DEVINE INDEPENDENT SCHOOL DISTRICT

IMPROVEMENT PLAN

2023-2024

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

Goals and Objectives Reviewed and Recommended by the Devine ISD DEIC on November 1, 2023
Goals and Objectives approved by the DISD School Board on _____

Contents

Devine ISD's Mission Statement:

We empower students to maximize their educational potential and achieve lifetime success.

BOARD OF TRUSTEES

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Kandi Darnell, Devine Middle School

Michael Gomez, Devine Intermediate School

Magdalena Strickland, J. J. Ciavarra Elementary School

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

District Leadership

Dr. Todd Grandjean	Superintendent
Vacant	Assistant Superintendent
Abigail Beadle	Director of Instruction, Improvement, Programs
Valerie Dykstra	Director of Special Education and 504
Jeff Stivors	Chairperson
Magdalena Strickland	Co-Chairperson

Business and Community Representatives

Martha Wall- Community Rep.	Kim Lane- Business Rep.
	Candace Esparza - Business Rep.

Instructional Specialists

Robin Gibson

Nadia Sulaica

Campus Representatives

Elementary Campus

Magdalena Strickland-Admin

Jessica Harrold

Jenni Hagdorn

Ronda Shelton

Michele Cashion- Parent Rep.

Lauren Eichman- Parent Rep.

Middle School Campus

Jeff Stivors -Admin

Jennifer Toalson

Juliza Pimentel-Flores

Dianna Jeffers

Ken Nighswander- Parent

Kayli Beaver- Parent

Intermediate Campus

Lysandra Reyes-Admin

Yvette Newburg

Farrah Schueling

Kristen Brashear

Dan Newburg- Parent Rep.

Tiffany Roberson- Parent Rep.

High School Campus

Evan Eads - Admin

Patricia Taitano

Delilah Castillo

James Sanderson

Melissa Mann (McCasland)- Parent

Lisa Dubose - Parent

TEA Strategic Priorities and Enablers

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

Strategic priorities

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

Enablers

- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

2023-2024 Comprehensive Needs Assessment and Improvement Plan

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

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

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

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

Identified Strengths:	Identified Needs:	Identified Root Causes:
Parents/Community feel welcome	Transitioning from involvement to engagement	Lack of understanding
Provide many events throughout the school year	Teach parents how to be engaged, train and give them the tools and information on how to help their child.	
Strong community participation at the involvement level	Need to increase parent involvement to increase student success.	parents are busy, schedules, transportation
Academically-focused training for parents is provided	Need to increase parent involvement to increase student success.	
Wifi hotspot access provided for parents, families, and the community	Parents lack training regarding the use of Parent Portal, Chromebooks we send home with their students, and at-home or online learning support.	Not offered
Communication and materials for parents		

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT Summary of Needs

Data shows strong parent/community involvement in extracurricular activities. DISD provides opportunities for parent and community engagement including, but not limited to Math and Science Night, Meet the Teacher Night, Open House, Social Media, Book Fair & Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs and booster clubs and more. However, there is still a lack of parent engagement in academic areas (especially in regards to our lower performing students). This is evidenced by a lack of two-way communication between parents and teachers, parent acknowledgment of grades, assignments, homework, etc. Also, difficulty cultivating parent/teacher/student partnerships to support lower performing students weakens this goal. It's possible that we struggle in parental engagement due to: busy schedules of working parents, lack of understanding regarding parents' potential roles in their children's' academic success, and a parent's attitude or lack of confidence in their ability to partner with teachers/child due to their own family history, school experiences, or culture. Additionally, campuses were forced to essentially shut parents out during the pandemic; now, a few years after the onset of COVID-19, our parents want to be welcomed back into the schools.

DISTRICT GOAL 1: PARENT AND COMMUNITY INVOLVEMENT DIP Strategies:

				Source/ Progress: P=progress, NP= No Progress, C= Complete
1	Provide mobile TRex stations for PFE events in gyms, etc.			December Evaluation:
	Resources: local and/or federal funds	Person(s) Responsible: Person(s) Responsible: Campus Administrators	Timeline: August - June; Evaluation: supplies	May Evaluation:
2	Provide timely communication from campuses to parents, particularly regarding special "days" (dress up or dress down, etc.); Note: School Messenger email is the district's platform for communication with parents; Remind and social media use are also encouraged secondary to School Messenger email. Ensure parents are providing their primary email for School Messenger.			December Evaluation:
	Resources: School Messenger, social media, etc.	Person(s) Responsible: Person(s) Responsible: Campus Administrators	Timeline: August - June; Evaluation: School Messenger Reports, Parent Surveys	May Evaluation:

3	Provide parents with tools and resources to help support their children; *provide parents of students with disabilities with specific trainings, peer supports, and conference attendance targeted to their child's needs and disabilities; encourage teachers, grade levels, departments, and/or campuses to make resources such as teaching videos available online to assist parents to help their students; continue to embed information about how to be engaged with the school and the benefits of parent/family/school partnerships during parent presentations.		December Evaluation:
	Resources: local, Title I, Part A, Title IV, Part A	Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August - June; Evaluation:schedules, invites, agendas, sign-in sheets, parent surveys, web resources	May Evaluation:
4	Active recruitment of parents to serve on SBDM committees by principals at all campuses.		December Evaluation:
	Resources: administrators, teacher, parents, school messenger, Facebook, etc.	Person(s) Responsible: Person(s) Responsible: Campus Administrators with support from District Administrators	Timeline: August - June; Evaluation: SBDM Sign In, Rosters, Agendas	May Evaluation:
5	Provide Rosetta Stone access to the parents of Emergent Bilingual students upon request when licenses are available.		December Evaluation:
	Resources: Title III, Part A Federal Funds	Person(s) Responsible: Director of Federal and Special Programs, Campus Administrators, support from Campus Counselors	Timeline: August - June; Evaluation: liscense use dashboard Rosetta Stone	May Evaluation:
6	Provide access to donated school clothes (including underwear, socks, etc.) and hygiene products on campus for students who are in need of these items.		December Evaluation:
	Resources: Title I, Part A Federal Funds	Person(s) Responsible: Director of Federal Programs, Title I Campus Principals, PFE Coordinator	Timeline: August - June; Evaluation: Sign in sheets for parent visits and volunteering; Food Distribution Volunteer sign in sheets	May Evaluation:
7	Continue to offer parent meetings during varying hours of the day to accommodate a variety of schedules; continue to give parents the option to meet remotely for their convenience, but encourage parents to meet face-to-face whenever possible.		December Evaluation:

Google Meet, Zoom	Person(s) Responsible: Campus Principals	Timeline: August - June; Evaluation: Schedules, agendas, sign in sheets and parent meeting logs	May Evaluation:	
8	Invite and include parents back onto campuses (post-pandemic) in order to make them feel welcome and included; continue to provide opportunities for parents and community members to be involved and engaged (SBDM, DEIC, Math and Science Night, Meet the Teacher, Open House, Book Fair and Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs/booster clubs, Etc.).		December Evaluation:	
	Resources: Devine ISD faculty and staff, event-specific supplies and marterials, local funds, federal funds	Person(s) Responsible: Campus principals	Timeline: August - June; Evaluation: invites, schedules, sign in sheets and parent meeting logs	May Evaluation:
9	Continue to provide wifi hotspot access for parents, families, and the community.		December Evaluation:	
	Resources: Local and federal funds	Person(s) Responsible: Director of Technology, Director of Federal Programs	Timeline: August - June; Evaluation:agendas, sign in sheets, invites, schedules, sign in sheets and parent meeting logs	May Evaluation:
10	Continue to increase interactions between staff and parents at pick up and drop off at Title I, Part A Schoolwide Campuses. (PFE)		December Evaluation:	
	Resources: Title I, Part A Federal Funds	Person(s) Responsible: Campus Principals	Timeline: August - June; Evaluation: parent and student feedback, campus master schedules	May Evaluation:
11	Continue to partner with the First Baptist Church and the San Antonio Food Bank to support monthly food distributions.		December Evaluation:	
	Resources: volunteers, School Messenger, Title I, Part A Federal Funds	Person(s) Responsible: Director of Special Programs	Timeline: August - June; Evaluation: set up and tear down work orders, School Messenger emails, social media posts	May Evaluation:

2023-2024 Comprehensive Needs Assessment and Improvement Plan

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

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

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

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

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

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

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

District Objective G: The district will provide meaningful, real-world connected learning opportunities for students **and provide** robust, well-rounded programming that meets the needs of all student groups.

Data Sources Reviewed: Current practices in Curriculum and Instruction; TAPR; RDA; A-F Accountability, Staff, Student, and Parent Surveys; DEIC Recommendations; Adminstrative Cabinet Meeting Minutes

Identified Strengths:	**Identified Needs:**	**Identified Root Causes:**
Guaranteed and viable, vertically-aligned curicuculum framework	Increase percentage of students scoring at meets and master's levels on STAAR tests.	Lack of vertically aligned curriculum framework, common calibrated unit assessment, and backward design of instruction during SY 2020-2021.
CCMR indicators improved in all areas with the exception of Grades Enrolled in Higher Ed.	Math is an area where students are struggling in DISD and across the state.	Math Root Causes: Pandemic- loss of exposure to instruction, pause of instrucion. Less math homework being

SPED US History scores and year-after-exit STAAR scores were high

Intervention programs need refinement at the secondary level to target improvement in learning outcomes for EL, hispanic, and eco dis subgroups in all content areas; this need is emphasized in lieu of the learning gaps that have been caused by the COVID 19 Pandemic.

We need to break down data to ensure we are targeting learners and topics that our efforts will have the most leveraging impact on; teachers need more time for vertical alignment conversations and to analyze data.

We encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarship at the collegiate level.

SPED writing

Overuse of technology at secondary level; lack of rigor for SPED writing tasks; need to provide scaffolds to assist SPED students to extend thinking and stay on-topic

We provide information on financial assistance (vouchers)for eligible students to take SAT/ACT tests, AP exams, and dual credit.

Disparity in EL, Hispanic, and Eco Dis. Graduation Rates

Graduation Rates: 2020 COVID Shut-Down, lack of parental support/involvement, financial burdens for students (many need to work to support their families)

We provide STAAR remediation, RTI, and small group instruction for students in all groups district-wide who are in need of accellerated instruction.

We have a low percentage of students who are taking the SAT or ACT.

Social Media influence sometimes discourages post-secondary education

On-site SAT testing now offered at DHS.

Increase college-ready student percentage to match or exceed the state

8th graders lack understanding of HS Pathways

Low drop-out rate; Low SE drop-out rate

Increase meets AP Criteria student percentage to match or exceed the state

DISD has increased certification programs offered (EMT, Welding)

Speech needs increasing due to COVID

Early identification and intervention for speech needs

High academic achievement in reading; grouth status met in reading; grouth in special populations in math

Dropout rate is lower than the state; attendance rate is higher; DLA effectively increasing graduation rates

Met grade level standard for ELAR in all demographics

High student passing rate on SAT/ACT

DISTRICT GOAL 2: STUDENT ACHIEVEMENT Summary of Needs

During SY 2021-2022 (Most recent TAPR Data), teachers were doing everything in their power to best serve their students, and they succeeded in assisting students to fill substantial COVID gaps and exceed the state in many categories of performance. When instruction is calibrated and scaffolded to work students all the way up to the highest levels of thinking, we should see that our students perform higher than the state across these categories consistently and not only in the approaches category. We are biginning to see an increase in students at both approaches and meets standard categories. We anticipate that this progress will spill over to the masters standard category as students continue through the vertically-alinged system we put in place in 2021-2022 and refined in 2022-2023. Teachers continue to need more time for vertical and horizontal alignment and data analyis in order to continue to improve learning outcomes for students. DISD students consistently meet or nearly meet learning targets in reading, but consistently do not meet targets in math. This is also true of the state in general. Evidence may suggest that the district needs to continue to support teachers of writing, but shift some additional attention to supporting teachers of math to a greater extent. There is some disparity in graduation rates for EL students, Hispanic students, and Eco. Dis. students. due to the more impactful effect of the COVID shutdown in 2020, difficulty reaching and engaging parents, and students needing to work to support their families in some cases. Students who take the SAT or ACT tend to score well, but the percentage of students in DISD who take these exams is quite low compared to the state average.

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

DISTRICT GOAL 2: STUDENT ACHIEVEMENT DIP Strategies:

1	Mitigate and address learning loss caused by the COVID 19 Pandemic districtwide by providing: early speech intervention, a robust MTSS program, robust assessements, supplemental computer programs and instructional supplies and materials, tutoring, and during, after, and summer school accelerated instruction/ evidence-based learning opportunities, vertically-aligned curriculum framework, Instructional Specialists, related training, and teacher support for curriculum and instruction, by providing additional technology and technology support for staff, and by conducting third-party curriculum audits and program evaluations to learn where the district may improve the services we provide.			December Evaluation:
	Resources: Local and Federal Funds (Title I, Title II, ESSER III), teachers	Person(s) Responsible: Campus Administration, Instructional Specialists, Counselors, Teachers	Timeline: August - June; Evaluation: payroll, master schedule, program rosters, sign in sheets, products, feedback from staff and the community, TAPR	May Evaluation:
2	Provide increased academic and career counseling opportunities for students at the secondary levels and specifically target 8th and 9th grade students to ensure they make a smooth transition from middle school to high school.* Increase percent participation of Eco Dis students in classes that prepare students for college, careers, or military programs by creating as many opportunities as possible and by actively informing and recruiting each student into at least one such class or pathway. Provide post-secondary counseling to ensure a smooth transition from high school to college, a career, or the military.*			December Evaluation:
	Resources: Local Funds, teachers and counselors	Person(s) Responsible: Campus Administration, counselors, teachers	Timeline: August - June; Evaluation: presentations, agendas, graduation plans, feedback from staff and the community, increased CCMR indicators	May Evaluation:

3	Increase enrollement of EL, Hispanic, and Eco Dis populations in the HS Career Prep courses to support HS completion by students in these populations who carry financial burdens.			December Evaluation:
	Resources: Local and Feeral Funds, teachers	Person(s) Responsible: Campus Administration, counselors, teachers	Timeline: August - June; Evaluation: products, feedback from staff and the community, student achievement	May Evaluation:
4	Continue to provide PD for working with students who have had traumatic events in their experiences- Mental Health First Aid.			December Evaluation:
	Resources: Trauma-Informed Classroom Training, local and federal funds, IDEA-B funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: Sign in sheets, agnedas, rosters, certificates	May Evaluation:
5	Continue to provide supplemental professional development, programming, supplies, and provide real world learning opportunities for students with disabilities.			December Evaluation:
	Resources: Local and federal funds	Person(s) Responsible: District and campus administration	Timeline: August - June; Evaluation: PD certificates, POs, agendas, rosters, lesson plans	May Evaluation:
6	Identify and implement targeted strategies both district-wide and by campuses, content area teams, departments, grade levels, etc. to move students in all student groups from the Approaches standard on STAAR to the Meets and/or Masters levels; Identify and implement targeted strategies to increase the percentages of Hispanic and educationally disadvantaged students who are meeting state standards.			December Evaluation:
	Resources: Planning time, Instructional Strategy Trainings, instructional coaching	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: TRS curriculum implementation (assessments, backward design of instruction frameworks, lesson plans)	May Evaluation:
7	Increase student success in early reading and math at "meets standard or above" by at least 3% from 2022 3rd, 4th, and 5th Grade STAAR to 2023 3rd, 4th, and 5th Grade STAAR. Consider shift to providing math interventionists.			December Evaluation:
	Resources: Local and Federal Funds (Title IV, Part A)*	Person(s) Responsible: District Administration, Campus Administration	Timeline: August - June; Evaluation: 2023 STAAR	May Evaluation:
8	Increase tools, resources, and strategies to differentiate and scaffold content-area and English learning for emergent bilingual learners in all content areas			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration, Campus Administration	Timeline: August - June; Evaluation: Survey(s); district's curriculum webpage	May Evaluation:
9	Become a one-to-one student to techological device district, starting with Devine High School; leverage instructional technology, programs, and software selectively to increase and enhance learning experiences and increase staff and students' efficiency and engagement.			December Evaluation:
	Resources: Local and Federal Funds, eRate, leverage opportunities to purchase discounted technology	Person(s) Responsible: Director of Technology, Superintendent, District Administration, Campus Administration, Teachers	Timeline: August - June; Evaluation: Chromebook Check Out Log; staff, student, and parent surveys	May Evaluation:

10	Based on student identification through data analysis and other means, continue to provide STAAR remediation, RTI, ancillary programs, small group instruction, accommodations, modifications, summer accelerated programming, curriculum compacting, project-based learning oportunities, and/or accelerated instruction for students in all groups* district-wide who are in need of these services as needed on an individual basis (dyslexia, 504, at-risk, EL, special education, GT, migrant, minority, eco-dis, etc.), and provide staff development* related to these services as necessary.			December Evaluation:
	Resources: Local, SCE, and Federal Funds	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: program useage logs, TAPR, Accountability, lesson plans	May Evaluation:
11	Continue to provide information on financial assistance* (vouchers)for eligible students to take SAT/ACT tests, AP exams, and dual credit; continue to provide on-site SAT testing opportunities, and continue to encourage students to take recommended or Multi-Disciplinary course-work in order to qualify for Texas Grant Scholarships* at the collegiate level.			December Evaluation:
	Resources: voucher sources	Person(s) Responsible: Campus Counselors and Administators	Timeline: August - June; Evaluation: flyers, announcements, increased numbe of students testing under vouchers	May Evaluation:
12	Maintain supplemental personnel* to provide in-class support, supplemental specials, and accellerated instruction sections in order to reduce the achievement gap between low performing students and all students and/or upgrade the educational program at Title I, Part A Schoolwide Campuses by providing RTI, additional instruction, instructional support, acceleration, supplies, specials programming and computer programs; reduce class sizes (in grades PK-5 particularly) whenever funding allows.			December Evaluation:
	Resources: Local, State, and Federal Funds (SCE, Title I, Part A); Early Ed Allotment	Person(s) Responsible: Campus Adminstration with support from District Administration	Timeline: August - June; Evaluation: Supplemental personnel schedules, class counts, budget codes	May Evaluation:
13	Continue to solicit nominnations and identify gifted students; provide GT programming and services to identified students in accordance with the Texas Education Code, and document required training for GT teachers across the district.*			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Federal Programs Director, Campus Administration, counselors, teachers	Timeline:August - June; Evaluation: Nomination Forms, feedback from staff and the community, TAPR	May Evaluation:
14	Continue to provide an alternate educational plan including accelerated instruction for students *at risk of dropping out of school.* (PLATO lab, Devine Learning Academy)			December Evaluation:
	Resources: Devine Learning Center, PLATO Lab, SCE funds	Person(s) Responsible: Secondary campus administrators	Timeline: August - June; Evaluation: DLC report of students engaging in alternate education plan, increased graduation rates	May Evaluation:
15	Decrease instances of *truancy** and increase opportunities for interactions with students and their families to address attendance and dropout challenges. (SCE) Provide creative solutions to increase attendance at each campus.			December Evaluation:
	Resources: DAEP/ DLC Administrator, SCE funds	Person(s) Responsible: DAEP/ DLC Administrator, campus administrators, SRO officer, teachers	Timeline: August - June; Evaluation: PEIMS and TAPR attendance reports	May Evaluation:

16	Mitigate the struggles of homeless children and youth (Mkinney-Vento Homeless Assistance Act)* by providing supplemental supplies, materials, etc. with local and Title I funds set aside to meet the needs of homeless students as they arise.		December Evaluation:
	Resources: local, Title I	Person(s) Responsible:Campus and District Administration	Timeline: August - June; Evaluation: Purchasing	May Evaluation:

2023-2024 Comprehensive Needs Assessment and Improvement Plan

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

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

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

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

Identified Strengths:	Identified Needs:	Identified Root Causes:
Implementation of TEKS Resource System- guaranteed and viable, vertically-aligned curriculum framework that bundles, clarifies, and specifies the TEKS	Continued support for district and campus curriculum, instruction, and assessment systems (Instructional Specialist)	See Board Goal 2 Student Acheivement
Common, calibrated core unit assessments; assessments to include 2/3 DOK 2 and 3 level questions for non-core subjects	Continued support for district and campus curriculum, instruction, and assessment systems (Instructional Specialist)	See Board Goal 2 Student Acheivement
ELAR, SS	Math support	Pandemic put students behind across the state and nation; difficult for parents to help their students; See Board Goal 2 Student Acheivement
Writing supported across the curriculum	English Learner Support	High number of entry-level EL students at secondary; only ELAR teachers have specialized training
CTE- Welding certification, education certification programs; district reimburses certification test expense if student passes	Targeted curriculum and support for students and teachers who are learning and serving under HB 4545	Difficult for a teacher who may be teaching multiple core subject areas to boil a full year of TEKS down to 30 hours or one semester of accellerated instruction.

7

Strong character education and specials programs at primary campuses

Staff Survey- students actively engaged throughout the day indicated as an overarching area of strength.

Parent Survey - appropriate curriculum indicated as an overarching area of strength.

Student Survey- Students feel they have the tools and resources to be successful in the classroom noted as an overarching area of strength.

Strengthen CTE Programs of study to ensure a full sequence of courses leading up to an IBC exists in multiple tracks

2022 Student Survey- need to increase engaging and interesting learning experiences was noted an overarching area of need. Students noted a perceived overuse of worksheets and the desire for more hand-on, interactive learning experiences and meaningful technology integration into lessons.

We have difficulty aligning teacher certifications to programs of study; master scheduling is also difficult to navigate

2021-2022 was a very challenging year as teachers navigated post-pandemic learning gaps and implemented a new curriculum. With curriculum in place now, the district must strive to continually improve the day-to-day learning experiences of students going forward.

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION Summary of Needs

The district adopted and initiated TEKS Resource System as our guaranteed and viable, vertically aligned curriculum framework during SY 2021-2022 and added support for teachers- a district Instructional Specialist- at each major campus. During SY 2022-2023, teachers added calibrating unit assessment to the levels of thinking required by the standards and designing the learning during each unit to ensure those levels of thinking are incorperated into students' learning tasks. As a result of these efforts, we are seeing a decrease in the percentage of students at "does not meet standard" when compared to the state even condsidering the new assessment (STAAR 2.0). We have also increased our percentage of students who are scoring "Approaches Standard" and "Meets Standard" compared to the state, so these are continuing strategies. Teachers also need more time for vertical alignment and data analyis in order to continue to improve learning outcomes for students. All campuses are providing PLC time for teachers to work on designing engaging instruction and meaningful learning experiences for students.Accountability data reveals that DISD students consistently meet or nearly meet learning targets in reading, but consistently do not meet targets in math, specifically in the "Closing the Gaps" domain. This is also true of the state in general. Evidence may suggest that the district needs to continue to support teachers of writing, but shift some additional attention to supporting teachers of math to a greater extent. The district has undergone a CTE Audit and strategies are targeted to improve in the programs of study and IBC-aligned options we provide students.

DISTRICT GOAL 3: CURRICULUM AND INSTRUCTION DIP Strategies

1	Systematically align K-12 core curriculum and unit assessments with DISD's adopted vertically aligned, guaranteed and viable curriculum framework (TEKS Resource System) and the calibrated district assessment checklist for common, formative unit assessment. Design meaningful, engaging, interactive, and student-lead learning opportunities for students with the end in mind (backward design). Provide teacher support for district and campus curriculum, instruction, and assessment initiatives (Instructional Specialist).			December Evaluation:
	Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August - June; Evaluation: lesson plans, calibrated TRS unit assessments, grade books, observation notes, PLC agendas	May Evaluation:
2	Provide Professional Learning Community (PLC) time, facilitator (Instructional Specialist), framework, and learning opportunities for teachers at every campus to support district and campus curriculum, instruction, and assessment initiatives.			December Evaluation:
	Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August - June; Evaluation: Master schedules, PLC Frameworks, PLC Agendas	May Evaluation:
3	Fill COVID gaps by adopting and implementing a TEA-required and TEA-approved phonics program in grades K-3.			December Evaluation:
	Resources: ESSER funds, then local or IMA funds for required renewals	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August - June; Evaluation: PD Calendar, training and PLC agendas, lesson plans, etc.	May Evaluation:
4	Provide at least 1/2 day of structured vertical alignment time (TRS, data) for math teachers across the district, increase professional development opportunities recommended by and for math teachers, and increase cross-curricular support for math.			December Evaluation:
	Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August - June; Evaluation: PD Calendar, training and PLC agendas, sign in sheets, registration confirmations, certificates	May Evaluation:
5	Ensure that we are providing engaging instruction (via a variety of instructional tools and teaching methods) for our learners. Use technology when it is the "best tool for the job." Increase engagement of students with teacher throughout the class period/ day.			December Evaluation:
	Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August - June; Evaluation: Shared Vision for Instruction, walkthroughs, TTESS Evaluations, PLC Agendas	May Evaluation:
6	Continue accellerated instruction classes or extra instructional time for struggling students; meet all legislative requirements for accellerated instruction; seek ways to improve accellerated instruction efforts at every level.			December Evaluation:

Resources: Local, State, and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: Campus Administration, instructional staff	Timeline: August - June; Evaluation: Master schedule, SCE budget, hourly timesheets	May Evaluation:

7	Increase instructional leadership, adminstrator calibration, capacity, and resources; ensure continuity of expectations regarding instruction across the district; provide Instructional Specialist positions (as recommended through 19-20 Curriculum Audit) to assist staff and increase the capacity of teachers, grade-level leaders, and department heads to monitor, mentor, coach, and support the members of their team for the purpose of advancing student success. Increase instances of reinforcing and refining feedback regarding delivery of instruction, lessons, and their impact on student learning and provide curriculum support.		December Evaluation:

Resources: time, staff, Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: Superintendent, Directors of Curriculum and Instruction, Campus Principals, Instructional Specialists, Grade Level and Department Lead Teachers, campus instructional staff	Timeline: August - June; Evaluation:increased instructional focus, PLC & faculty meeting agendas, admin cabinet meeting minutes, Instructional Specialist Menu of Services, master schedule, observation and feedback notes	May Evaluation:

8	Continue to increase top-down buy in. There must be "buy-in" from the administration all the way down the line in order for campuses to make significant gains; increase follow-through by administration to ensure that district curriculum, instruction, and assessment frameworks for vertical alignment are being followed at each campus.		December Evaluation:

Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	District and campus administration	Timeline: August- June; Evaluation: increase in walkthroughs, meetings and agenda items regarding vertical alignment of instruction and district frameworks for curriculum, instruction, and assessment	May Evaluation:

9	Increase career readiness* by planning and maintaining CTE programs of study that culminate in certifications; increase dual-credit opportunities for students; continue to provide supplemental professional development, programming, supplies, and materials to support CTE teachers and courses and provide students access to a robust, well-rounded education		December Evaluation:

Resources: local funds, CTE Funds, Perkins Federal Funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: TAPR; Accountability; master schedule; Programs of Study Available; Student enrollment/ completion of POS.	May Evaluation:

10	Increase introductory CTE courses at the MS level; extend information, buy-in, and responsibility for college, career, and military readiness across the district K-12		December Evaluation:

Resources: local funds, CTE Funds, Perkins Federal Funds	Person(s) Responsible: District and Campus Administrators	Timeline: August - June; Evaluation: TAPR; Accountability; master schedule; Programs of Study Available; Student enrollment/ completion of POS.	May Evaluation:

11	*Provide alternative instructional materials, curriculum options and supports, and materials and supplies for students with disabilities based on the unique needs of those students and to supplement behavioral interventions for students with disabilities, and continue supplemental ancillary programs (Rosetta Stone, I-Ready, No Red Ink, Study Island, etc.)		December Evaluation:
	Resources: Local and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: Campus and District Administration	Timeline: August - June; Evaluation: PLC Agendas, POs, lesson plans
			May Evaluation:
12	Continue to enhance primary students' well-rounded education with robust specials and other programming that upgrades the educational experience for all students at Title I, Part A Schoolwide Campuses.		December Evaluation:
	Resources: Local, State, and Federal Funds (Title I, A; Title II, A; Title IV, A; ESSER III)	Person(s) Responsible: District and Campus Administration, instructional staff	Timeline: August - June; Evaluation: Master Schedule, lesson plans
			May Evaluation:
13	Continue to provide accellerated education options* to high school students who wish to graduate early.		December Evaluation:
	Resources: PLATO Program, Local and State funds	Person(s) Responsible: Campus Counselors and Administators	Timeline: August - June; Evaluation: PLATO log, increased early graduation rate
			May Evaluation:

2023-2024 Comprehensive Needs Assessment and Improvement Plan

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

District Objective A: The district will ensure the recruitment, development, retention, and support of a exceptional highly qualified staff to optimize student engagement and achievement as well as those unique needs of students with disabilities.

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

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

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

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

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

Identified Strengths:	Identified Needs:	Identified Root Causes:
DISD Business Office consistently scores an "A" on the financial accountabilty report each year	Promote student teaching	District has no connections/ relationships with area colleges
Certification reimbursement and stipends for areas of critical need	Technology PD	Technology training, specifically over Google Classroom, Google Apps for Education, and Google Chrome Extensions.
New teacher mentor program effectively utilizes peer coaching model	Curriculum, Instruction, and Assessment Support Staff- Instructional Specialists	Lack of funding and substitutes to send techers to PD; don't want to lose instructional time with students; need for support for teachers implementing and refining systems
New Employee Orientation is very thourough; Substitute Orientation is very detailed	Training for teachers of newcomer ELs	The majority of teachers who are not required to be ESL certified have not had any training, and many who are now working with newcomer ELs have never had a similar student in the past.
New teacher mentor program effectively utilizes peer coaching model	Incentives for furthering education	Lack of funding

Maintains supplemental personnel in order to reduce the achievement gap between low performing students and all students by providing RTI, instruction, and acceleration in small group settings.

Students feel their teachers have a positive attitude about teaching their classes.

Students feel that their teachers are confident and knowledgeable about teaching their content.

Sufficient professional development indicated as an overarching area of strength.

Training of paraprofessionals

T-TESS implementation

Lack of CTE/ IBC class selection

Lack of T-TESS calibration across the district

Teachers lack certifications necessary to provide more CTE/ IBC classes; master schedule conflicts; though some progress has been made

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL Summary of Needs

Although DISD has many strengths related to teacher recruitment, development, and retention- such as a strong new-teacher mentoring program, effective new-employee and sub orientation, and stipends for teachers employed in critical areas of need- there are steps we can take to improve. DISD staff needs, in particular, to ensure we are prepared to recruit teachers and potentially be able to "grow our own." Due to teacher shortages, it will be essential for the district to have strong support available for new teachers, teachers undergoing alternative certification, and teachers who join the district under the District of Innovation Plan. A strong mentor/mentee program, administrative support, and support from the instructional specialist on the campus will be essential. Training geared toward success for special populations, classroom management, instructional technology, and content-specific training is also needed. DISD also needs to invest in content-area and special education training for paraprofessionals so they will have the skills they need to be best leveraged for student success.

DISTRICT GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL DIP Strategies

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

1	Recognize, facilitate, and encourage the design of meaningful, interactive learning experiences for students incorperating the "best tool for the job"-manipulatives, technology, audio/video, kinesthetic, etc; provide instructional design support from Instructional Specialist/ PLC time to enhance lessons- ex "flip that worksheet!"			December Evaluation:
	Resources: Local, Title I, Title II, ESSER III	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; Curriculum and instruction plans and frameworks/ PLC artifacts, Teacher lesson plans, TTESS Evaluation Data	May Evaluation:
2	Ensure curriculum, instruction, assessment, teacher evaluation systems, etc. are calibrated to meet the rigorous expectations required of the Teacher Incentive Allotment Plan; take steps toward active participation in the TIA program.			December Evaluation:

	Resources: Local and Federal Funds	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; Curriculum and instruction plans and frameworks/ PLC artifacts, Teacher lesson plans, evidence of calibration to TRS, TTESS Evaluation Data	May Evaluation:
3	Provide whole group and individual training and materials specifically over TEKS Resource System curriculum implementation, instructional leadership and coaching, teaching special populations, teaching reading, differentiating instruction, classroom management, instructional technology, core content-specific training, and CTE and elective content-area-specific professional development that is sustained, intensive, high quality, and of sufficient duration* to have a positive and lasting impact on the teachers' performance in the classroom.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Campus and District Administration	Timeline: August August- June; Evaluation: POs, sign-in sheets, training certificates, documented growth on T-TESS evaluations	May Evaluation:
4	Instructional leadership-Calibrate administrators over instructional leadership and vision, T-TESS implementation, value of feedback to teaching staff. Analyze classroom instruction for areas of reinforcement and for areas in need of refinement; provide training aligned with goals; document progress or lack of progress toward goals. Implement T-TESS with fidelity.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; Evaluation: certificates, staff surveys, PD plans, observation debrief notes	May Evaluation:
5	Recruit, train, and retain personnel to build capacity for continuous improvement planning and moving the district's and campuses' visions for instruction forward; Recruit, train, and retain teachers who are certified in particular areas that can help to expand CTE options and increase opportunities for students. Provide robust support for new teachers via the Title II Teacher Mentor Program, Instructional Specialists, and strong campus, grade level, and department teams.			December Evaluation:
	Resources: Local, Title I, Title II, Title IV, ESSER I, II, III	Person(s) Responsible: District Adminisration, Campus Administration	Timeline: August- June; TAPR, recruitement activities, master schedules, mentor/ mentee documentation, PLC and campus, department, and grade-level team meeting notes	May Evaluation:
6	Conduct an exit interview when teachers resign or retire.			December Evaluation:
	Resources: HR Staff	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: documentation of increased number of student teachers	May Evaluation:
7	Promote student teaching participation in the schools. Establish at least one relationship with a local college.			December Evaluation:
	Resources: local colleges, time	Person(s) Responsible: Campus Administration	Timeline: August- June; Evaluation: documentation of increased number of student teachers	May Evaluation:
8	Provide incentives and/or reimbursement (whenever possible) for staff who demonstrate excellence in delivering instruction and/or further their education.			December Evaluation:
	Resources: Teacher Incentive Allotment	Person(s) Responsible: District and Campus Administration; TIA Committee	Timeline: August August- June; Evaluation: reimbursement POs, Payroll; Educator of the Year Nominations, nomination emails, and awards	May Evaluation:

9	Provide targetted training for paraprofessionals that will increase their capacity to assist all students in core subject areas and maintain highly qualified status.; *Provide special education and disability-specific trainings to district staff to increase the capacity for students to remain in the Least Restrictive Environment; *Provide professional development to staff on the legal requirements and supports required for students with disabilities in the general education and special education settings.			December Evaluation:
	Resources: local and Federal Funds	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August- June; Evaluation: sign in sheets, agendas, certificates, TAPR	May Evaluation:
10	*Continue to provide district level personnel to support development, implementation, and provision of special education services;* *continue to provide highly qualified and certified professionals and support services to fulfill the requirements of student Individual Education Plans (IEPs). *Continue to provide qualified and certified assessment professionals to evaluate students and meet the Child Find requirements under the state and federal law; *continue to provide additional highly trained personnel for behavioral supports for students at the campus and classroom level.			December Evaluation:
	Resources: Local, State, and Federal Funds/ IDEA Part B	Person(s) Responsible: District and Campus Administration	Timeline: August- June; Evaluation:Personnel records	May Evaluation:
11	Continue to provide stipends in areas of critical need such as Special Education, ESL, math, and science; Continue to provide reimbursement for the ExCET/TExES test in high needs areas to assist teachers in becoming highly effective; continue to provide new teacher mentor program and stipends for mentors.			December Evaluation:
	Resources: Local and Title II, Part A Federal Funds	Person(s) Responsible: Director of Federal and Special Programs	Timeline: August- June; Evaluation: Documentation of all mentor/ mentee activities, sign in sheets, schedules	May Evaluation:
12	Provide professional learning opportunities that build the capacity of all teachers of English Learners to differentiate and scaffold instruction for Emergent Bilingual Students.			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Campus and District Administration	Timeline: August- June; Evaluation: Timeline: August- June; Evaluation: Emails, sign in sheets, agendas, certificates	May Evaluation:
13	Continue to provide programs, training, and consultants for administrators and teachers that increase their efficiency and effectiveness in administration, instruction, technology, classroom management, etc..			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Administration	Timeline: August- June; Evaluation: contracts, certificates	May Evaluation:
14	Continue to budget heavily to meet professional development and teacher support needs with Title II, Part A and Title IV, Part A funds; consider tranferring remaining funds from Title VI to Title II and/or to Title I at the end of the year if funds remain.			December Evaluation:
	Resources: ESSA Federal Funds	Person(s) Responsible: District Administration	Timeline: August- June; registrations, sign in sheets, certificates	May Evaluation:
15	Continue to provide detailed new employee and sub orientations; continue to provide staff development over virtual security.*			December Evaluation:
	Resources: Local, Safe Schools Online Training, State and Federal Funds	Person(s) Responsible: Assistant Superintendent	Timeline: August- June; Evaluation: Emails, sign in sheets, agendas, certificates	May Evaluation:

2023-2024 Comprehensive Needs Assessment and Improvement Plan

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

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

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

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

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

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

We educate all students in character building/ mental health and drug and alcohol prevention and awareness and utilize community resources for substance abuse prevention and mental health services.

We need to improve conditions for learning by increasing safety and health measures across the district.

More busses are needed to increase social distancing to mitigate the spread of disease and increase student safety.

Air quality needs to be improved to ensure student safety and health. Pre-K portables, central office, and other locations on in the district are identified as having poor air quality

Robust Safety and Security Committee membership and community participation

Lack of funding

More playground equipment is needed to spread students out at primary campuses.

Lack of funding

SRO program/ DAEP/ JJAEP

School assemblies, staff development, and on-campus programs leveraged to address bullying, harrassment, and violence issues*

Sub shortage frequently causes need to split classes and absorb students into other classes, particularly at the primary level.

Substitute teachers are hard to find, and we need to provide a higher rate of compensation to be competitive- lack of funding

Strong District Safety and Security Committee

DEIC Reports that DLC seems to be helping a great deal to mitigate attendance issues and dropouts

safe environment noted as a perceived overarching area of strength by parents

Lower teacher turnover rate than state

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

There still seems to be a lack of teacher/parent communication as students rise in grade level, as well as a decrease in parent involvement, as students get older, parents start letting students be more responsible in communicating school news to their parents. A lack of a streamlined method of communication causes confusion among parents and faculty. Some parents feel lack of effective leadership skills affects staff, which in turn affects students' behavioral and academic performances in the classroom. The district lacks programs on positive community rapport and a secure feeling among stakeholders. Families feel that safety is a strength of the district, and the district is very strong in the areas of safety and health, including robust District Safety and Security Committee involvement and follow through. We need to increase air quality to prevent ilness Furthermore, the current substitute teacher shortage frequently causes the need to split classes and absorb students into other classes, particularly at the primary level. This disrupts the learning environment and continuity of instruction for both the displaced students and the classes that accept extra students significantly.

DISTRICT GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT DIP Strategies

Increase teacher appreciation and community-building oppoturnities throughout the year at every campus; provide professional counseling/ support for staff as requested (Communities in Schools LPC); in general- provide a listening ear to staff and support teachers who are managing stress; be supportive of staff members when they have to take time off.			December Evaluation:
Resources: emotional intelligence, time, creativity	Person(s) Responsible: Campus and District Administration	Timeline: August- June; Evaluation: Campus Teacher Appreciation Plans; Staff Survey	May Evaluation:
Continue to implement the DISD Guardian Program and continuous guardian training.			December Evaluation:
Resources: local funds	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: school board evaluates- Guardian roster, training logs, etc.	May Evaluation:
Increase number of available substitute teachers in the district by continuing to offer sub orientation throughout the year and increase substitute teacher compensation rates as possible in order to avoid disruptions to the learning environment and keep students at appropriate ratios for learning.			December Evaluation:
Resources: local funds	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: HR reports; Frontline increase in filled absences	May Evaluation:
At primary, Title I, Part A Schoolwide campuses where funds are combined to upgrade educational programming for all students (CES and DIS), use SCE/Title I funded aides to teach in classrooms that would be without a teacher otherwise due to any sub shortages in order to avoid disruptions to the learning environment and provide students with instructional continuity that would be forfeited otherwise. (TEA has indicated that this is an allowable use of funds.)			December Evaluation:
Resources: supplementally-funded aides	Person(s) Responsible: Campus and District Administration	Timeline: August- June; Evaluation: campus reports demonstrate decrease in need to split and combine classes due to sub shortage	May Evaluation:
4 Utilize School Messenger as the primary point from which a parent should be able to receive all important messages; also utilize teacher-to-parent communication systems to disseminate extremely important and/or time-sensitive information.			December Evaluation:
Resources: School Messenger	Person(s) Responsible: Campus and District Administration	Timeline: August- June; Evaluation: School Messenger Reports, parent surveys	May Evaluation:
7 Recruit community members for improvement in district achievement, safety, and facilities; inquire whether non-appointed members of committees wish to continue serving from year to year to keep slots filled with active members.			December Evaluation:
Resources: staff to coordinate	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: committee rosters, agendas, minutes	May Evaluation:
9 Contract an LPC to effectively serve our most vulnerable students and staff and aid in suicide prevention* among other mental health needs and particularly in lieu of the COVID 19 Pandemic.			December Evaluation:
Resources: ESSER	Person(s) Responsible: District Administration	Timeline: August- June; Evaluation: contract, referrals	May Evaluation:
10 Continue to provide an alternative learning placement for secondary students in need of accellerated instruction*/ credit recovery* who are at the greatest risk of not graduating.			December Evaluation:

				May Evaluation:
	Resources: SCE funds, personnel, space	Person(s) Responsible: District Administration, DLC Principal	Timeline: August- June; Evaluation: decreased drop-out rate; increased graduation rate	
11	Improve air quality districtwide.			December Evaluation:
	Resources: Bond	Person(s) Responsible: Superintendet, Transportation Director, CFO	Timeline: August- June; Evaluation: contract, air quality testing results improved	May Evaluation:
12	Continue distict-wide and community wellness policy*, which incorporates an employee and parent component to help emphasize proper nutrition and physical activity. (SHAC)			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District Administration, Director of Student Services, District Nurse	Timeline: August- June; Evaluation: SHAC roster, sign-in sheets, agendas, events	May Evaluation:
13	Continue to follow parent or guardian notification system* in accordance with suicide prevention program* detailed in state health and safety code, and provide information to parents/guardians related to community resources for substance abuse prevention and mental health services.			December Evaluation:
	Resources: emial, phone	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August- June; Evaluation: documentation of contact	May Evaluation:
14	Continue safety training over issues regarding sexual abuse, sex trafficking, and other maltreatment of children*, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment and available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.			December Evaluation:
	Resources: Safe Schools Online Training- local	Person(s) Responsible: Assistant Superintendent	Timeline: August- June; Evaluation: program-issued reports/ certificates	May Evaluation:
15	Continue the SRO program for campus security, *violence prevention*, and assistance with truancy, and provide violence prevention instruction to students, parents, teachers, administrators and support staff.*			December Evaluation:
	Resources: local	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: contract/ MOU, sign-in sheets, agendas, certificates	May Evaluation:
16	Continue to address *conflict resolution* needs such as bullying and harassment and address social/emotional, health and character education needs of students through school assemblies, staff development, and on-campus programs; provide information on the district website.*			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: District and Campus Adminstration	Timeline: August- June; Evaluation: PD and assymbly schedules; websites	May Evaluation:
17	Continue to educate all students in character building/ mental health and drug and alcohol prevention and awareness, and continue to utilize community resources for substance abuse prevention and mental health services.*			December Evaluation:
	Resources: Local and Federal Funds	Person(s) Responsible: Campus Administration with support from District Administration	Timeline: August- June; Evaluation: posters, program materials, lesson plans, handouts	May Evaluation:
18	Continue to maintain a district Discipline Alternative Education Program as an alternative to or prior to expulsion. (SCE)*			December Evaluation:
	Resources: local and SCE funding	Person(s) Responsible: District Adminsitration, DAEP Principal	Timeline: August- June; Evaluation: placement documentation	May Evaluation:
19	Continue to participate in Atascosa JJAEP as an alternative to expulsion. (SCE)*			December Evaluation:

				May Evaluation:
	Resources: local and SCE funding	Person(s) Responsible: District Adminsitration, DAEP Principal	Timeline: August- June; Evaluation: contract; placement documentation	

20	Continue to provide conflict resolution and social skills coaching on-the-spot during recess and lunch to upgrade the educational program for all students at Title I, Part A Schoolwide Campuses.*			December Evaluation:
	Resources: local funds (consolidated with state and Title I funds) to upgrade educational programming for all students at a Title I, Part A Schoolwide Campus.	Person(s) Responsible: Campus and District Adminsitration, Teachers, Aides	Timeline: August- June; Evaluation: Campus Master Schedule, student and staff surveys, observations	May Evaluation:

21	*Dating violence is not tolerated in Devine ISD. If dating violence is suspected by a staff member or a student, it must be *reported directly to campus administration. Campus administration will immediately *notify a parent if a report identifies a student as an alleged victim or perpetrator. School personnel must respond to dating violence and sexual violence reports immediately and in a manner consistent with the district's policy. *Guidelines for students who are victims: Campus counselors- conference with the victim and parent/guardian; inform SRO of situation; identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation; encourage the student to report further incidents; inform the victim of his or her right to request a Stay-Away Agreement or another school-based alternative to a protective order; inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection; inform the victim of their right to file a complaint directly to the Title IX Coordinator in the case of sexual harassment; *To the extent possible, campuses will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.			December Evaluation:
	Resources: local and federal funding sources	Person(s) Responsible: Campus Administration	Timeline: August- June; Discipline reports; student surveys	May Evaluation:

2021-22 Texas Academic Performance Report (TAPR)

District Name: DEVINE ISD

District Number: 163901

2022 Accountability Rating: B

2022 Special Education Determination Status:

> ***Meets Requirements***

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	74%	**83%**	-	82%	86%	-	-	-	*	72%	*	84%	82%	76%	78%
	2021	67%	64%	**83%**	-	79%	89%	-	-	-	*	85%	*	85%	77%	78%	100%
At Meets Grade Level or Above	2022	51%	49%	**53%**	-	49%	60%	-	-	-	*	28%	*	51%	65%	40%	44%
	2021	39%	36%	**52%**	-	42%	66%	-	-	-	*	30%	*	52%	50%	41%	57%
At Masters Grade Level	2022	30%	28%	**30%**	-	23%	40%	-	-	-	*	12%	*	28%	41%	17%	22%
	2021	19%	17%	**24%**	-	17%	34%	-	-	-	*	10%	*	23%	27%	16%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	68%	**78%**	-	77%	81%	-	-	-	*	48%	*	77%	82%	74%	100%
	2021	62%	56%	**74%**	-	69%	81%	-	-	-	*	65%	*	75%	68%	66%	71%
At Meets Grade Level or Above	2022	43%	39%	**43%**	-	40%	48%	-	-	-	*	24%	*	40%	59%	35%	33%
	2021	31%	26%	**28%**	-	21%	40%	-	-	-	*	30%	*	30%	23%	23%	29%
At Masters Grade Level	2022	21%	18%	**20%**	-	22%	17%	-	-	-	*	16%	*	21%	12%	15%	33%
	2021	14%	12%	**13%**	-	5%	28%	-	-	-	*	5%	*	13%	14%	9%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	75%	**81%**	*	79%	86%	-	-	-	*	63%	90%	79%	86%	76%	100%
	2021	63%	59%	**68%**	-	64%	74%	-	-	*	*	23%	*	67%	71%	56%	67%
At Meets Grade Level or Above	2022	54%	52%	**55%**	*	51%	63%	-	-	-	*	47%	70%	55%	57%	45%	60%
	2021	36%	34%	**35%**	-	31%	37%	-	-	*	*	5%	*	33%	39%	24%	33%
At Masters Grade Level	2022	28%	26%	**25%**	*	17%	37%	-	-	-	*	11%	40%	25%	24%	19%	20%
	2021	17%	16%	**16%**	-	11%	26%	-	-	*	*	5%	*	16%	16%	10%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	66%	**80%**	*	76%	88%	-	-	-	*	53%	90%	79%	82%	75%	90%
	2021	59%	52%	**58%**	-	52%	71%	-	-	*	*	32%	*	59%	55%	43%	50%
At Meets Grade Level or Above	2022	43%	38%	**43%**	*	34%	58%	-	-	-	*	21%	60%	41%	50%	33%	50%
	2021	36%	29%	**35%**	-	27%	51%	-	-	*	*	5%	*	35%	35%	21%	0%
At Masters Grade Level	2022	23%	20%	**21%**	*	17%	29%	-	-	-	*	5%	40%	20%	24%	11%	20%
	2021	21%	16%	**19%**	-	14%	29%	-	-	*	*	0%	*	19%	19%	10%	0%
Grade 5 Reading																	

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	79%	**81%**	-	84%	74%	-	-	*	*	52%	*	80%	83%	77%	80%
	2021	73%	70%	**77%**	-	75%	80%	-	-	-	*	41%	*	78%	74%	69%	*
At Meets Grade Level or Above	2022	58%	55%	**56%**	-	52%	61%	-	-	*	*	26%	*	59%	46%	48%	20%
	2021	46%	43%	**53%**	-	47%	63%	-	-	-	*	35%	*	55%	47%	37%	*
At Masters Grade Level	2022	36%	34%	**33%**	-	28%	39%	-	-	*	*	9%	*	32%	38%	21%	0%
	2021	30%	27%	**36%**	-	30%	48%	-	-	-	*	24%	*	37%	35%	24%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	74%	**89%**	-	89%	89%	-	-	*	*	74%	*	89%	92%	85%	80%
	2021	70%	65%	**72%**	-	69%	78%	-	-	-	*	41%	*	72%	74%	63%	*
At Meets Grade Level or Above	2022	48%	45%	**53%**	-	46%	63%	-	-	*	*	26%	*	54%	50%	39%	20%
	2021	44%	39%	**50%**	-	46%	58%	-	-	-	*	29%	*	51%	50%	44%	*
At Masters Grade Level	2022	25%	22%	**25%**	-	20%	34%	-	-	*	*	13%	*	27%	17%	14%	0%
	2021	25%	21%	**32%**	-	31%	33%	-	-	-	*	18%	*	33%	29%	28%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	63%	**72%**	-	67%	79%	-	-	*	*	57%	*	75%	58%	63%	40%
	2021	62%	56%	**75%**	-	72%	80%	-	-	-	*	41%	*	76%	74%	65%	*
At Meets Grade Level or Above	2022	38%	35%	**43%**	-	41%	45%	-	-	*	*	17%	*	43%	46%	37%	20%
	2021	31%	26%	**42%**	-	34%	55%	-	-	-	*	29%	*	42%	41%	32%	*
At Masters Grade Level	2022	18%	16%	**19%**	-	14%	26%	-	-	*	*	0%	*	18%	25%	13%	0%
	2021	13%	10%	**16%**	-	9%	28%	-	-	-	*	12%	*	15%	18%	7%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	69%	**68%**	-	66%	71%	-	-	-	*	28%	*	68%	65%	61%	80%
	2021	62%	59%	**61%**	-	57%	71%	-	-	-	*	23%	*	62%	58%	57%	57%
At Meets Grade Level or Above	2022	43%	42%	**38%**	-	33%	50%	-	-	-	*	17%	*	38%	35%	26%	60%
	2021	32%	30%	**28%**	-	22%	42%	-	-	-	*	9%	*	30%	19%	24%	43%
At Masters Grade Level	2022	23%	22%	**15%**	-	10%	29%	-	-	-	*	6%	*	15%	15%	5%	0%
	2021	15%	13%	**12%**	-	10%	18%	-	-	-	*	5%	*	11%	16%	10%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	70%	**67%**	-	66%	68%	-	-	-	*	50%	*	68%	62%	60%	80%
	2021	68%	62%	**63%**	-	60%	71%	-	-	-	*	41%	*	64%	61%	57%	86%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	35%	31%	-	29%	34%	-	-	-	*	17%	*	33%	23%	23%	60%
	2021	36%	30%	25%	-	21%	32%	-	-	-	*	9%	*	26%	19%	20%	14%
At Masters Grade Level	2022	16%	13%	5%	-	1%	11%	-	-	-	*	6%	*	5%	4%	3%	0%
	2021	15%	11%	4%	-	3%	5%	-	-	-	*	0%	*	5%	0%	5%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	78%	-	75%	87%	-	-	-	*	36%	*	80%	73%	74%	63%
	2021	69%	67%	71%	*	65%	82%	-	-	-	*	50%	*	75%	58%	61%	30%
At Meets Grade Level or Above	2022	56%	54%	49%	-	42%	67%	-	-	-	*	16%	*	48%	51%	41%	50%
	2021	45%	42%	46%	*	40%	55%	-	-	-	*	30%	*	48%	39%	41%	30%
At Masters Grade Level	2022	37%	35%	28%	-	22%	44%	-	-	-	*	0%	*	30%	24%	20%	25%
	2021	25%	23%	28%	*	22%	37%	-	-	-	*	20%	*	29%	24%	22%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	56%	41%	-	34%	55%	-	-	-	*	12%	*	43%	33%	31%	25%
	2021	55%	49%	48%	*	46%	50%	-	-	-	*	32%	*	48%	45%	42%	33%
At Meets Grade Level or Above	2022	31%	27%	8%	-	5%	16%	-	-	-	*	8%	*	8%	9%	6%	13%
	2021	27%	22%	13%	*	14%	8%	-	-	-	*	21%	*	11%	16%	11%	11%
At Masters Grade Level	2022	13%	11%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
	2021	12%	10%	2%	*	2%	0%	-	-	-	*	0%	*	1%	3%	1%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	78%	*	75%	83%	-	-	-	*	47%	80%	80%	72%	70%	44%
	2021	73%	70%	80%	*	78%	85%	-	-	*	*	47%	*	84%	71%	76%	69%
At Meets Grade Level or Above	2022	58%	56%	50%	*	44%	60%	-	-	-	*	32%	40%	52%	44%	40%	33%
	2021	46%	43%	49%	*	40%	69%	-	-	*	*	13%	*	51%	42%	40%	23%
At Masters Grade Level	2022	37%	36%	25%	*	18%	37%	-	-	-	*	5%	20%	26%	22%	15%	11%
	2021	21%	19%	21%	*	17%	28%	-	-	*	*	7%	*	23%	16%	14%	15%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	73%	*	68%	85%	-	-	-	*	28%	80%	74%	69%	65%	33%
	2021	62%	55%	83%	*	78%	93%	-	-	-	100%	56%	*	84%	81%	78%	83%
At Meets Grade Level or Above	2022	40%	33%	40%	*	36%	48%	-	-	-	*	22%	60%	40%	39%	36%	11%
	2021	36%	29%	52%	*	38%	79%	-	-	-	80%	25%	*	57%	38%	33%	25%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	10%	**7%**	*	7%	9%	-	-	-	*	11%	0%	8%	6%	6%	0%
	2021	11%	7%	**12%**	*	4%	26%	-	-	-	40%	6%	*	13%	8%	8%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	72%	**70%**	*	63%	83%	-	-	-	*	47%	100%	70%	69%	62%	44%
	2021	68%	64%	**74%**	*	65%	95%	-	-	*	*	40%	*	78%	63%	65%	46%
At Meets Grade Level or Above	2022	45%	43%	**42%**	*	38%	48%	-	-	-	*	26%	60%	43%	42%	37%	22%
	2021	43%	40%	**49%**	*	34%	79%	-	-	*	*	20%	*	54%	34%	39%	23%
At Masters Grade Level	2022	24%	21%	**18%**	*	12%	25%	-	-	-	*	0%	20%	18%	19%	11%	11%
	2021	24%	21%	**28%**	*	13%	59%	-	-	*	*	7%	*	30%	21%	18%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	59%	**60%**	*	51%	77%	-	-	-	*	32%	80%	62%	53%	47%	22%
	2021	57%	55%	**72%**	*	68%	82%	-	-	*	*	47%	*	76%	63%	65%	38%
At Meets Grade Level or Above	2022	31%	29%	**31%**	*	26%	38%	-	-	-	*	26%	40%	32%	28%	25%	11%
	2021	28%	26%	**45%**	*	33%	69%	-	-	*	*	13%	*	48%	37%	32%	15%
At Masters Grade Level	2022	18%	16%	**19%**	*	12%	27%	-	-	-	*	5%	20%	20%	17%	15%	0%
	2021	14%	12%	**25%**	*	13%	46%	-	-	*	*	7%	*	26%	21%	17%	8%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	65%	**72%**	*	66%	87%	-	-	*	80%	33%	*	76%	59%	72%	44%
	2021	67%	66%	**67%**	*	60%	83%	-	-	-	*	37%	*	67%	67%	55%	50%
At Meets Grade Level or Above	2022	47%	47%	**51%**	*	42%	73%	-	-	*	80%	27%	*	56%	35%	44%	25%
	2021	50%	49%	**45%**	*	38%	60%	-	-	-	*	26%	*	46%	39%	38%	42%
At Masters Grade Level	2022	11%	10%	**8%**	*	3%	22%	-	-	*	20%	6%	*	9%	7%	5%	6%
	2021	12%	11%	**8%**	*	6%	10%	-	-	-	*	11%	*	9%	3%	4%	8%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	**76%**	*	70%	92%	-	-	-	*	33%	-	81%	60%	76%	50%
	2021	71%	72%	**74%**	*	71%	85%	-	-	-	*	53%	-	77%	58%	66%	57%
At Meets Grade Level or Above	2022	55%	55%	**50%**	*	39%	79%	-	-	-	*	21%	-	54%	38%	41%	36%
	2021	57%	57%	**56%**	*	53%	65%	-	-	-	*	47%	-	58%	46%	46%	14%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	8%	3%	*	2%	6%	-	-	-	*	8%	-	3%	3%	2%	14%
	2021	11%	10%	8%	*	4%	17%	-	-	-	*	5%	-	8%	8%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	75%	80%	*	74%	94%	-	-	-	100%	50%	*	84%	70%	75%	58%
	2021	73%	66%	82%	*	75%	94%	-	-	*	*	59%	*	86%	66%	75%	83%
At Meets Grade Level or Above	2022	43%	39%	41%	*	30%	68%	-	-	-	67%	21%	*	50%	18%	25%	17%
	2021	41%	33%	40%	*	32%	56%	-	-	*	*	29%	*	43%	28%	33%	50%
At Masters Grade Level	2022	27%	23%	19%	*	13%	34%	-	-	-	33%	4%	*	22%	12%	14%	0%
	2021	23%	18%	16%	*	12%	23%	-	-	*	*	6%	*	18%	6%	12%	25%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	88%	*	85%	95%	-	-	*	100%	70%	*	91%	81%	86%	77%
	2021	82%	80%	84%	*	81%	96%	-	-	-	*	55%	*	90%	67%	76%	83%
At Meets Grade Level or Above	2022	55%	55%	51%	*	36%	91%	-	-	*	80%	20%	*	58%	37%	41%	15%
	2021	55%	52%	55%	*	47%	79%	-	-	-	*	41%	*	61%	38%	44%	42%
At Masters Grade Level	2022	21%	22%	12%	*	5%	30%	-	-	*	20%	0%	*	13%	12%	6%	8%
	2021	22%	20%	15%	*	7%	34%	-	-	-	*	5%	*	16%	13%	7%	17%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	94%	-	94%	98%	-	-	-	*	88%	*	97%	81%	93%	*
	2021	88%	88%	93%	-	90%	98%	-	-	*	*	79%	*	94%	85%	91%	100%
At Meets Grade Level or Above	2022	68%	68%	76%	-	71%	93%	-	-	-	*	53%	*	79%	62%	70%	*
	2021	69%	68%	87%	-	86%	88%	-	-	*	*	57%	*	90%	75%	85%	100%
At Masters Grade Level	2022	42%	42%	49%	-	39%	75%	-	-	-	*	35%	*	48%	50%	34%	*
	2021	43%	41%	68%	-	68%	69%	-	-	*	*	36%	*	70%	55%	68%	83%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	87%	*		-	*	*	-	-	-	-	-	-	*	*	*	-
	2021	95%	90%	-		-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	55%	*		-	*	*	-	-	-	-	-	-	*	*	*	-
	2021	69%	61%	-		-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 STAAR Performance (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	7%	*	-	*	*	-	-		-	-	-	-	*	*	*	-
	2021	14%	7%	-	-	-	-	-	-		-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	76%	50%	72%	83%		-	100%	96%	48%	85%	77%	70%	69%	62%
	2021	67%	64%	72%	8%	67%	81%		-	100%	98%	44%	75%	74%	66%	64%	62%
At Meets Grade Level or Above	2022	48%	45%	46%	10%	39%	58%		-	100%	80%	24%	56%	47%	40%	36%	32%
	2021	41%	38%	43%	0%	36%	56%		-	88%	75%	23%	45%	45%	36%	34%	30%
At Masters Grade Level	2022	23%	21%	19%	0%	13%	29%		-	80%	45%	7%	21%	19%	17%	12%	11%
	2021	18%	16%	18%	0%	13%	28%		-	63%	44%	8%	24%	19%	16%	13%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	77%	*	74%	84%		-	*	94%	45%	86%	79%	71%	73%	63%
	2021	68%	66%	73%	0%	68%	82%		-	*	100%	44%	83%	74%	67%	65%	61%
At Meets Grade Level or Above	2022	53%	51%	50%	*	43%	64%		-	*	78%	26%	57%	52%	45%	41%	39%
	2021	45%	42%	46%	0%	39%	58%		-	*	82%	24%	44%	47%	40%	37%	35%
At Masters Grade Level	2022	25%	24%	20%	*	14%	32%		-	*	50%	7%	25%	20%	19%	13%	13%
	2021	18%	17%	19%	0%	14%	27%		-	*	53%	10%	33%	19%	18%	13%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	69%	73%	*	68%	81%		-	*	94%	45%	82%	74%	69%	66%	66%
	2021	66%	60%	69%	*	64%	78%		-	*	94%	46%	72%	70%	65%	61%	68%
At Meets Grade Level or Above	2022	42%	38%	37%	*	31%	49%		-	*	75%	20%	57%	38%	33%	28%	28%
	2021	37%	31%	35%	*	29%	47%		-	*	69%	20%	44%	36%	31%	27%	26%
At Masters Grade Level	2022	20%	17%	14%	*	11%	19%		-	*	25%	8%	21%	15%	11%	9%	9%
	2021	18%	14%	14%	*	10%	21%		-	*	31%	5%	11%	15%	11%	10%	9%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	74%	77%	*	73%	86%		-	*	100%	60%	100%	79%	72%	70%	59%
	2021	71%	68%	78%	*	73%	90%		-	*	100%	46%	100%	82%	68%	70%	62%
At Meets Grade Level or Above	2022	47%	45%	46%	*	38%	61%		-	*	82%	21%	67%	48%	40%	38%	19%
	2021	44%	40%	49%	*	39%	71%		-	*	86%	31%	71%	53%	38%	39%	34%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	20%	**16%**	*	10%	27%	-	-	*	45%	0%	11%	16%	17%	10%	7%
	2021	20%	17%	**19%**	*	9%	40%	-	-	*	57%	7%	29%	20%	17%	11%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	**77%**	*	73%	86%	-	-	-	*	58%	71%	80%	65%	66%	46%
	2021	73%	73%	**82%**	*	78%	90%	-	-	*	100%	62%	*	85%	71%	77%	58%
At Meets Grade Level or Above	2022	50%	50%	**53%**	*	49%	64%	-	-	-	*	39%	29%	56%	42%	43%	31%
	2021	49%	49%	**65%**	*	58%	79%	-	-	*	83%	34%	*	69%	50%	56%	42%
At Masters Grade Level	2022	30%	30%	**34%**	*	26%	49%	-	-	-	*	19%	14%	34%	31%	23%	15%
	2021	29%	28%	**45%**	*	38%	58%	-	-	*	67%	21%	*	49%	33%	39%	32%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	32%	**36%**	-	34%	40%	-	-	-	*	16%	*	33%	59%	25%	22%
	2021	24%	21%	**25%**	-	18%	36%	-	-	-	*	20%	*	26%	23%	22%	29%
Reading and Mathematics Including EOC	2022	36%	32%	**36%**	-	34%	40%	-	-	-	*	16%	*	33%	59%	25%	22%
	2021	24%	21%	**25%**	-	18%	36%	-	-	-	*	20%	*	26%	23%	22%	29%
Reading Including EOC	2022	51%	49%	**53%**	-	49%	60%	-	-	-	*	28%	*	51%	65%	40%	44%
	2021	38%	36%	**52%**	-	42%	66%	-	-	-	*	30%	*	52%	50%	41%	57%
Math Including EOC	2022	43%	39%	**43%**	-	40%	48%	-	-	-	*	24%	*	40%	59%	35%	33%
	2021	31%	26%	**28%**	-	21%	40%	-	-	-	*	30%	*	30%	23%	23%	29%
4th Graders																	
Reading and Mathematics	2022	36%	33%	**36%**	*	29%	47%	-	-	-	*	16%	60%	38%	32%	25%	40%
	2021	26%	23%	**24%**	-	18%	34%	-	-	*	*	0%	*	24%	26%	11%	0%
Reading and Mathematics Including EOC	2022	36%	33%	**36%**	*	29%	47%	-	-	-	*	16%	60%	38%	32%	25%	40%
	2021	26%	23%	**24%**	-	18%	34%	-	-	*	*	0%	*	24%	26%	11%	0%
Reading Including EOC	2022	54%	52%	**55%**	*	51%	63%	-	-	-	*	47%	70%	55%	57%	45%	60%
	2021	36%	34%	**35%**	-	31%	37%	-	-	*	*	5%	*	33%	39%	24%	33%
Math Including EOC	2022	43%	39%	**43%**	*	34%	58%	-	-	-	*	21%	60%	41%	50%	33%	50%
	2021	36%	30%	**35%**	-	27%	51%	-	-	*	*	5%	*	35%	35%	21%	0%
5th Graders																	
Reading and Mathematics	2022	41%	38%	**46%**	-	41%	53%	-	-	*	*	22%	*	47%	42%	35%	20%
	2021	34%	30%	**39%**	-	34%	45%	-	-	-	*	24%	*	39%	38%	27%	*

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	38%	**46%**	-	41%	53%	-	-	*	*	22%	*	47%	42%	35%	20%
	2021	34%	30%	**39%**	-	34%	45%	-	-	-	*	24%	*	39%	38%	27%	*
Reading Including EOC	2022	58%	55%	**56%**	-	52%	61%	-	-	*	*	26%	*	59%	46%	48%	20%
	2021	46%	43%	**53%**	-	47%	63%	-	-	-	*	35%	*	55%	47%	37%	*
Math Including EOC	2022	48%	45%	**53%**	-	46%	63%	-	-	*	*	26%	*	54%	50%	39%	20%
	2021	44%	39%	**50%**	-	46%	58%	-	-	-	*	29%	*	51%	50%	44%	*
6th Graders																	
Reading and Mathematics	2022	31%	28%	**23%**	-	20%	29%	-	-	-	*	17%	*	24%	15%	11%	60%
	2021	24%	21%	**17%**	-	13%	26%	-	-	-	*	9%	*	18%	13%	14%	14%
Reading and Mathematics Including EOC	2022	31%	28%	**23%**	-	20%	29%	-	-	-	*	17%	*	24%	15%	11%	60%
	2021	24%	21%	**17%**	-	13%	26%	-	-	-	*	9%	*	18%	13%	14%	14%
Reading Including EOC	2022	43%	42%	**38%**	-	33%	50%	-	-	-	*	17%	*	38%	35%	26%	60%
	2021	32%	30%	**28%**	-	22%	42%	-	-	-	*	9%	*	30%	19%	24%	43%
Math Including EOC	2022	40%	35%	**31%**	-	29%	34%	-	-	-	*	17%	*	33%	23%	23%	60%
	2021	36%	30%	**25%**	-	21%	32%	-	-	-	*	9%	*	26%	19%	20%	14%
7th Graders																	
Reading and Mathematics	2022	32%	28%	**16%**	-	12%	27%	-	-	-	*	8%	*	17%	16%	15%	13%
	2021	26%	23%	**22%**	*	15%	33%	-	-	-	*	25%	*	22%	21%	12%	11%
Reading and Mathematics Including EOC	2022	33%	29%	**16%**	-	12%	27%	-	-	-	*	8%	*	17%	16%	15%	13%
	2021	27%	23%	**22%**	*	15%	33%	-	-	-	*	25%	*	22%	21%	12%	11%
Reading Including EOC	2022	56%	54%	**49%**	-	42%	67%	-	-	-	*	16%	*	48%	51%	41%	50%
	2021	45%	42%	**46%**	*	40%	55%	-	-	-	*	30%	*	48%	39%	41%	30%
Math Including EOC	2022	37%	32%	**18%**	-	14%	29%	-	-	-	*	8%	*	19%	16%	16%	13%
	2021	32%	27%	**23%**	*	17%	33%	-	-	-	*	25%	*	24%	21%	12%	11%
8th Graders																	
Reading and Mathematics	2022	27%	23%	**28%**	*	25%	33%	-	-	-	*	22%	40%	28%	25%	21%	11%
	2021	21%	17%	**33%**	*	25%	57%	-	-	-	*	7%	*	34%	29%	23%	17%
Reading and Mathematics Including EOC	2022	41%	37%	**34%**	*	27%	44%	-	-	-	*	26%	40%	35%	31%	25%	11%
	2021	33%	28%	**38%**	*	27%	64%	-	-	*	*	7%	*	41%	29%	27%	23%
Reading Including EOC	2022	58%	56%	**50%**	*	44%	60%	-	-	-	*	32%	40%	52%	44%	40%	33%
	2021	47%	44%	**49%**	*	40%	69%	-	-	*	*	13%	*	51%	42%	40%	23%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	43%	**40%**	*	33%	50%	-	-	-	*	26%	60%	40%	39%	31%	11%
	2021	43%	36%	**50%**	*	39%	77%	-	-	*	*	20%	*	55%	37%	37%	31%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	**30%**	*	26%	38%	-	-	*	70%	16%	46%	31%	29%	22%	26%
	2021	26%	23%	**26%**	*	20%	38%	-	-	*	57%	14%	38%	27%	25%	18%	18%
Reading and Mathematics Including EOC	2022	36%	33%	**31%**	*	26%	40%	-	-	*	75%	17%	46%	32%	30%	22%	26%
	2021	28%	24%	**27%**	*	21%	40%	-	-	*	60%	14%	38%	28%	25%	19%	20%
Reading Including EOC	2022	53%	51%	**50%**	*	45%	60%	-	-	*	75%	27%	54%	50%	49%	40%	46%
	2021	41%	38%	**44%**	*	37%	56%	-	-	*	80%	20%	50%	45%	39%	34%	36%
Math Including EOC	2022	43%	39%	**37%**	*	32%	47%	-	-	*	83%	20%	54%	37%	38%	29%	30%
	2021	37%	31%	**35%**	*	28%	48%	-	-	*	73%	19%	38%	36%	32%	26%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	76	70	-	73	63	-	-	-	*	74	89	67	77	67	80
	2019	61	59	55	-	56	53	-	-	-	*	42	*	53	63	56	92
Grade 4 Mathematics	2022	74	74	79	-	82	72	-	-	-	*	82	83	79	76	78	95
	2019	65	62	73	-	71	77	-	-	-	*	69	*	74	72	73	75
Grade 5 ELA/Reading	2022	87	87	87	-	89	82	-	-	*	*	78	*	85	93	84	*
	2019	81	81	78	*	80	75	-	-	-	*	83	*	76	86	78	90
Grade 5 Mathematics	2022	79	81	89	-	93	83	-	-	*	*	89	*	90	86	90	100
	2019	83	84	88	*	87	88	-	-	-	*	86	*	85	97	85	85
Grade 6 ELA/Reading	2022	61	61	39	-	37	46	-	-	-	*	31	*	39	39	39	20
	2019	42	41	37	-	32	42	-	-	-	*	32	*	38	32	36	75
Grade 6 Mathematics	2022	61	59	38	-	38	37	-	-	-	*	50	*	37	46	38	40
	2019	54	49	27	-	20	38	-	-	-	*	21	*	24	40	24	29
Grade 7 ELA/Reading	2022	88	88	86	-	85	88	-	-	-	*	81	*	87	83	84	94
	2019	77	76	77	*	78	74	-	-	-	*	63	80	79	72	75	83
Grade 7 Mathematics	2022	60	61	45	-	40	59	-	-	-	*	46	*	47	38	44	44
	2019	62	61	57	*	55	61	-	-	-	*	50	60	61	46	55	67
Grade 8 ELA/Reading	2022	83	82	68	*	66	70	-	-	-	*	59	*	65	79	63	67
	2019	77	77	79	*	80	77	-	-	-	*	85	*	80	72	75	75
Grade 8 Mathematics	2022	74	71	76	*	72	85	-	-	-	*	60	*	74	83	74	50
	2019	82	82	87	*	87	85	-	-	-	*	73	*	87	83	86	100
End of Course English II	2022	71	71	69	-	67	74	-	-	-	*	71	-	72	52	69	82
	2019	69	68	63	*	59	68	-	-	-	*	63	*	65	47	61	70
End of Course Algebra I	2022	67	65	64	*	59	74	-	-	-	80	41	*	68	52	56	44
	2019	75	73	84	-	83	86	-	-	*	*	56	*	88	68	79	92
All Grades Both Subjects	2022	74	73	68	*	66	70	-	-	*	81	65	73	68	68	66	67
	2019	69	68	67	57	66	69	-	-	*	84	61	59	68	66	65	77
All Grades ELA/Reading	2022	78	77	70	*	69	70	-	-	*	77	68	71	69	72	68	71
	2019	68	67	66	*	65	65	-	-	-	88	62	59	66	65	63	82
All Grades Mathematics	2022	69	69	65	*	63	69	-	-	*	85	62	75	66	64	63	63
	2019	70	68	69	*	67	73	-	-	*	81	59	59	70	67	66	73

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

- Indicates there are no students in the group.

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	72%	**76%**	-	-	-	-	-	-	57%	82%	42%	-	100%	76%	59%	84%
	2021	67%	64%	**72%**	-	-	-	-	-	-	53%	84%	45%	33%	100%	72%	55%	88%
At Meets Grade Level or Above	2022	48%	45%	**46%**	-	-	-	-	-	-	24%	34%	18%	-	75%	46%	27%	62%
	2021	41%	38%	**43%**	-	-	-	-	-	-	23%	44%	18%	0%	80%	44%	25%	54%
At Masters Grade Level	2022	23%	21%	**19%**	-	-	-	-	-	-	9%	16%	5%	-	13%	19%	9%	20%
	2021	18%	16%	**18%**	-	-	-	-	-	-	8%	19%	5%	0%	60%	19%	10%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	**77%**	-	-	-	-	-	-	58%	82%	43%	-	*	78%	59%	89%
	2021	68%	66%	**73%**	-	-	-	-	-	-	48%	92%	32%	*	*	73%	50%	100%
At Meets Grade Level or Above	2022	53%	51%	**50%**	-	-	-	-	-	-	31%	41%	24%	-	*	51%	33%	78%
	2021	45%	42%	**46%**	-	-	-	-	-	-	24%	62%	12%	*	*	46%	25%	75%
At Masters Grade Level	2022	25%	24%	**20%**	-	-	-	-	-	-	10%	18%	5%	-	*	20%	9%	22%
	2021	18%	17%	**19%**	-	-	-	-	-	-	8%	23%	3%	*	*	19%	10%	31%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	69%	**73%**	-	-	-	-	-	-	64%	91%	36%	-	*	73%	65%	75%
	2021	66%	60%	**69%**	-	-	-	-	-	-	63%	77%	63%	*	*	69%	64%	86%
At Meets Grade Level or Above	2022	42%	38%	**37%**	-	-	-	-	-	-	23%	32%	14%	-	*	38%	27%	42%
	2021	37%	31%	**35%**	-	-	-	-	-	-	21%	31%	19%	*	*	36%	23%	43%
At Masters Grade Level	2022	20%	17%	**14%**	-	-	-	-	-	-	9%	18%	0%	-	*	14%	10%	8%
	2021	18%	14%	**14%**	-	-	-	-	-	-	7%	15%	4%	*	*	14%	7%	14%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	74%	**77%**	-	-	-	-	-	-	55%	50%	56%	-	-	78%	55%	88%
	2021	71%	68%	**78%**	-	-	-	-	-	-	62%	*	61%	-	*	79%	64%	63%
At Meets Grade Level or Above	2022	47%	45%	**46%**	-	-	-	-	-	-	14%	17%	13%	-	-	48%	14%	63%
	2021	44%	40%	**49%**	-	-	-	-	-	-	33%	*	28%	-	*	50%	36%	38%
At Masters Grade Level	2022	21%	20%	**16%**	-	-	-	-	-	-	5%	0%	6%	-	-	17%	5%	25%
	2021	20%	17%	**19%**	-	-	-	-	-	-	10%	*	6%	-	*	19%	14%	25%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	**77%**	-	-	-	-	-	-	22%	-	22%	-	-	79%	30%	86%
	2021	73%	73%	**82%**	-	-	-	-	-	-	42%	-	42%	-	*	84%	46%	86%
At Meets Grade Level or Above	2022	50%	50%	**53%**	-	-	-	-	-	-	11%	-	11%	-	-	55%	20%	57%
	2021	49%	49%	**65%**	-	-	-	-	-	-	33%	-	33%	-	*	67%	38%	57%
At Masters Grade Level	2022	30%	30%	**34%**	-	-	-	-	-	-	11%	-	11%	-	-	35%	10%	29%
	2021	29%	28%	**45%**	-	-	-	-	-	-	17%	-	17%	-	*	46%	23%	57%
School Progress Domain - Academic Growth Score																		

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2022	74%	73%	68%	-	-	-	-	-	-	64%	84%	52%	-	58%	68%	65%	72%
	2019	69%	68%	67%	-	-	-	-	-		75%	83%	74%		90%		76%	
All Grades ELA/Reading	2022	78%	77%	70%	-	-	-	-	-	-	70%	71%	70%	-	*	70%	69%	73%
	2019	68%	67%	66%	-	-	-	-	-		84%	*	84%		*		85%	
All Grades Mathematics	2022	69%	69%	65%	-	-	-	-	-	-	58%	96%	31%	-	*	66%	60%	71%
	2019	70%	68%	69%	-	-	-	-	-		67%	*	65%		*		67%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	100%	96%	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	92%	**95%**	83%	96%	94%	-	*	100%	88%	96%	90%	98%	86%	95%	85%
Not Included in Accountability: Mobile	5%	5%	**4%**	17%	3%	5%	-	*	0%	9%	4%	10%	1%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	*	0%	0%	0%	0%	0%	2%	1%	9%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	0%	4%	0%	0%	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	0%	4%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	*	*	95%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	92%	**95%**	80%	96%	94%	-	*	*	86%	94%	90%	98%	85%	95%	85%
Not Included in Accountability: Mobile	5%	5%	**4%**	20%	3%	6%	-	*	*	10%	6%	10%	1%	13%	4%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	-	*	*	0%	1%	0%	1%	1%	1%	10%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	*	*	5%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	5%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	*	95%	100%	100%	100%	100%	100%	98%
Included in Accountability	93%	93%	**96%**	*	97%	95%	-	*	*	84%	97%	97%	99%	87%	96%	88%
Not Included in Accountability: Mobile	5%	5%	**4%**	*	3%	5%	-	*	*	11%	3%	3%	1%	11%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	*	0%	0%	0%	0%	2%	0%	6%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	*	5%	0%	0%	0%	0%	0%	2%
Absent	1%	1%	**0%**	*	0%	0%	-	*	*	5%	0%	0%	0%	0%	0%	2%
Other	0%	0%	**0%**	*	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	*	99%	100%	-	-	*	100%	100%	100%	99%	100%	100%	97%
Included in Accountability	93%	93%	**94%**	*	95%	94%	-	-	*	92%	96%	75%	98%	85%	94%	82%
Not Included in Accountability: Mobile	4%	5%	**5%**	*	4%	6%	-	-	*	8%	4%	25%	2%	12%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	-	-	*	0%	0%	0%	0%	2%	1%	9%
Not Tested	2%	2%	**0%**	*	1%	0%	-	-	*	0%	0%	0%	1%	0%	0%	3%

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	0%	*	1%	0%	-	-	*	0%	0%	0%	1%	0%	0%	3%
Other	0%	0%	0%	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	99%	94%
Included in Accountability	94%	93%	**95%**	*	95%	95%	-	-	-	*	100%	88%	98%	84%	96%	81%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	3%	5%	-	-	-	*	0%	13%	1%	14%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	*	1%	0%	-	-	-	*	0%	0%	0%	3%	1%	13%
Not Tested	2%	2%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	1%	6%
Absent	1%	2%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	1%	6%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	*	-	*	*	-	-	-	-	-	-	*	*	*	-

2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	85%	**97%**	100%	97%	98%	-	-	100%	100%	95%	96%	97%	98%	97%	97%
Included in Accountability	83%	81%	**92%**	100%	92%	93%	-	-	100%	88%	91%	96%	96%	82%	93%	80%
Not Included in Accountability: Mobile	3%	4%	**5%**	0%	5%	5%	-	-	0%	12%	4%	0%	1%	15%	4%	13%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	0%	0%	0%	0%	0%	1%	0%	4%
Not Tested	12%	15%	**3%**	0%	3%	2%	-	-	0%	0%	5%	4%	3%	2%	3%	3%
Absent	2%	2%	**0%**	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Other	10%	13%	**2%**	0%	3%	2%	-	-	0%	0%	5%	4%	3%	1%	2%	3%
Reading																
Assessment Participant	89%	86%	**97%**	100%	97%	98%	-	-	*	100%	95%	100%	97%	98%	97%	98%
Included in Accountability	83%	80%	**92%**	100%	91%	92%	-	-	*	85%	90%	100%	95%	80%	92%	77%
Not Included in Accountability: Mobile	3%	4%	**5%**	0%	5%	5%	-	-	*	15%	5%	0%	1%	16%	4%	13%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	1%	0%	-	-	*	0%	0%	0%	0%	2%	1%	8%
Not Tested	11%	14%	**3%**	0%	3%	2%	-	-	*	0%	5%	0%	3%	2%	3%	2%
Absent	2%	2%	**0%**	0%	0%	0%	-	-	*	0%	1%	0%	0%	1%	1%	0%
Other	10%	12%	**2%**	0%	3%	2%	-	-	*	0%	5%	0%	3%	2%	3%	2%
Mathematics																
Assessment Participant	88%	85%	**97%**	*	97%	97%	-	-	*	100%	95%	95%	97%	98%	97%	94%
Included in Accountability	84%	81%	**92%**	*	91%	92%	-	-	*	84%	90%	95%	95%	81%	93%	79%

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	5%	*	5%	5%	-	-	*	16%	5%	0%	1%	16%	4%	14%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	15%	3%	*	3%	3%	-	-	*	0%	5%	5%	3%	2%	3%	6%
Absent	2%	2%	0%	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	13%	3%	*	3%	2%	-	-	*	0%	5%	5%	3%	2%	3%	6%
Science																
Assessment Participant	87%	85%	98%	*	98%	97%	-	-	*	100%	95%	100%	98%	98%	99%	97%
Included in Accountability	84%	81%	93%	*	93%	93%	-	-	*	88%	92%	100%	96%	84%	95%	76%
Not Included in Accountability: Mobile	3%	3%	5%	*	5%	4%	-	-	*	13%	3%	0%	2%	14%	4%	18%
Not Included in Accountability: Other Exclusions	0%	1%	0%	*	0%	0%	-	-	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	13%	15%	2%	*	2%	3%	-	-	*	0%	5%	0%	2%	2%	1%	3%
Absent	2%	2%	0%	*	0%	1%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	13%	2%	*	2%	2%	-	-	*	0%	5%	0%	2%	2%	1%	3%
Social Studies																
Assessment Participant	87%	85%	99%	*	99%	99%	-	-	*	100%	97%	*	99%	100%	99%	100%
Included in Accountability	84%	82%	96%	*	96%	95%	-	-	*	100%	91%	*	98%	88%	96%	100%
Not Included in Accountability: Mobile	3%	3%	4%	*	4%	4%	-	-	*	0%	6%	*	1%	12%	3%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	15%	1%	*	1%	1%	-	-	*	0%	3%	*	1%	0%	1%	0%
Absent	3%	3%	0%	*	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Other	10%	12%	1%	*	1%	1%	-	-	*	0%	3%	*	1%	0%	1%	0%
Accelerated Testers																
SAT/ACT Participant	85%	82%	*	-	*	*	-	-	-	-	-	-	*	*	*	-

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

- Indicates there are no students in the group.

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.6%	**95.1%**	*	94.5%	96.4%	*	*	*	97.2%	94.7%	94.3%	94.3%
2019-20	98.3%	98.0%	**98.7%**	*	98.7%	98.8%	*	-	*	99.1%	98.0%	98.5%	98.9%
Chronic Absenteeism													
2020-21	15.0%	15.9%	**13.1%**	42.9%	15.7%	7.7%	*	*	*	7.7%	14.9%	16.9%	18.3%
2019-20	6.7%	8.7%	**5.1%**	20.0%	5.4%	4.4%	*	-	*	4.2%	8.8%	6.3%	2.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.0%	**0.0%**	*	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.5%	**0.3%**	*	0.0%	0.0%	-	-	-	16.7%	0.0%	0.6%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	3.1%	**0.5%**	*	0.5%	0.5%	*	-	*	0.0%	0.0%	0.3%	0.0%
2019-20	1.6%	2.0%	**0.7%**	*	0.8%	0.5%	*	-	*	0.0%	1.4%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	87.8%	**97.3%**	*	96.5%	98.3%	-	-	-	*	85.7%	97.0%	*
Received TxCHSE	0.3%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	4.0%	**0.7%**	*	1.2%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.8%	7.9%	**2.0%**	*	2.3%	1.7%	-	-	-	*	14.3%	3.0%	*
Graduates and TxCHSE	90.3%	88.1%	**97.3%**	*	96.5%	98.3%	-	-	-	*	85.7%	97.0%	*
Graduates, TxCHSE, and Continuers	94.2%	92.1%	**98.0%**	*	97.7%	98.3%	-	-	-	*	85.7%	97.0%	*
Class of 2020													
Graduated	90.3%	88.8%	**94.1%**	-	91.7%	97.9%	-	-	*	*	86.7%	89.3%	*
Received TxCHSE	0.4%	0.4%	**0.7%**	-	1.2%	0.0%	-	-	*	*	0.0%	1.8%	*
Continued HS	3.9%	3.9%	**1.5%**	-	2.4%	0.0%	-	-	*	*	0.0%	0.0%	*
Dropped Out	5.4%	7.0%	**3.7%**	-	4.8%	2.1%	-	-	*	*	13.3%	8.9%	*
Graduates and TxCHSE	90.7%	89.1%	**94.8%**	-	92.9%	97.9%	-	-	*	*	86.7%	91.1%	*
Graduates, TxCHSE, and Continuers	94.6%	93.0%	**96.3%**	-	95.2%	97.9%	-	-	*	*	86.7%	91.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	90.5%	**95.6%**	-	94.0%	97.9%	-	-	*	*	86.7%	89.3%	*
Received TxCHSE	0.5%	0.5%	**0.7%**	-	1.2%	0.0%	-	-	*	*	0.0%	1.8%	*
Continued HS	1.1%	1.2%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Dropped Out	6.2%	7.9%	**3.7%**	-	4.8%	2.1%	-	-	*	*	13.3%	8.9%	*
Graduates and TxCHSE	92.7%	90.9%	**96.3%**	-	95.2%	97.9%	-	-	*	*	86.7%	91.1%	*

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.1%	**96.3%**	-	95.2%	97.9%	-	-	*	*	86.7%	91.1%	*
Class of 2019													
Graduated	92.0%	90.3%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Received TxCHSE	0.5%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.3%	1.4%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.1%	7.8%	**2.6%**	-	2.3%	3.2%	-	-	-	*	0.0%	4.5%	-
Graduates and TxCHSE	92.6%	90.8%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Graduates, TxCHSE, and Continuers	93.9%	92.2%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	90.7%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Received TxCHSE	0.6%	0.6%	**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	6.2%	8.1%	**2.6%**	-	2.3%	3.2%	-	-	-	*	0.0%	4.5%	-
Graduates and TxCHSE	93.2%	91.3%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Graduates, TxCHSE, and Continuers	93.8%	91.9%	**97.4%**	-	97.7%	96.8%	-	-	-	*	100.0%	95.5%	-
Class of 2018													
Graduated	92.6%	90.0%	**92.9%**	*	89.8%	96.9%	-	-	-	*	92.9%	86.4%	*
Received TxCHSE	0.7%	0.7%	**0.6%**	*	1.1%	0.0%	-	-	-	*	0.0%	1.7%	*
Continued HS	0.6%	0.6%	**0.6%**	*	1.1%	0.0%	-	-	-	*	7.1%	0.0%	*
Dropped Out	6.1%	8.6%	**5.8%**	*	8.0%	3.1%	-	-	-	*	0.0%	11.9%	*
Graduates and TxCHSE	93.3%	90.8%	**93.6%**	*	90.9%	96.9%	-	-	-	*	92.9%	88.1%	*
Graduates, TxCHSE, and Continuers	93.9%	91.4%	**94.2%**	*	92.0%	96.9%	-	-	-	*	100.0%	88.1%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	87.8%	**96.1%**	*	95.6%	96.7%	-	-	-	*	86.7%	95.6%	*
Class of 2020	90.3%	88.8%	**92.0%**	-	88.5%	97.9%	-	-	*	*	81.3%	87.7%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	65.9%	*	*	*	-	-	-	-	-	-	*	-
Class of 2020	83.0%	67.4%	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.5%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Class of 2020	4.3%	2.7%	**6.3%**	-	9.1%	2.2%	-	-	*	*	15.4%	10.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	80.8%	**77.3%**	-	69.1%	88.1%	-	-	-	*	33.3%	67.7%	*
Class of 2020	83.5%	83.9%	**77.0%**	-	80.5%	71.7%	-	-	*	*	30.8%	70.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	83.3%	**77.8%**	*	69.9%	88.1%	-	-	-	*	33.3%	68.8%	*
Class of 2020	87.8%	86.6%	**83.5%**	-	89.6%	74.5%	-	-	*	*	46.2%	80.0%	*
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	35.4%	*	*	*	-	-	-	-	-	-	*	*
2019-20	38.6%	27.4%	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	2.7%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	4.4%	2.7%	**6.2%**	-	8.9%	2.1%	-	-	*	*	14.3%	8.9%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	79.3%	**70.7%**	-	59.8%	86.4%	-	-	-	*	36.4%	60.0%	*
2019-20	81.8%	82.1%	**76.7%**	-	79.7%	72.3%	-	-	*	*	28.6%	71.4%	60.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	81.9%	**71.3%**	*	60.7%	86.4%	-	-	-	*	36.4%	61.2%	*
2019-20	85.8%	84.5%	**83.1%**	-	88.6%	75.0%	-	-	*	*	42.9%	80.4%	60.0%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	150	100.0%	358,842	100.0%
By Ethnicity:				
African American	1	0.7%	44,018	12.3%
Hispanic	89	59.3%	183,306	51.1%
White	59	39.3%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	1	0.7%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	3	2.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	43	28.7%	56,281	15.7%
Foundation H.S. Program (Endorsement)	0	0.0%	13,582	3.8%
Foundation H.S. Program (DLA)	104	69.3%	287,316	80.1%
Special Education Graduates	11	7.3%	31,028	8.6%
Economically Disadvantaged Graduates	67	44.7%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	2.0%	32,809	9.1%
At-Risk Graduates	77	51.3%	155,884	43.4%
CTE Completers	39	26.0%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	58.9%	**50.0%**	*	37.1%	69.5%	-	-	-	*	63.6%	29.9%	*
2019-20	63.0%	57.1%	**35.4%**	-	26.6%	47.9%	-	-	*	*	42.9%	28.6%	20.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	47.8%	**40.7%**	*	25.8%	62.7%	-	-	-	*	0.0%	19.4%	*
2019-20	53.4%	48.8%	**30.8%**	-	22.8%	41.7%	-	-	*	*	0.0%	23.2%	20.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	50.9%	**31.3%**	*	16.9%	52.5%	-	-	-	*	0.0%	17.9%	*
2019-20	59.7%	57.3%	**26.9%**	-	15.2%	45.8%	-	-	*	*	7.1%	17.9%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	39.8%	**22.7%**	*	11.2%	40.7%	-	-	-	*	0.0%	4.5%	*
2019-20	47.9%	43.6%	**19.2%**	-	11.4%	31.3%	-	-	*	*	0.0%	12.5%	40.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	35.0%	**18.7%**	*	6.7%	37.3%	-	-	-	*	0.0%	4.5%	*
2019-20	43.2%	39.1%	**16.9%**	-	7.6%	31.3%	-	-	*	*	0.0%	7.1%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	20.2%	**9.3%**	*	5.6%	15.3%	-	-	-	*	0.0%	0.0%	*
2019-20	21.1%	20.4%	**9.2%**	-	6.3%	12.5%	-	-	*	*	0.0%	7.1%	20.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.9%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	2.1%	1.9%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	25.9%	**36.0%**	*	22.5%	55.9%	-	-	-	*	0.0%	17.9%	*
2019-20	24.6%	24.2%	**26.9%**	-	21.5%	33.3%	-	-	*	*	0.0%	21.4%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	9.7%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	4.0%	8.7%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	20.0%	**10.7%**	*	12.4%	6.8%	-	-	-	*	63.6%	13.4%	*
2019-20	18.7%	14.3%	**4.6%**	-	3.8%	6.3%	-	-	*	*	42.9%	5.4%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	13.8%	**7.3%**	*	6.7%	6.8%	-	-	-	*	18.2%	7.5%	*

2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	8.6%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	0.7%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.1%	**1.3%**	*	2.2%	0.0%	-	-	-	*	18.2%	3.0%	*
2019-20	2.4%	2.0%	**0.8%**	-	0.0%	2.1%	-	-	*	*	7.1%	1.8%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	4.8%	**2.7%**	*	3.4%	1.7%	-	-	-	*	36.4%	3.0%	*
2019-20	3.7%	3.9%	**4.6%**	-	3.8%	6.3%	-	-	*	*	42.9%	5.4%	0.0%

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	27.2%	**6.7%**	*	4.5%	10.2%	-	-	-	*	0.0%	4.5%	*
	2019-20	30.1%	30.0%	**6.2%**	-	3.8%	10.4%	-	-	*	*	7.1%	5.4%	0.0%
Mathematics	2020-21	19.4%	20.9%	**12.0%**	*	9.0%	16.9%	-	-	-	*	0.0%	3.0%	*
	2019-20	21.2%	21.8%	**5.4%**	-	6.3%	4.2%	-	-	*	*	0.0%	8.9%	40.0%
Both Subjects	2020-21	14.4%	16.6%	**2.0%**	*	1.1%	3.4%	-	-	-	*	0.0%	1.5%	*
	2019-20	16.4%	18.2%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.2%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2019-20	7.3%	3.6%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	6.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2019-20	9.7%	7.4%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	1.7%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2019-20	4.2%	1.6%	**0.0%**	-	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	20.8%	**5.1%**	*	3.6%	6.7%	*	-	*	*	0.0%	2.2%	0.0%
	2020	22.0%	23.1%	**4.0%**	*	3.7%	3.7%	*	-	*	*	0.0%	2.5%	0.0%
English Language Arts	2021	12.1%	12.8%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2020	12.7%	14.3%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	4.9%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2020	6.4%	5.9%	**0.7%**	*	0.0%	1.9%	*	-	*	*	0.0%	0.0%	0.0%
Science	2021	8.7%	7.4%	**5.1%**	*	3.6%	6.7%	*	-	*	*	0.0%	2.2%	0.0%
	2020	9.4%	8.8%	**1.8%**	*	0.0%	3.7%	*	-	*	*	0.0%	0.8%	0.0%
Social Studies	2021	11.6%	12.4%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
	2020	12.4%	13.8%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	44.6%	**35.7%**	-	33.3%	42.9%	-	-	-	*	-	*	-
	2020	59.0%	56.1%	**81.8%**	-	83.3%	*	-	-	-	*	-	*	-
English Language Arts	2021	42.7%	39.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	46.4%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	41.4%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	50.1%	*****	-	-	*	-	-	-	-	-	-	-
Science	2021	41.4%	42.8%	**35.7%**	-	33.3%	42.9%	-	-	-	*	-	*	-
	2020	47.6%	46.9%	**80.0%**	-	-	*	-	-	-	*	-	*	-

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	36.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	48.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	67.4%	**34.7%**	*	21.3%	54.2%	-	-	-	*	0.0%	23.4%	*
	2019-20	76.7%	81.2%	**37.7%**	-	29.1%	50.0%	-	-	*	*	7.1%	29.1%	20.0%
At/Above Criterion for All Examinees	2020-21	32.9%	31.8%	**32.7%**	-	15.8%	43.8%	-	-	-	*	-	6.7%	-
	2019-20	35.7%	33.8%	**36.7%**	-	17.4%	54.2%	-	-	*	*	*	12.5%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	994	**1008**	-	938	1048	-	-	-	*	-	935	-
	2019-20	1019	997	**1040**	-	1002	1067	-	-	1370	-	-	999	960
English Language Arts and Writing	2020-21	504	504	**521**	-	490	539	-	-	-	*	-	484	-
	2019-20	513	504	**532**	-	521	534	-	-	720	-	-	506	470
Mathematics	2020-21	498	490	**486**	-	448	509	-	-	-	*	-	451	-
	2019-20	506	493	**509**	-	481	533	-	-	650	-	-	493	490
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.0	*	-	*	*	-	-	-	-	-	-	-
	2019-20	20.2	20.1	**19.5**	-	19.3	19.5	-	-	-	21.0	17.0	20.5	-
English Language Arts	2020-21	19.6	18.6	*	-	*	*	-	-	-	-	-	-	-
	2019-20	19.9	19.9	**19.4**	-	19.6	19.1	-	-	-	21.0	16.5	19.9	-
Mathematics	2020-21	19.9	18.9	*	-	*	*	-	-	-	-	-	-	-
	2019-20	20.1	19.8	**18.3**	-	17.9	18.6	-	-	-	17.0	16.0	19.3	-
Science	2020-21	20.3	19.4	*	-	*	*	-	-	-	-	-	-	-
	2019-20	20.5	20.5	**20.2**	-	19.3	20.5	-	-	-	23.0	17.0	22.2	-

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	41.6%	**34.5%**	*	28.2%	46.1%	*	-	*	80.0%	18.8%	24.9%	4.0%
	2019-20	46.3%	44.7%	**39.8%**	*	35.6%	47.1%	*	-	*	50.0%	14.5%	31.0%	13.0%
English Language Arts	2020-21	16.3%	14.9%	**15.9%**	*	11.5%	24.1%	*	-	*	20.0%	3.7%	6.8%	0.0%
	2019-20	18.2%	16.9%	**14.3%**	*	9.0%	22.5%	*	-	*	33.3%	0.0%	7.6%	0.0%
Mathematics	2020-21	19.3%	18.8%	**18.7%**	*	15.2%	25.4%	*	-	*	20.0%	6.4%	9.7%	4.5%
	2019-20	20.7%	20.1%	**17.8%**	*	15.7%	21.8%	*	-	*	*	1.8%	13.1%	4.8%
Science	2020-21	20.6%	20.3%	**19.7%**	*	15.3%	26.6%	*	-	*	60.0%	9.4%	15.3%	0.0%
	2019-20	22.4%	22.1%	**26.3%**	*	24.5%	29.3%	*	-	*	40.0%	9.6%	19.3%	9.5%
Social Studies	2020-21	22.8%	22.7%	**17.9%**	*	11.0%	30.9%	*	-	*	40.0%	2.0%	8.5%	0.0%
	2019-20	24.6%	24.4%	**17.1%**	*	10.8%	27.5%	*	-	*	33.3%	1.8%	9.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	48.4%	**36.9%**	-	30.4%	47.9%	-	-	*	*	14.3%	30.9%	40.0%
	2018-19	52.6%	52.0%	**42.9%**	-	38.2%	49.1%	-	-	-	*	17.6%	22.6%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

2021-22 Student Information (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,961	100.0%	5,402,928	100.0%	1,965	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	9	0.5%	14,290	0.3%	12	0.6%	21,375	0.4%
Pre-Kindergarten	87	4.4%	222,767	4.1%	87	4.4%	223,733	4.1%
Pre-Kindergarten: 3-year Old	23	1.2%	33,969	0.6%	23	1.2%	34,259	0.6%
Pre-Kindergarten: 4-year Old	64	3.3%	188,798	3.5%	64	3.3%	189,474	3.5%
Kindergarten	148	7.5%	370,054	6.8%	148	7.5%	371,502	6.8%
Grade 1	144	7.3%	384,494	7.1%	144	7.3%	386,232	7.1%
Grade 2	142	7.2%	382,008	7.1%	142	7.2%	383,838	7.1%
Grade 3	129	6.6%	383,078	7.1%	129	6.6%	384,872	7.1%
Grade 4	150	7.6%	383,959	7.1%	150	7.6%	386,011	7.1%
Grade 5	126	6.4%	387,945	7.2%	126	6.4%	389,971	7.2%
Grade 6	142	7.2%	398,640	7.4%	142	7.2%	400,447	7.4%
Grade 7	159	8.1%	418,486	7.7%	160	8.1%	418,788	7.7%
Grade 8	165	8.4%	424,287	7.9%	165	8.4%	424,544	7.8%
Grade 9	149	7.6%	475,437	8.8%	149	7.6%	475,746	8.8%
Grade 10	145	7.4%	408,393	7.6%	145	7.4%	408,700	7.5%
Grade 11	148	7.5%	389,034	7.2%	148	7.5%	389,454	7.2%
Grade 12	118	6.0%	360,056	6.7%	118	6.0%	362,157	6.7%
Ethnic Distribution:								
African American	6	0.3%	690,999	12.8%	6	0.3%	694,302	12.8%
Hispanic	1,312	66.9%	2,850,147	52.8%	1,315	66.9%	2,860,754	52.7%
White	608	31.0%	1,420,166	26.3%	609	31.0%	1,427,241	26.3%
American Indian	3	0.2%	17,944	0.3%	3	0.2%	18,028	0.3%
Asian	2	0.1%	259,342	4.8%	2	0.1%	261,788	4.8%
Pacific Islander	4	0.2%	8,443	0.2%	4	0.2%	8,477	0.2%
Two or More Races	26	1.3%	155,887	2.9%	26	1.3%	156,780	2.9%
Sex:								
Female	942	48.0%	2,640,313	48.9%	943	48.0%	2,650,563	48.8%
Male	1,019	52.0%	2,762,615	51.1%	1,022	52.0%	2,776,807	51.2%
Economically Disadvantaged	1,234	62.9%	3,278,452	60.7%	1,234	62.8%	3,289,420	60.6%
Non-Educationally Disadvantaged	727	37.1%	2,124,476	39.3%	731	37.2%	2,137,950	39.4%
Section 504 Students	233	11.9%	400,729	7.4%	233	11.9%	401,648	7.4%
EB Students/EL	104	5.3%	1,171,661	21.7%	104	5.3%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	23	1.1%	34,054	0.6%				

2021-22 Student Information (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.7%	1.9%	0.0%	5.2%
Grade 1	4.2%	2.9%	25.9%	4.2%
Grade 2	1.9%	1.7%	4.2%	2.2%
Grade 3	1.7%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	1.6%	0.6%	0.0%	0.6%
Grade 7	0.7%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	0.8%	10.5%	0.0%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	10	1.0%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	25.2	18.7
Grade 1	22.8	18.7
Grade 2	25.8	18.6
Grade 3	20.3	18.7
Grade 4	20.3	18.8
Grade 5	19.8	20.2
Grade 6	19.6	19.2
Secondary:		
English/Language Arts	13.6	16.3
Foreign Languages	17.8	18.4
Mathematics	14.0	17.5
Science	15.1	18.5
Social Studies	16.0	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	279.9	100.0%	749,473.4	100.0%
Professional Staff:	174.3	62.3%	480,632.3	64.1%
Teachers	133.2	47.6%	369,695.8	49.3%
Professional Support	26.5	9.5%	80,190.4	10.7%
Campus Administration (School Leadership)	10.6	3.8%	22,091.4	2.9%
Central Administration	4.0	1.4%	8,654.8	1.2%
Educational Aides:	48.3	17.2%	82,972.4	11.1%
Auxiliary Staff:	57.3	20.5%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,194.0	n/a
Part-time Librarians	1.0	n/a	607.0	n/a
Full-time Counselors	5.0	n/a	13,550.0	n/a
Part-time Counselors	1.0	n/a	1,176.0	n/a
Total Minority Staff:	114.6	41.0%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	41,286.1	11.2%
Hispanic	35.3	26.5%	106,866.5	28.9%
White	96.9	72.8%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	1.0	0.8%	4,312.0	1.2%
Teachers by Sex:				
Males	35.3	26.5%	89,015.4	24.1%
Females	97.9	73.5%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	101.8	76.4%	268,560.2	72.6%
Masters	31.5	23.6%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.0	5.3%	29,215.8	7.9%
1-5 Years Experience	20.0	15.0%	98,764.8	26.7%
6-10 Years Experience	21.4	16.1%	76,197.2	20.6%
11-20 Years Experience	46.9	35.2%	105,811.4	28.6%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	31.0	23.3%	48,804.6	13.2%
Over 30 Years Experience	6.9	5.2%	10,902.0	2.9%
Number of Students per Teacher	14.7	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.4	6.3
Average Years Experience of Principals with District	7.6	5.4
Average Years Experience of Assistant Principals	6.2	5.5
Average Years Experience of Assistant Principals with District	6.0	4.8
Average Years Experience of Teachers:	14.7	11.1
Average Years Experience of Teachers with District:	9.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$46,673	$51,054
1-5 Years Experience	$48,754	$54,577
6-10 Years Experience	$53,321	$57,746
11-20 Years Experience	$55,609	$61,377
21-30 Years Experience	$60,411	$65,949
Over 30 Years Experience	$70,215	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$55,620	$58,887
Professional Support	$62,839	$69,505
Campus Administration (School Leadership)	$86,670	$84,990
Central Administration	$108,500	$112,797
Instructional Staff Percent:	64.7%	64.9%
Turnover Rate for Teachers:	16.9%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
DEVINE ISD (163901) - MEDINA COUNTY

| | ------ District ----- | | ------- State ------- | |
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	3,305	$6,188
Exemplary	-	-	1,564	$12,202
Master	-	-	681	$21,922

| | ------ District ----- | | ------- State ------- | |
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	9.6	7.2%	19,365.5	5.2%
Compensatory Education	12.1	9.1%	11,037.2	3.0%
Gifted and Talented Education	6.0	4.5%	6,465.0	1.7%
Regular Education	92.0	69.1%	261,685.1	70.8%
Special Education	13.5	10.2%	35,441.0	9.6%
Other	0.0	0.0%	12,775.1	3.5%

-   Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

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

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

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

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
    (To open link in a new window, press the "Ctrl" key and click on the link.)

ADDENDUMS:

Devine ISD Technology Plan 2023-2024

Goal 1: Teaching and Learning

1. Continue to increase access to technology for students, teachers, staff, and administrators in the district.

2. Continue to utilize electronic resources to build and enhance the curriculum.

3. Continue to enhance the delivery of instruction via interactive technology.

Goal 2: Preparation and Professional Development

1. Continue to enhance professional development by providing more training opportunities for all staff members.

2. Continue to provide professional development to ensure staff becomes proficient in technology use.

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

Goal 3: Administration and Instructional Support

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

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

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

Goal 4: Infrastructure

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

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

3. Continue to progress to 1:1 device-to-student ratio district-wide.

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

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

Overview of State Compensatory Education

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

Students Eligibility

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

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

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

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

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

(5) is pregnant or is a parent;

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

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

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

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

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

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

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

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

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

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

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

District SCE Policies and Procedures

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

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

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

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

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

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

(6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School–and Devine High School are not a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% students from low-income families) is *not* responsible for

meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

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

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

Campus-Level SCE Services 2023-2024

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

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
Instruction and Intervention K-2nd- Provide early reading intervention to low-achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers.	Certified Interventionist-(1.9 FTEs) $106,634.20 Instructional aides-(6 FTEs) $104,000.00 Elementary Pre-K Teachers-(1.3 FTEs) $69,018.90 SCE (additional instruction and intervention supplies) $3,600	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August 2023 - May 2024 SW Comp-2, 3	Teacher test Grade reports Progress monitoring Running records Lesson plans Grade Reports At Risk List	Achieve "Developed" status on MCLASS

Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Dyslexia (Grade Kinder, 1 and 2) – Provide dyslexia intervention for students using Reading by Design, and Tier II and Tier III reading interventions.	Local	Principal Reading Interventionist	August 2023 - July 2024 SW Comp-2, 9	DRA Reports MCLASS Reports Classroom Assessments	Reading/ELA grades List of exited students
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2023- May 2024	6 weeks Attendance Reports SRO Reports	Every 6 weeks, Annual Attendance Reports

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

Campus-Level SCE Services 2023-24

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

Devine Intermediate School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
Instruction and Intervention – (3-5) Provide reading and dyslexia intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. Also, implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.	Certified Interventionist-(1.6 FTEs) Instructional aides-(2.6 FTEs) Overtime & Sub Aides SCE - $181,961.50	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August - July SW Comp-2,3	Benchmarks Teacher test Grade reports Progress monitoring Running records	STAAR Results Federal Report Card
Tutorials- Provide in-school, after-school, and Saturday school tutorials for students not meeting objective/standard in order to reduce the gap between "all students" (EcoDis/LEP/Sped).	$1000	Principal Spec. Prog. Director	August - July SW Comp-2,9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR
Summer School Programming Implement effective summer school intervention for at-risk students and	$9,500	Principal Spec. Prog. Director	June-August	Pre-test/ Post-test	Passing applicable component of STAAR

monitor student performance to ensure increased student achievement.

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

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
STAAR Materials and Supplies- Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives, and provide supplemental instruction to students in need of assistance in reading and math.	SCE-$3,600 Instructional and software supplies	Principal Teachers Technology Aides	August - July 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-$600	Principal	August - July SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

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

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
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 - July SW Comp-2,3	Lesson plans Teacher tests Grade reports	STAAR reading, writing, math results. TELPAS results
Dyslexia – Provide dyslexia intervention for dyslexic students using Reading By Design, Lexia and Tier II/Tier III Reading First interventions.	Local	Principal Reading Interventionists Spec. Ed. Director	August - July SW Comp-2,9	TPRI Reports Classroom Assessments	Reading/ELA grades List of exited students

District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2019 - July 2020	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Campus-Level SCE Services 2023-2024

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; provide ESL learning lab for newcomer EB students.	Certified Teachers (.5 FTEs) $141,416.00	Principal	August -June	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.	$1000	Principal	August -June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Summer School Programming Implement effective summer school intervention for at-risk students and monitor student performance to ensure increased student achievement.	$9,500	Principal Spec. Prog. Director	June-August	Pre-test/ Post-test	Passing applicable component of STAAR
Dyslexia -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	$450	Principal Dyslexia teacher Assessment teacher Special Ed. Director	August -June	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
DAEP-In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide 1 Admin Subs $242,847.00 Supplies -$3,000 Copier lease-$2,000 (incorporated w/ HS funds)	DAEP Principal	August -June	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 -June	First semester record of student attendance	Yearly record of student attendance
*****Homebound Services**-Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-$1,000	Principal Counselor	August -June	Teacher tests Grade cards	Passing all core subjects
STAAR Materials-Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-$3,500	Principal	August -June	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
ESL Lab- Provide student support and remediation for ESL students who are new to English. (Rosetta Stone, Dual lingo, Espanol, Reading Eggs)	Title III SSA	Principal Counselor Spec. Prog. Director	August -June	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 -June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Campus-Level SCE Services 2023-2024

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

Devine High School

Objective: To have 90% of all students disaggregated by ethnicity, gender, and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment or are English Learners in order to improve student performance on EOCs and TELPAS Testing.	Certified Teacher (.5 FTE) $25,812	Principal Accelerated Instruction Staff	August-June	Teacher tests Grade cards	Pass all classes EOC STAAR results TELPAS results
Supplemental Instruction - Provide supplemental technology instruction to students in need of assistance in core subject areas. (PLATO Lab)	Aide (.87 FTE) $24,988	Principal PLATO Counselor Technology Aide	August-June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
After School Tutorials-Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teachers $1,000	Principal	August-June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Summer Tutorials-Certified teachers provide accelerated instruction to students who have failed a STAAR or EOC test and are eligible for re-testing.	Certified Teachers $4,000	Principal Asst Principal Counselor	August-June	Teacher tests Progress reports	EOC STAAR Results
Dyslexia – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-$270 (supplies) Local	Principal Counselor Spec. Ed. Director	August-June	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR
DAEP-In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide 1 Admin Subs $242,847.00 Supplies -$3,000 Copier lease-$2,000 (incorporated w/ MS funds)	DAEP Principal	August-June	Teacher tests Grade cards	Passing grades Stay in school
Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
JJAEP-Participate in Atascosa JJAEP as an alternative to expulsion	SCE-$6,000 (incorporated w/ MS funds)	Superintendent MS/HS Principals, Asst Principals Asst Supt Per/C&I	August-June	First semester record of student attendance	Yearly record of student attendance
*Homebound Services- Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-$10,000	Principal	August-June	Teacher tests Grade cards	Passing all core subjects
Supplemental Materials-Core curricula is augmented by teachers using supplemental materials to help students achieve EOC objectives.	Instructional Supplies $3,500	Principal	August-June	Teacher tests Grade cards	Passing applicable component of EOC

Additional Services available to support At-Risk Students (not funded by SCE)					
Supplemental Instruction - Provide supplemental instruction to students in need of assistance in core subject areas. (PLATO Program)	Local	Principal PLATO Counselor Technology Aide	August-June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
District SRO and DAEP Principal/ District Truancy Officer will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk Asst Supt. C&I	August-June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide