV-Part A	Spec. Ed. Director Principal, Counselor, Teacher, Inclusion Aide	August 2019-June 2020	Students being served in special education.		
8. Encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarship at collegiate level.	Curriculum	Principals & APs Counselors	August 2019-June 2020	Recommended diplomas		
9. Develop and provide testing in the four core areas for K-12 benchmark program (within State law) in order to identify students at risk of failing Reading, TPRI, STAAR, or EOC and then provide interventions.	Local Title I-Part A and SCE Kilgo contracted services Curriculum teams Rtl Folders Title I- Part C	Asst. Supt & Directors Principals and APs Counselors Teachers Curriculum Coordinators	August 2019-June 2020	Benchmark and STAAR/EOC scores STAAR scores TPRI Reports STAAR Ready Reports Classroom Assessments Computer Generated Data		
10. Provide information on financial assistance (vouchers)for eligible students to take SAT/ACT tests, AP exams, and dual credit.	List of eligible students Local & State for dual Credit texts	Principal Counselor AP	August 2019-June 2020	Students must have completed Alg. II and English II. Published criteria, applications, and test results.		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
11. Analyze data to provide remediation lists for tutorials. Provide in-service training to appropriate personnel based on findings.	Special population reports STAAR/EOC specifications Released tests Common Based Assessments Benchmark tests Local	Counselor Directors Asst. Supt. Pers/C&I Spec. Ed. Director Spec. Prog. Director Principals Reading Coaches APs Teachers	August 2019-June 2020	Summary reports Remediation & Tutorial lists Teacher time cards on file Report card Evaluation of STAAR, Pre/Post Tests Benchmark tests, TPRI RDA Monitoring		
12. Provide funding for supplemental testing materials and resource material to be utilized to increase student achievement for state and federal accountability for STAAR, and STAAR EOC.	Plato Lab, Compass, Computer Labs, State Release Tests, Practice Tests, Skills Bank, STAAR and EOC period SCE	Staff Computer facilitators	August 2019-June 2020	Test results by campus & by teacher Computer facilitator results		
13. Provide STAAR and STAAR EOC (HS) collaborative staff development in the areas of math, social studies, science, reading, writing, for teaching STAAR objectives, strategies, and effective vocabulary.	ESC 20 Title II- Part A Grade level coordinators Department Heads	Asst. Sup of C&I	August 2019-June 2020	Agenda Sign-in sheets Evaluation forms RDA Monitoring		
14. Involve K - 12 th grade teachers in all core subjects in creating time-lines for teaching the TEKS using grade specific strategies.	Local	Staff Asst. Sup of C&I APs	August 2019-June 2020	STAAR/EOC, STAAR Ready and TPRI Reading Tests Results		
15. Reduce the achievement gap between low performing students (and/or students with modified instruction) and all students by providing instruction and remediation in small group settings with the use of classroom teachers, interventionist, and instructional aides.	Local, SCE Title I-Part A	Principal Classroom teachers	August 2019-June 2020	(K-3)TPRI scores (3-9) STAAR, A, & EOC results TELPAS Benchmarks RDA Monitoring		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
16. Provide career awareness of other post-secondary options besides college (technical schools, etc.)	Local Career Day-PreK- 12 CTE Courses Volunteers-Community Internet-research careers Local Colleges & Univ.	Counselors/Teachers Principals & APs Director Career & Tech. AP	August 2019-June 2020	Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11 th graders Certification		
17. Provide follow-up tracking of student withdrawals and Dropouts in grades 7-12, and refer to outside agencies (GED programs and Texas Workforce) for those students who do not return to the school setting.	Verbal and written communication Campus Administration Attendance Clerks Texas Workforce Center	Attendance Clerks & APs Principals & Counselors Asst. Supt. Pers/C&I Directors J.P. Judge SRO	August 2019-June 2020	School enrollment roster Program descriptions Records on file		
18. Maintain attendance report to identify patterns of absences of students at schools, and file truancy court action on parents of students who miss instruction due to truancy and/or tardies based upon school attendance policy.	Attendance data SRO & Justice of the Peace Court Order	Principals/APs Attendance Clerks SRO	Daily during the school year	Attendance reports Referrals Communication w/ parent & student Warning Letter & Referral Report Court Records & Follow up Report		
19. Identify potential dropouts due to possession, sale or use of tobacco, alcohol, or other drugs; and provide the student and parent with information regarding external agencies that provide substance abuse education or counseling for students that test positive in random student drug testing.	All staff members Local funds Devine PD Drug dog and/or Global Drug Dog Agency List of agencies/resources	Devine PD &/ Principals & APs SRO & Counselors School Nurse South Texas Rural Health	August 2019-June 2020	Safe & Drug Free Reports Random Student Drug Testing Reports Proof of attendance in a certified drug-abuse program or counseling		
20. Analyze teachers' instruction for areas of weakness; provide training aligned with goals; document progress or lack of progress toward goals; implement PGPs under T-TESS as necessary.	Title II, Part A Local funding Region 20	Principals & APs Department Coordinators Assistant Superintendent for Curriculum and Instruction Special Programs Director	August 2019-June 2020	Growth plan documentation- are goals being reached? T-TESS Observations Increase in growth from pre to post-test results from year-to-year for teachers on growth plans Benchmark, STAAR, and EOC scores		
21.						

DEVINE INDEPENDENT SCHOOL DISTRICT DISTRICT ACHIEVEMENT PLAN 2019-2020

Goal 3: CURRICULUM AND INSTRUCTION: A well-balanced and appropriate curriculum will be provided to all students.

- a) **District Objective:** 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.
- b) **District Objective:** The appropriate Texas Essential Knowledge and Skills (TEKS) will be taught at each grade level.
- c) **District Objective:** Increase the number of Internet-ready computers, probes, graphing calculators, and digital devices to improve student learning and data management.

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
1. Utilize resources Math K-12, Reading K-8, Writing K-12, Science K-12 and Social Studies K-12 using newly adopted plans and textbooks, United Streaming, Study Island, STEM Scopes, iReady, PLATO, MobeyMax, and any online resources.	Textbook, Scope & Sequence, STAAR/EOC/	Asst Supt Per/C&I Campus Admin Grade level coord. Department Heads	August 2019-June 2020	Campus report at regular interval Curriculum maps Lesson plans Observations		
2. Include vertical alignment meetings during staff development days between grade level/subject areas departments.	Local Time	Asst Supt Per/C&I Campus Admin Grade/Dept. Heads.	August 2019-June 2020	Meeting agenda, sign-in sheets, Meeting minutes		
3. Provide staff development for administrators, teachers, teacher aides and all support personnel in learning characteristics, curriculum, instructional models, interdisciplinary instruction, STAAR, EOC,(STAAR accommodations) special programs, conflict resolution, discipline, safety, parent/community involvement and technology.	Materials Library resources Instructional models Staff Dev. Allotment Technology Allotment Safe Schools Online Title II-Part A Title I-Part A Title IV-Part A	Asst Supt of Per/C&I Campus Admin	August 2019-June 2020	Meeting agendas Sign-in Sheets Completion of Certification Evaluation forms		
4. Utilize technology needs assessment survey of staff and needs and abilities and student STEM needs.	Survey Monkey	Asst Supt Per/C&I Campus Admin	August 2019-June 2020	Survey results		
5. Review ESL Program to insure continuity and clarity in the implementation of program and the implementation of ELPS into lesson plans and instruction for all teachers of ELL students.	State Guidelines LPAC Committees ESL teachers & Parents ESC 20 Title III-Part A	Special Prog. Director Teachers Campus Admin	August 2019-June 2020	Sign-in log & Agenda RDA indicators Lesson Plans Needs Assessment STAAR/EOC/TELPAS		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
6. Curriculum for real-world life skills, character education, and prevention of violence and drug use	Local Title IV Capturing Kids Hearts Words of Wisdom Love & Logic	Dir of Student Services Asst Supt of Per/C&I Counselors	August 2019-June 2020	Notations in counselors' report, Lesson plans Discipline referrals		
7. Utilize online software for at-risk students for credit retrieval and those assigned to DAEP.	Local	Asst Supt of Per/C&I Secondary Principals	August 2019-June 2020	Class Schedule Pre/Post Test		
8. Host "Career Day" and increase career awareness on all campuses. (Increase number of career booths.)	Local	CTE Director Principals Counselors Teachers	Annually	Record of students involved Lesson plans		
9. Incorporate technology application and presentation skills into applicable curricular areas K-12.	Local	Principals Asst Supt of Per/C&I Aps	August 2019-June 2020	Lesson plans/record of technology school presentations, software, and lab logs		
10. Create and maintain CTE programs that provide vocational certifications. (Dual Credit, local accredited college)	Local Carl Perkins Coastal Bend	Campus Admin HS Counselor CTE Director Asst Supt of Per/C&I	August 2019-June 2020	Choice Slips CTE Report		
11. Provide coordinated health program that includes health services, health and safe school environment, counseling, staff wellness, parent and community involvement, physical ed., health ed., and nutrition services.	Local SHAC	Principals and Aps Dir of Student Services District Nurse Health/PE Teachers, SHAC	August 2019-June 2020	Lesson plans, SHAC agenda and minutes Fitnessgram reports		
12. Provide distance learning capabilities for both college classes and career/certification training)	Instructional Technology Guidelines District E-mail Local	Tech. Director Asst Supt of Per/C&I HS Librarian MS Librarian	August 2019-June 2020	Schedules of offerings Student use reports E-mail updates		
13. Utilize TxEIS student management software for coordination of student registration, attendance, and discipline.	Local	Campus PEIMS Clerk Director of Finance Counselors Principals, APs	August 2019-June 2020	Discipline Integrity Management reports through PBMAS		
14. Online testing- provide training for staff over online STAAR/EOC testing; direct staff to practice resources for students.	Local TEA Region 20	Testing Coordinator Assistant Superintendent (C&I)	August 2019-June 2020	Sign in sheets Copies of training materials Utilization of resources provided		

DEVINE INDEPENDENT SCHOOL DISTRICT DISTRICT ACHIEVEMENT PLAN 2019-2020

Goal 4: Qualified and Effective Personnel: Highly qualified effective personnel will be recruited, developed, and retained.

- a) **District Objective:** The district will ensure the recruitment, development, retention, and support of a exceptional highly qualified staff to optimize student engagement and achievement.
- b) **District Objective:** The district will provide assistance to the campuses in formulating, implementing, and following through on their staff development plans, along with making sure they are addressed in the campus improvement plans.
- c) **District Objective:** 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.
- d) **District Objective:** The district will make continuous progress toward meeting the measurable achievement objectives for **teacher quality under ESSA using the following strategies/activities (#1-14):**

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
1. Identify and recruit qualified and high-need area teachers such as math, science, special ed, and ESL from the surrounding universities and other states.	Colleges and Universities Job fairs/web sites Title II-Part A Local	Asst Supt of Per/C&I Campus Admin	July 2019-June 2020	Recruiting schedules Teacher contracts Teacher certificates		
2. Provide high quality staff development to ensure that all core teachers are highly qualified.	Title I-Part A Title II-Part A Title III-Part A Local	Asst Supt of Per/C&I Campus Admin	August 2019-June 2020	Staff development survey, annual review of teacher certification		
3. The district will provide reimbursement for the ExCET/TEXES test in high needs areas to assist teachers in becoming highly effective.	Title II-Part A Title IV-Part A Local	Asst Supt of Per/C&I Spec Prog Director Campus principals	August 2019-June 2020	H/E teacher certificate		
4. Provide stipends in areas of critical need such as ESL, math, and science.	Identification Procedures/Process Title II- Part A Title IV-Part A Local	Superintendent	August 2019-June 2020	Implementation of stipends Salary Schedule		
5. Promote student teaching participation in the schools.	Texas area colleges and universities	Superintendent	August 2019-June 2020	Increased number of student teachers		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
6. Provide reimbursement/incentives (whenever possible- through state and/or federal programs) for staff who further their education.	HB 3- Teacher Incentive	Assistant Superintendent for C&I Special Programs Director Director of Finance	August 2019-June 2020	Documentation Announcement Expenditure Reports		
7. Analyze attendance policies and salary data related to local needs. (Salary info--include an increase percentage for teachers with 1-5 years experience.)	TASB Salary Survey Attendance and salary comparison of surrounding districts Local	Asst Supt of Per/C&I Directors	August 2019-June 2020	Reports		
8. Provide first and second year teachers and mentors with mentoring support (which includes mentoring stipends). .	Local Contracted Services ESC 20 Title II-Part A Title IV-Part A	Asst Supt of Per/C&I Spec Prog Director Campus Admin	August 2019-June 2020	List of mentors Documented observations/conferences Sign-in sheets		
9. Campus administrators will utilize data from T-TESS Domains 2 and 3 to evaluate needs for first and second year teacher support and professional development in order to decrease performance gaps between student populations.	T-TESS Equity Plan	Campus Admin	August 2019-June 2020	T-TESS Growth Model results		
10. Provide staff development (TOP) for paraprofessionals that would increase their ability to assist in instructing reading, writing and math for meeting state and federal requirements.	Local ESC 20	Principals Asst Supt of Per/C&I	August 2019-June 2020	Sign in sheets Certificate		
11. Review and maintain highly effective (HE) status of teachers on an annual basis.	ESSA HE guidelines HE compliance reports ESC 20 personnel co-op	Asst Supt of Per/C&I Spec Prog Director	September 2019	HQ compliance reports Equity Plan		
12. Provide staff development for school administrators and teachers such as T-TESS, T-PESS, Parent and Family Engagement, etc.	ESC 20 State Board Rules Contracted Services	Asst Supt of Per/C&I	August 2019-June 2020	Handouts, meeting documentation forms		
13. Provide information on district policies and procedures at new employee orientation.	Administrative Staff Board Policy Dist. Employee Handbook	Asst Supt of Per/C&I Administrative Staff Directors	August 2019	Handouts, agendas, and meeting documentation forms		

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
14. Provide staff development for all staff regarding prevention of student and employee sexual harassment, bullying, child abuse, blood borne pathogens, and discipline issues, mental health, and suicide prevention.	Dist. Employee Handbook ESC 20 Board policy manual Safe Schools Online	Asst Supt of Per/C&I Superintendent Principals	August 2019-June 2020	Handouts SafeSchools certificates Agendas and Sign-in		
15. Provide training to staff regarding special populations including training on differentiated instruction and classroom management as they pertain to these populations.	Presentation IDEA B Title IV-Part A	Spec. Ed. Director	August 2019-June 2020	Campus announcements		
16. Provide orientation for substitutes each semester, or as additionally needed.	Principals Central Office Personnel	Asst Supt of Per/C&I	September 2019 January 2020	Applications Handouts		
17. Maintain 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. Perceived areas of specific need: differentiation, discipline/classroom management	Local SCE	Principal Classroom teachers	August 2019-June 2020	TPRI scores STAAR/EOC/TAKS results TELPAS results		
18. Provide staff 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.	ESC 20 Local Title II-Part A Title III-Part A	Asst Supt of Per/C&I	August 2019-June 2020	Professional development calendar Sign-in and evaluation forms		
19. Provide teachers to have a minimum of 30 hours of G/T staff development or the required minimum of six (6) hours annually of G/T professional development.	G/T TAGT and other G/T workshops ESC 20	Asst Supt of Per/C&I Principals Dir. of Student Services	August 2019-June 2020	Memoranda Lists of workshops offered G/T teacher files		
20. Provide safety and discipline instruction for transportation, maintenance, and cafeteria employees.	Local ESC 20	Food Service Director Dir. Cont. Services Transportation Dir.	August 2019-June 2020	Sign-in Sheets		
21. Provide paraprofessionals training in Special Education, along with training that would increase their ability to assist in instructing reading, writing and math.	Local Title I-Part A Title II -Part A	Principals & APs Asst Supt of Per/C&I Sped Director	August 2019-June 2020	Sign in sheets Certificates		
22. Campus administrators will monitor review the campus improvement plan's vision and mission with staff to ensure progress.	CIP	Campus Principals	November 2019 & May 2020; throughout the year	CIP monitoring documentation Faculty Survey		

DEVINE INDEPENDENT SCHOOL DISTRICT DISTRICT ACHIEVEMENT PLAN 2019-2020

Goal 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT: The district’s campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

- a) **District Objective:** Establish positive rapport among staff, parents, and community.
- b) **District Objective:** Involve all stakeholders including staff, students, parents, and community members in improving district achievement, safety, and facilities.

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
1. Distribute and post the Student Code of Conduct to all staff for implementation as the Campus Behavior Management program in order to comply with the requirements of Texas Education Code. Update as necessary.	Student Code of Conduct TASB Services	Principals Superintendent Asst. Supt. Pers/C&I	August 2019	District plans and discipline referrals Parent Acknowledgement		
2. Annually provide the following online training to all as applicable: Classroom Safety Bullying Sexual Harassment Youth Suicide Human Trafficking Confidentiality Diversity Awareness Customer Service Bloodborne Pathogens Threatening Behav. Civil Rights in Food Nutrition Child Abuse: Mandatory Reporting	SafeSchools Online Title IV-Part A	Pers/C&I Asst Principals	August/September 2019	SafeSchools Online Training Report		
3. Provide child sexual abuse training that includes an annual review for teachers/staff regarding the reporting, warning signs, counseling, and available services for assistance and intervention on child sexual abuse.	Student/Parent and Employee Handbooks SafeSchools Online	SHAC Counselors Teachers	Fall 2019	SafeSchools Online Training Report		
4. Provide ethics training to all staff and review and evaluate consistent professional policies across all campuses.	Title IV-Part A Local	Superintendent Asst. Supt. Pers/C&I Administrative Staff	August 2019	Agendas, committee notes, sign-in sheets, development of policies		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
5. Ongoing staff development for substitutes on emergency drills and safety procedures, including bullying and cyberbullying.	Sub Training	Asst. Supt. Pers/C&I	August 2019-June 2020	Completion Certificates		
6. Provide positive behavior management techniques and CPI training at each campus, including the transportation department.	TEA guidelines Local	Principals & Counselors Teachers Special Ed. Director	August 2019-June 2020	Discipline Referrals		
7. Provide teen dating violence instruction to students, parents, teachers, administrators and support staff for awareness and prevention of the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by section 71.0021, Texas Family Code.	Local Teen Dating Violence Resources ESC 20 Devine News FCCLA PAPA training	Asst. Supt. Pers/C&I. DHS and DMS Principals, Assistant Principals, and Counselors FCCLA &Health Teacher	August 2019-June 2020	Documentation of communication and policy/ programs implemented Documentation of training Sign-in sheets Master schedules		
8. Continue to address the ongoing needs of bullying and harassment through school assemblies, staff development, and on-campus programs, and implement annual bullying training, reporting procedures, and provide information on the district website.	Local/SRO Texas School Safety Center ESC 20 South Texas Rural Health TEA Title IV-Part A	Asst. Supt. Pers/C&I Principals APs Counselors SRO	August 2019-June 2020	Reduction of discipline referrals/ bullying referrals (yearly comparisons)		
9. Address safety planning that includes counseling for affected students and enforcement of protective orders.	Forms and procedures	Asst. Supt. Pers/C&I DHS and DMS Principals, APs, and Counselors	August 2019-June 2020	Documentation of students counseled, and appropriate forms.		
10. Educate all students in character building, drug and alcohol prevention and awareness programs (Red Ribbon Week).	Q&A online Local & ESC 20	Principal & APs Counselors Asst. Supt. Pers/C&I	August 2019-June 2020	Parent Survey Presentations documented		
11. Utilize community resources for substance abuse prevention and mental health services.	Time Facilities ESC 20 Consortium for Counseling South TX Rural Health, STAR, etc...	Principals School Nurse Administrative Staff	August 2019-June 2020	Meeting Agendas Sign-in sheets Referral counts		
12. Investigate options for student leadership classes (peer support/ peer mentoring/ peer remediation)	Curriculum Teacher	Campus administration Counselors	August 2019-June 2020	Curriculum Sign in sheets Course assignments/ grades		

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
13. Continue the SRO program for campus security and assistance with truancy.	Local	Asst. Supt. Pers/C&I Superintendent Principals	August 2019-June 2020	SRO reports		
14. Identify and utilize alternatives such as Saturday school and lunch/after school detention to ISS or OCS suspension.	Local	Principals Asst. Principals	August 2019-June 2020	ISS Student List Referral Forms		
15. Maintain a district Discipline Alternative Education Program as an alternative to or prior to expulsion.	SCE	Superintendent MS and HS Principals	August 2019-June 2020	Records on file at schools Discipline records		
16. Participate in Atascosa JJAEP as an alternative to expulsion.	SCE	Superintendent Principals & APs	August 2019-June 2020	Discipline records on file at schools		
17. Utilize drug dogs at middle and high school for weapons, drug and alcohol detection.	Local Global Canine Detection	Superintendent Principals	August 2019-June 2020	Reports on file		
18. Provide random student drug testing for students in grades 9-12 that participate in extracurricular activities and/or parking permit privileges, and implement voluntary drug testing for student in grades 7-12.	Local	Principal, APs, and Counselor Nurse Asst. Supt. Pers/C&I	August 2019-June 2020	Reports from drug testing vendor		
19. Utilize community resources for substance abuse prevention and mental health services.	Time Facilities South TX Rural Health, STAR, etc...	Principals School Nurse Administrative Staff	August 2019-June 2020	Meeting Agendas Sign-in sheets Referral counts		
20. Update and maintain number of surveillance cameras on all campuses to help deter and determine student violations and vandalism.	Local	Principals and Asst. Principals Asst. Supt. Pers/C&I Sped. Director	August 2019-June 2020	Surveillance CD and Discipline reports		
21. Comply with all safety requirements and the monitoring, and inspections of equipment for maintenance and food services.	Southwest Food Service TASB Inspection forms	Dir. Cont. Services Food Service Director	August 2019-June 2020	Agenda Sign-in sheets Inspection reports		
22. Implement safety measures in Emergency Operation Plan as provided by Texas School Safety Center. (TxSSC)	Local ESC 20	Asst. Supt. Pers/C&I. Emergency Operations Planning Team	August 2019-June 2020	Annual review of EOP and safety audit completion.		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
23. Update Multi-hazard Emergency Operation Plan to included mitigation, preparedness, response, and recovery as defined by TEC Section 37.108	Emergency Operation Plan Templates ESC 20	Principals Asst. Supt. Pers/C&I Asst. Principals	August 2019-June 2020	Completed EOP		
24. Maintain Material Safety Data Sheets.	MS Data Sheets	Dir. Cont. Services	August 2019-June 2020	Completed material safety data sheets		
25. Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs.	Local	Transportation Dir. Superintendent	August 2019-June 2020	Purchases/Orders Work Orders		
26. Annually review wellness policy, which incorporates an employee and parent component to help emphasize proper nutrition and physical activity.	Policy FFA (Local)	Directors & Lead Nurse Food Service Director PE Teachers (SHAC)	August 2019-June 2020	Wellness Brochures Website Documented activities for all stakeholders		
27. Maintain parent and community in-service on parenting skills through Title I Family Engagement.	Title I-Part A	Dir. Spec. Prog. Parent Facilitator	August 2019-June 2020	Calendar of workshops Sign-in sheets		
28. Conduct annual faculty survey to measure campus climate and safety.	Local Survey Monkey	Administrative Staff Superintendent	Annually-Spring 2020	Survey results with increased satisfaction		
29. Maintain and evaluate positive rapport among staff and parents/community by various means of communication and opportunities for interaction. Utilize parent-messaging system to keep parents informed about school events and/or emergencies.	Website, parent email, <i>Devine News</i> , flyers, monthly activity calendars, parent mtgs, School Messenger, Counselor's Corner, Local	Administrative staff	August 2019-June 2020	Medias utilized Faculty/Parent/Climate Survey results School Messenger Reports Parent involvement activities on campus calendars SBDM sign-in sheets, publications		
30. Distribute information about district's academic programs and public acknowledgement of student achievements in the <u>The Devine News</u> , on the district website, Facebook, and Twitter.	Digital camera/Supplies Websites Facebook Twitter	Principals Directors	August 2019-June 2020	Printed materials Parent Survey		
31. Investigate options for evaluating the district and campuses in Fine Arts; wellness & PE; community & parent involvement; 21 st Century workforce development programs; second language acquisition; digital learning environment; dropout prevention strategies; and programs for G/T students.	Local Community	Superintendent Asst. Supt. Pers/C&I Directors Principals & APs	Spring 2020	Survey results Parent meeting agendas & sign-ins Campus Schedules Student Participation Accountability Data		

Strategies for Improvement of Student Performance	Resource Allocation	Person Responsible	Timeline	Evaluation	Formative	
					Dec	May
32. Investigate options for AEP (Alternative Education Programs) for options to accelerate credit acquisition towards graduation requirements.	Local funding SCE funding Time Research	Campus Administrators Counselors Assistant Superintendent for C&I	August 2019-June 2020	Increased graduation rate		
33. Develop and support completion plans to secure entries to intermediate and HS campuses.	Engineer plans	Superintendent Assistant superintendent Director of Maintenance Director of Building operations Campus principal	August 2019-Spring 2020	Project completion reports		
34. Hire third-party trainer(s) to provide expertise and to guide members of the school board, district and campus leadership, teachers, parents, business owners, community members, and students through strategic planning sessions to increase productivity and yield of sessions.	Title II, Part A	Assistant Superintendent of Curriculum and Instruction Special Programs Director	August 2019-June 2020	Agenda Strategic Plan Strategic Plan Implementation		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Devine ISD Technology Plan 2019-2020

Goal 1: Teaching and Learning-All instructional staff will integrate instructional technology into curricula to improve academic achievement and technology integration.

- 1) Continue to utilize PLATO SAT, ACT and TSI program to assist student in preparing for these tests.
- 2) Utilize online with curriculum with new and current state adoptions.
- 3) Utilize iPads at primary campuses and laptops/tablets at secondary campuses.
- 4) Continue installation, training, and utilization of Smart technology (Smart Boards, Smart TVs).
- 5) Continue to update classrooms by adding HDMI drops to all classrooms.

Goal 2: Provide Professional development to ensure that all staff integrates technology into curricula, gains proficiency in the SBEC Technology Standards, and increases technology skills for data collection/distribution.

- 1) Provide training in AWARE for data review.
- 2) Provide ongoing technology training for teachers for PLATO, Study Island, MobyMax, Reading Eggs, and Reading Smart online curriculum.

Goal 3: Devine ISD will provide technological support for all campuses and administrative offices in the existing WAN to enhance the instructional efforts of best research-based practices in technology use by students, the teachers, and support staff.

- 1) Continue to utilize district webpage, campus social media, and School Messenger to keep parents and staff informed.
- 2) Provide more online training for teachers and support staff through SafeSchools online system.
- 3) Provide an updated Computer Basics training session.

Goal 4: 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.

- 1) Server consolidation: Continue to consolidate our physical servers in order to take advantage of the virtual machines which save space, cooling costs, and hardware costs. The use of virtual machines continues to make full server backups much easier.
- 2) Continue to work on Equipment and fiber upgrades.
- 3) Continue to increase bandwidth and related hardware as needed to support the growth of online content and cloud-based applications.
- 4) Continue to add storage to support continued backup system growth for surveillance storage.
- 5) Continue to replace machines at scheduled EOL times.

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 not use 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.
- (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 2019-2020

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% 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
<p>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.</p>	Certified Interventionist-(1 FTE) Instructional aides-(3 FTEs) Counselor – (0.37 FTE) PreK Teachers-(2.2 FTEs) PreK Aides-(3.5 FTEs) Overtime & Aide Subs SCE Total (Including PreK)-\$463,825 Local	Principal Interventionist Director of Student Services	August 2019 - July 2020 SW Comp-2,3,	Teacher test Grade reports Progress monitoring Running records Lesson plans Grade Reports At Risk List	Achieve “Developed” status on TPRI ITBS Performance Meet or exceed STAAR Ready
<p>Dyslexia (Grade 1 & 2) – Provide dyslexia intervention for dyslexic students using Lexia, and Tier II & Tier III Reading 1st interventions.</p>	SCE -\$500-supplies Local Title I-Part A (if available)	Principal Reading Interventionist Spec. Ed. Director	August 2019 - July 2020 SW Comp-2,9	DRA Reports TPRI Reports Classroom Assessments	Reading/ELA grades List of exited students
<p>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.</p>	SCE-\$3,950 Instructional and software supplies	Principal Teachers Technology Aides	August 2019 - July 2020 SW Comp-2,9	Teacher test Grade cards STAAR Ready results	Passing applicable component of STAAR in 3 rd grade
<p>*HOMEBOUND-Provide homebound academic instruction to identified students as appropriate.</p>	Certified teachers *SCE-\$1,500	Principal	August 2019 - July 2020 SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

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
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 SCE-\$500	Principal Spec. Prog. Director	August 2019 - July 2020 SW Comp-2,9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR

Additional Services available to support At-Risk Students (not funded by SCE)

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
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

*Funds utilized district-wide

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Campus-Level SCE Services 2019-2020

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
<p>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.</p>	<p>Certified Interventionist- (1.6 FTEs) Instructional aides- (2.0 FTEs) Counselor- (0.47 FTEs) Overtime & Sub Aides Title I-Part A</p> <p>SCE - \$181,861</p>	<p>Principal Interventionist Spec. Prog. Director Counselor Director of Student Services</p>	<p>August 2019 - July 2020</p> <p>SW Comp-2,3</p>	<p>Benchmarks Teacher test Grade reports Progress monitoring Running records</p>	<p>STAAR Results Federal Report Card</p>
<p>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).</p>	<p>Certified teachers SCE-\$1,000</p>	<p>Principal Spec. Prog. Director</p>	<p>August 2019 - July 2020</p> <p>SW Comp-2,9</p>	<p>Benchmarks Teacher tests Grade reports</p>	<p>Passing applicable component of STAAR</p>
<p>Dyslexia – Provide dyslexia intervention for dyslexic students using Lexia and Tier II/Tier III Reading First interventions as well Take Flight/Scottish Rite strategies and Lexia computer program for additional support.</p>	<p>SCE-\$800 (supplies) Title I-Part A (if available) Local</p>	<p>Principal Reading Interventionists Spec. Ed. Director</p>	<p>August 2019 - July 2020</p> <p>SW Comp-2,9</p>	<p>TPRI Reports Classroom Assessments</p>	<p>Reading/ELA grades List of exited students</p>
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-\$3,500 Instructional and software supplies	Principal Teachers Technology Aides	August 2019 - July 2020 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-\$2,000	Principal	August 2019 - July 2020 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. (<i>Accelerated instruction for third and fourth grade TBD</i>)	SCE - \$9,500 Certified Teachers- (3.0 FTEs) 1 Certified Aides – (1.0 FTEs) 1 Nurse Asst.- (1.0 FTE) Local Title I-Part A- (if available)	Principal, Certified Teachers GPC Spec. Prog. Director	June 2020 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 Title I-Part A	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
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

*Funds utilized district-wide

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Campus-Level SCE Services 2019-2020

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-4 (1.8 FTEs) Instructional aides- (1.25 FTEs) Overtime SCE -\$105.631	Principal	August 2019 - July 2020	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-\$500 Supplies	Principal	August 2019 - July 2020	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.	SCE-\$500 (supplies) Local	Principal Dyslexia teacher Assessment teacher Special Ed. Director	August 2019 - July 2020	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-\$9,650	Principal, Certified Teachers GPC	June 2020	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 2019 - July 2020	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 2019 - July 2020	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-\$1,400	Principal Counselor	August 2019 - July 2020	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-\$1,500	Principal	August 2019 - July 2020	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 2019 - July 2020	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 2019 - July 2020	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 2019 - July 2020	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Campus-Level SCE Services 2019-2020

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 in order to improve student performance. (Reading/English and Math lab)	3 Certified Teachers-(ELAR-.88 FTEs) (Math-.38 FTEs) SCE-\$96,475	Principal Spec. Prog. Director	August 2019 - July 2020	Teacher tests Grade cards	Pass all classes EOC STAAR results
Supplemental Instruction - Provides supplemental technology instruction to students in need of assistance in core subject areas and also assists with oral language development for ELLs)	1 Instr Aide-(1.0 FTE) SCE-\$24,534	Principal Technology Aide	August 2019 - July 2020	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results & TELPAS
After School Tutorials -Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teacher SCE-\$1,000 Supplies	Principal	August 2019 - May 2020	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.	SCE-\$500 (supplies) Local	Principal Counselor Spec. Ed. Director	August 2019 - May 2020	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 teaches SCE-\$4,000	Principal Asst Principal Counselor	June 2019	Teacher tests Progress 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) 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/ MS funds)	DAEP Teachers Asst Supt Per/C&I	August 2019 - June 2020	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 2019 - June 2020	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 2019 - July 2020	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-\$2,400	Principal	August 2019 - July 2020	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 Provide student support and remediation for ESL students who are new to English (Rosetta Stone)	Local Title III SSA	Principal Principal Counselor Spec. Prog. Director	August 2019 - July 2020	Pre/Post Test	EOC results Passing core subjects
District SRO will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk Asst Supt Per/C&I	August 2019 - July 2020	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria

<p>Grades 3-12, Ungraded (UG) or Out of School (OS)</p>	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
<p>Grades K-3</p>	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20	Priority for Service (PFS) Action Plan	Filled Out By: MEP Team
Region: 20	School Year: 2019 - 2020	Date: 09/05/19

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	Objective(s): 100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			

<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement (Nov 2019 Mail out) PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs

<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	<p>Year Round</p> <p>Individual meetings/phone calls with parents as needed (case by case)</p> <p>PAC Meetings</p>	<p>Educational Specialists</p> <p>Migrant Counselor</p> <p>Migrant Tutors</p> <p>District Contact, Campus Administrator or Campus Designee</p>	<p>Parent evaluations/feedback</p> <p>Counselor follow-up</p> <p>Phone logs</p> <p>Email documentation</p> <p>Mail out list</p> <p>PAC Sign-In Sheets</p> <p>Tutor Logs</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
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Provide services to PFS migrant students.

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	<p>Year Round</p>	<p>ESC Migrant Counselors</p> <p>Educational Specialists</p> <p>Recruiters</p> <p>Migrant Tutors</p>	<p>ESC Migrant Counselor logs</p> <p>Recruiter logs</p> <p>Tutor logs</p> <p>NGS Supplemental Count Report</p> <p>PFS Progress Review Forms</p>
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<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social 	<p>Year Round</p>	<p>ESC Migrant Counselors</p> <p>Educational Specialists</p>	<p>ESC Migrant Counselor Logs</p> <p>Recruiter Logs</p>
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<p>services/agencies.</p>		<p>Recruiters Migrant Tutors District Designee</p>	<p>Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms</p>
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>Year Round</p>	<p>Migrant Coordinator Educational Specialists</p>	<p>Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms</p>

2019-2020 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>by July 1, 2020 for ID&R training or as determined by TEA. GS training: October 1, 2019</p>
Other		
IDENTIFICATION & RECRUITMENT		
<p>Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>by August 29</p>
<p>Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>by August 29</p>
<p>Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>by August 29</p>
<p>Conduct ID&R. Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.</p>	<p>Staff: MEP recruiters</p>	<p>by August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children make initial outreach efforts by September 30.</p>
<p>Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>within 5 working days of parent signature</p>
<p>Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p> <ul style="list-style-type: none"> NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	<p>Staff: Designated SEA Reviewers GS staff</p>	<p>within 7 working days of parent signature.</p>

<p><u>6. Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>staff: MEP recruiters</p>	<p>etween Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.</p>
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REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<p><u>Other</u></p>		
MAPS AND INTRAREGIONAL NETWORKING		
<p><u>1. Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.</p>	<p>staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>ontact all growers within the district boundaries by November 1.</p>
<p><u>2. Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.</p>	<p>staff: MEP administrators and recruiters</p>	<p>y December 1 and update on ongoing basis throughout the year</p>
<p><u>Other</u></p>		
INTERAGENCY COORDINATION		
<p><u>1. Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.</p>	<p>staff: MEP administrators and recruiters</p>	<p>ake initial outreach efforts by September 30 and continue ongoing efforts throughout the year</p>
<p><u>Other</u></p>		
QUALITY CONTROL		
<p><u>1. Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.</p>	<p>staff: MEP administrators, recruiters, Designated SEA reviewers and other MEP staff.</p>	<p>y August 29</p>
<p><u>2. Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p>	<p>staff: Designated SEA reviewers; MEP administrators; and ESC MEP contact, when appropriate</p>	<p>ngoing throughout the year</p>
<p><u>3. Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p>staff: All MEP staff</p>	<p>s needed throughout the year</p>
<p><u>4. Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.</p>	<p>staff: All MEP staff</p>	<p>ngoing throughout the year</p>

<p><u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.</p>	Staff: ESC, MEP staff	January – June
<p><u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)</p>	Staff: ESC, District Designee	December
EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
<p><u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	INDIVIDUALS RESPONSIBLE Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	TIMELINE by June 30
<p><u>Other</u></p>		