

# **Northwest Independent School District**

## **District Improvement Plan**

### **2019-2020 Board Report**

**Accountability Rating: A**



**Board Approval Date: September 9, 2019**

# 2018-2022 Strategic Framework

## Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Northwest Independent School District has a vision to empower learners and leaders to positively impact the world. The district is uniquely situated in the northwest corridor of the Dallas-Fort Worth metroplex. At 234 square miles, Northwest ISD is one of the largest school districts in the area. The district spans three counties (Tarrant, Denton, and Wise) and more than 14 municipalities that range from small rural communities to a thriving metropolis.

Northwest ISD is among the top ten fastest growing school districts in Texas. In the past decade, student enrollment has increased from just over 14,160 students to more than 25,000 in 2019-2020. Accommodating the rapidly increasing student population and preparing for the future remains a top challenge, as district growth projections indicate that enrollment could exceed 37,953 students by 2028.

### Ten-Year Enrollment Forecast - 1Q19 Demographic Report

Year (Oct.)	Total	Growth	% Growth
2014/15	19,831		
2015/16	20,976	1,145	5.80%
2016/17	22,044	1,068	5.10%
2017/18	23,141	1,097	5.00%
2018/19	24,116	975	4.20%
2019/20	25,263	1,147	4.80%
2020/21	26,675	1,412	5.60%
2021/22	28,175	1,500	5.60%
2022/23	29,517	1,342	4.80%
2023/24	30,909	1,392	4.70%
2024/25	32,200	1,291	4.20%
2025/26	33,663	1,463	4.50%
2026/27	35,135	1,472	4.40%
2027/28	36,546	1,411	4.00%
2028/29	37,953	1,407	3.80%

With the growth, the ethnicity of the student population is becoming more diverse with 62.21% White, 21.84% Hispanic, 8.84% African-American, and 4.32% Asian. The percentage of economically disadvantaged students increased in 2018-2019 at 20.82%, as well as the percentage of ESL students at 4.71%. [Data Source: 2018-2019 Fall Resubmission PEIMS Data Collection]

With education still remaining a field of predominantly white females, the diversity of Northwest ISD's staff is slightly changing, but struggles to match that of the student population: All staff - 87.1% White, 8.3% Hispanic, 2.3% African-American, and .8% Asian. [Data Source: 2018-2019 Fall Resubmission PEIMS Data Collection]

With the rapid growth of our school district, the diversity of our students and their needs continues to grow. We recognize the importance of monitoring and evaluating student subpopulations in an effort to increase awareness of possible achievement gaps and to better address and close those gaps. Following is some of the student data we are monitoring.

#### Attendance Data:

	Total	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Econ Dis	EL	504
NISD	96.13%	96.38%	96.1%	96.06%	95.46%	96.84%	96.2%	96.26%	95.15%	95.51%	96.67%	95.62%
NHS	94.78%	94.14%	94.86%	94.75%	93.48%	95.47%	97.21%	95.10%	91.50%	92.80%	94.90%	94.09%
BNHS	95.77%	96.47%	95.55%	95.55%	95.85%	97.05%	96.60%	96.04%	94.70%	94.20%	95.10%	94.74%
Denton Creek	91.84%	93.33%	94.56%	85.88%	0	0	0	87.97%	85.00%	93.20%	95.60%	88.40%
Steele	97.37%	96.84%	97.70%	97.28%	0	98.58%	0	97.26%	97.00%	97.20%	98.00%	95.92%
EHS	95.3%	95.55%	95.29%	95.2%	92.41%	96.17%	96.58%	94.89%	94.20%	93.90%	94.80%	94.32%
Medlin	96.99%	97.44%	96.73%	96.91%	95.51%	97.97%	96.51%	97.07%	96.40%	95.80%	97.00%	96.71%
Pike	96.08%	97.34%	96.36%	95.75%	99.00%	98.53%	96.95%	95.52%	94.80%	95.00%	96.40%	94.97%
CTMS	96.26%	95.73%	96.43%	96.12%	97.49%	96.80%	0	96.54%	95.30%	95.50%	96.20%	95.54%
Tidwell	96.74%	97.68%	97.04%	96.53%	89.92%	98.24%	97.43%	96.12%	96.90%	96.40%	97.40%	95.76%
Wilson	96.81%	95.36%	97.04%	96.82%	98.34%	97.88%	98.55%	97.44%	94.50%	95.40%	97.80%	96.48%
Adams	96.8%	97.36%	96.89%	96.52%	96.61%	97.88%	97.59%	95.59%	96.20%	96.00%	97.10%	95.93%
Haslet	96.77%	95.69%	96.98%	96.79%	100.00%	96.91%	0	97.09%	95.00%	95.50%	97.80%	96.60%
Justin	96.17%	96.53%	95.85%	96.25%	96.54%	96.39%	83.33%	98.55%	94.60%	95.40%	96.10%	96.19%
Lakeview	97.16%	97.99%	97.18%	97.06%	97.09%	97.06%	94.48%	97.04%	96.00%	96.10%	96.00%	96.65%
Roanoke	96.7%	97.56%	96.82%	96.59%	95.14%	96.56%	90.36%	97.83%	95.80%	96.10%	97.00%	95.58%
Seven Hills	95.5%	95.27%	96.03%	95.21%	97.06%	95.81%	91.86%	95.33%	94.20%	94.80%	96.70%	95.71%
Beck	96.86%	97.58%	96.86%	96.86%	93.90%	96.54%	0	96.03%	96.60%	96.00%	96.30%	97.23%
Hatfield	96.09%	95.89%	95.39%	96.19%	0	98.22%	97.08%	95.48%	95.10%	95.20%	97.80%	94.83%
PVES	95.97%	96.43%	95.81%	95.86%	100.00%	97.92%	0	97.26%	95.70%	95.70%	96.10%	95.94%
Nance	96.75%	97.83%	96.01%	96.68%	96.86%	97.50%	95.58%	97.41%	95.90%	96.30%	97.10%	96.65%
Hughes	95.98%	95.59%	96.22%	95.92%	94.90%	95.42%	98.84%	95.93%	94.70%	95.20%	96.00%	96.14%
Granger	96.8%	96.77%	96.39%	96.88%	93.60%	97.15%	95.93%	96.61%	96.50%	96.60%	97.50%	97.02%

	Total	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Econ Dis	EL	504
SRES	96.2%	94.54%	96.22%	96.48%	93.38%	95.95%	95.93%	96.97%	96.20%	95.40%	96.20%	96.50%
Peterson	96.42%	96.99%	96.00%	96.33%	96.32%	95.91%	86.63%	98.26%	95.30%	95.50%	97.00%	95.79%
Love	95.82%	96.62%	95.91%	95.62%	95.55%	95.91%	97.07%	93.74%	94.70%	95.20%	96.70%	95.84%
JCT	96.04%	95.10%	96.44%	96.04%	97.67%	95.25%	99.03%	95.76%	95.50%	94.80%	97.30%	95.79%
Schluter	96.45%	97.55%	96.59%	96.22%	98.26%	95.93%	96.62%	97.13%	95.50%	95.70%	98.30%	97.09%
Cox	96.27%	97.28%	96.59%	96.22%	98.26%	95.93%	96.62%	97.13%	94.20%	95.70%	97.20%	95.20%
Curtis	96.79%	97.30%	96.66%	96.46%	97.09%	96.70%	97.40%	97.22%	96.90%	95.00%	96.60%	95.48%
Lance Thompson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

## STAAR Reading/ELA 1&2

	Total	Special Ed	Econ Dis	EL	African American	Hispanic
NISD	84%	46%	72%	54%	76%	77%
NHS	73%	25%	59%	30%	68%	64%
BNHS	85%	41%	68%	19%	73%	74%
Steele	91%	64%	84%	50%	75%	89%
EHS	80%	36%	69%	47%	65%	76%
Medlin	92%	64%	77%	61%	88%	85%
Pike	82%	30%	76%	53%	79%	76%
CTMS	76%	75%	67%	46%	57%	65%
Tidwell	89%	58%	82%	54%	85%	85%
Wilson	86%	45%	74%	57%	71%	82%
Adams	85%	70%	79%	65%	81%	84%
Haslet	90%	66%	82%	67%	86%	77%
Justin	85%	34%	75%	65%	86%	77%
Lakeview	94%	64%	71%	100%	80%	96%
Roanoke	89%	60%	82%	78%	71%	89%
Seven Hills	67%	30%	53%	40%	100%	51%
Beck	94%	61%	81%	80%	80%	85%
Hatfield	80%	57%	63%	57%	68%	86%
PVES	79%	49%	73%	75%	80%	73%
Nance	79%	55%	79%	50%	74%	78%
Hughes	87%	53%	75%	83%	81%	83%

	<b>Total</b>	<b>Special Ed</b>	<b>Econ Dis</b>	<b>EL</b>	<b>African American</b>	<b>Hispanic</b>
Granger	94%	60%	87%	57%	84%	91%
SRES	83%	58%	62%	58%	74%	81%
Peterson	86%	58%	77%	76%	83%	91%
Love	77%	35%	75%	43%	85%	71%
JCT	83%	58%	75%	80%	67%	88%
Schluter	85%	51%	68%	100%	80%	77%
Cox	93%	69%	85%	100%	86%	92%
Curtis	87%	71%	76%	75%	86%	81%
Lance Thompson	NA	NA	NA	NA	NA	NA

### STAAR Math/Algebra 1

	<b>Total</b>	<b>Special Ed</b>	<b>Econ Dis</b>	<b>EL</b>	<b>African American</b>	<b>Hispanic</b>
NISD	88%	59%	79%	72%	82%	82%
NHS	85%	57%	79%	81%	88%	80%
BNHS	89%	60%	83%	79%	86%	85%
Steele	96%	80%	100%		100%	
EHS	87%	68%	83%	94%	88%	84%
Medlin	95%	74%	82%	77%	84%	87%
Pike	90%	55%	85%	79%	80%	89%
CTMS	86%	52%	79%	60%	64%	77%
Tidwell	94%	78%	88%	72%	93%	90%
Wilson	93%	65%	84%	87%	78%	90%
Adams	87%	51%	81%	56%	78%	81%
Haslet	90%	53%	82%	56%	86%	82%
Justin	84%	51%	72%	62%	100%	74%
Lakeview	93%	71%	71%	100%	80%	93%
Roanoke	91%	70%	81%	73%	83%	87%
Seven Hills	73%	38%	62%	52%	100%	59%
Beck	97%	77%	90%	70%	93%	89%
Hatfield	86%	65%	75%	71%	75%	86%
PVES	84%	56%	80%	75%	80%	79%

	<b>Total</b>	<b>Special Ed</b>	<b>Econ Dis</b>	<b>EL</b>	<b>African American</b>	<b>Hispanic</b>
Nance	81%	45%	81%	75%	72%	79%
Hughes	90%	65%	85%	96%	94%	84%
Granger	92%	50%	83%	79%	92%	87%
SRES	76%	51%	62%	67%	66%	73%
Peterson	84%	49%	79%	76%	81%	84%
Love	79%	35%	75%	54%	80%	72%
JCT	82%	53%	69%	80%	75%	81%
Schluter	82%	55%	74%	100%	73%	78%
Cox	92%	70%	85%	89%	86%	92%
Curtis	83%	67%	72%	91%	80%	62%
Lance Thompson	NA	NA	NA	NA	NA	NA

### STAAR Science/Biology

	<b>Total</b>	<b>Special Ed</b>	<b>Econ Dis</b>	<b>EL</b>	<b>African American</b>	<b>Hispanic</b>
NISD	90%	61%	78%	55%	82%	83%
NHS	92%	61%	86%	71%	90%	86%
BNHS	95%	71%	84%	64%	93%	93%
Steele	100%	100%	100%		100%	100%
EHS	97%	84%	94%	80%	93%	95%
Medlin	99%	86%	100%	83%	100%	96%
Pike	90%	56%	84%	50%	84%	82%
CTMS	78%	44%	70%	10%	50%	69%
Tidwell	97%	88%	95%	100%	89%	98%
Wilson	95%	66%	89%	100%	79%	94%
Adams	92%	61%	87%	67%	84%	91%
Haslet	78%	43%	57%	50%	67%	67%
Justin	79%	36%	61%	44%	60%	60%
Lakeview	97%	90%	100%	100%		100%
Roanoke	86%	50%	58%	33%	100%	70%



	Total	Special Ed	Econ Dis	EL	African American	Hispanic
Seven Hills	55%	13%	45%	17%	100%	50%
Beck	95%	56%	70%	100%	75%	94%
Hatfield	89%	62%	74%	100%	85%	83%
PVES	67%	67%	59%	60%	100%	56%
Nance	71%	62%	67%	50%	56%	76%
Hughes	79%	64%	59%	44%	73%	68%
Granger	93%	60%	88%	50%	75%	92%
SRES	75%	44%	52%	50%	57%	56%
Peterson	83%	74%	78%	57%	71%	83%
Love	66%	7%	50%	9%	57%	47%
JCT	72%	9%	55%	33%	55%	80%
Schluter	81%	40%	69%		75%	74%
Cox	87%	90%	83%	67%	88%	75%
Curtis	86%	50%	69%	75%	82%	75%
Lance Thompson	NA	NA	NA	NA	NA	NA

### STAAR Social Studies/US History

	Total	Special Ed	Econ Dis	EL	African American	Hispanic
NISD	89%	54%	77%	57%	82%	84%
NHS	96%	64%	93%	86%	94%	92%
BNHS	97%	71%	84%	83%	95%	93%
Steele	100%	100%	100%		100%	100%
EHS	97%	77%	89%	75%	93%	96%
Medlin	88%	43%	69%	50%	84%	88%
Pike	78%	38%	67%	33%	74%	69%
CTMS	71%	39%	61%	10%	33%	62%
Tidwell	85%	54%	75%	0%	85%	78%
Wilson	85%	43%	61%	75%	54%	84%
Adams	80%	37%	68%	50%	73%	75%

## Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Effective planning by staff and the community to meet the physical and programming needs of the district.
- Effective communications with the community of growth needs resulting in successful bond programs to fund facilities.
- North Texas has a strong, growing economy.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. **Root Cause:** Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.

**Problem Statement 2:** NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. **Root Cause:** The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.

**Problem Statement 3:** As a fast-growth district, it is important that we stay ahead of the influx of development and the increase in population that comes with it. As the district grows, proper planning and constructing of new facilities is crucial to provide the learning environments that our community expects and the district has built a reputation on. Implementing district-wide planning processes in an effort to prepare us for the incoming growth is as critical as planning for the fiscal responsibility that comes with it. **Root Cause:** Our largest challenge is the available land for development that exist within our district's boundaries. This availability combined with the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district are drawing new residents and businesses to our area at a rapid rate.

# Student Academic Achievement

## Student Academic Achievement Summary

NISD received an "A" rating from the state for academic performance in 2018-2019. This is the second consecutive year that NISD has reached this status and the performance continues to be at a high level.

The following diagnostic data provides an indicator of our students' academic achievement.

### DRA2 End of Year Information

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Kinder</b>	95%	85%	91%	85%	88%	85%
<b>1<sup>st</sup> Grade</b>	80%	83%	80%	81%	83%	80%
<b>2<sup>nd</sup> Grade</b>	81%	79%	82%	79%	84%	81%
<b>3<sup>rd</sup> Grade</b>	79%	81%	81%	80%	82%	81%

## Spring 2019 Grades 3-8 & EOC District STAAR Report - STAAR ONLY

\*Small Numbers masked \*\*Does NOT Include STAAR Spanish (3-5) or STAAR ALT - Data from ETS Summary Reports

\*\*\* 5th/8th Math & Reading - Scores of both April and May calculated by hand from each ETS Summary Report

### Reading - 3rd Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #		Total #															
Haslet-101	105	71	12	11%	10	14%	93	89%	61	86%	65	62%	47	66%	43	41%	40	56%
Justin-102	95	95	15	16%	22	23%	80	84%	73	77%	52	55%	34	36%	34	36%	23	24%
Lakeview-106	103	97	5	5%	8	8%	98	95%	89	92%	74	72%	62	64%	50	49%	44	45%
Roanoke-107	112	104	15	13%	19	18%	97	87%	85	82%	57	51%	59	57%	39	35%	44	42%
Seven Hills-108	88	99	32	36%	37	37%	56	64%	62	63%	35	40%	32	32%	17	19%	22	22%
Beck-109	127	133	8	6%	5	4%	119	94%	128	96%	92	72%	105	79%	64	50%	79	59%
Hatfield-110	91	65	21	23%	18	28%	70	77%	47	72%	37	41%	32	49%	17	19%	19	29%

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #		Total #															
Prairie View-111	84	56	25	30%	8	14%	59	70%	48	86%	37	44%	23	41%	24	29%	15	27%
Nance-112	103	76	29	28%	18	24%	74	72%	58	76%	46	45%	30	39%	25	24%	16	21%
Hughes-113	90	97	18	20%	14	14%	72	80%	83	86%	48	53%	54	56%	28	31%	36	37%
Granger-114	143	121	9	6%	9	7%	134	94%	112	93%	99	69%	78	64%	67	47%	61	50%
Sendera Ranch-115	94	122	7	7%	26	21%	87	93%	96	79%	50	53%	57	47%	33	35%	38	31%
Peterson-116	119	118	13	11%	15	13%	106	89%	103	87%	71	60%	66	56%	50	42%	41	35%
Love-117	104	109	29	28%	28	26%	75	72%	81	74%	36	35%	46	42%	16	15%	30	28%
Thompson-118	109	92	27	25%	23	25%	82	75%	69	75%	39	36%	40	43%	24	22%	23	25%
Schluter-119	124	141	12	10%	25	18%	112	90%	116	82%	72	58%	82	58%	40	32%	53	38%
Cox-120	100	109	4	4%	6	6%	96	96%	109	94%	79	79%	83	76%	57	57%	61	56%
Curtis-121	N/A	77	N/A	N/A	9	12%	N/A	N/A	68	88%	N/A	N/A	42	55%	N/A	N/A	25	32%
District	1791	1782	281	16%	300	17%	1510	84%	1482	83%	989	55%	972	55%	628	35%	670	38%

### Math - 3rd Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #		Total #															
Haslet-101	106	71	11	10%	9	13%	95	90%	62	87%	70	66%	42	59%	41	39%	21	30%
Justin-102	95	95	17	18%	29	31%	78	82%	66	69%	44	46%	37	39%	24	25%	14	15%
Lakeview-106	100	94	9	9%	13	14%	91	91%	81	86%	66	66%	54	57%	28	28%	25	27%
Roanoke-107	116	111	23	20%	17	15%	93	80%	94	85%	57	49%	71	64%	31	27%	35	32%
Seven Hills-108	88	99	27	31%	32	32%	61	69%	67	68%	40	45%	36	36%	15	17%	12	12%
Beck-109	125	127	7	6%	3	2%	118	94%	124	98%	90	72%	95	75%	46	37%	63	50%
Hatfield-110	91	64	30	33%	13	20%	61	67%	51	80%	25	27%	30	47%	14	15%	18	28%
Prairie View-111	86	59	22	26%	13	22%	64	74%	46	78%	38	44%	26	44%	16	19%	15	25%
Nance-112	103	76	15	24%	17	22%	78	76%	59	78%	40	39%	32	42%	22	21%	18	24%
Hughes-113	92	96	20	22%	11	11%	72	78%	85	89%	49	53%	45	47%	29	32%	23	24%
Granger-114	144	120	12	8%	9	8%	132	92%	111	93%	102	71%	81	68%	53	37%	45	38%
Sendera Ranch-115	95	122	17	18%	31	25%	78	82%	91	75%	44	46%	55	45%	19	20%	32	26%
Peterson-116	121	118	22	18%	23	19%	99	82%	95	81%	71	59%	66	56%	31	26%	34	29%
Love-117	104	109	38	37%	32	29%	66	63%	77	71%	36	35%	36	33%	14	13%	14	13%

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Thompson-118	109	92	29	27%	27	29%	80	73%	65	71%	41	38%	35	38%	14	13%	16	17%
Schluter-119	122	139	11	9%	24	17%	111	91%	115	83%	74	61%	70	50%	34	28%	36	26%
Cox-120	96	110	6	6%	3	3%	90	94%	107	97%	75	78%	90	82%	42	44%	54	49%
Curtis-121	N/A	77	N/A	N/A	11	14%	N/A	N/A	66	86%	N/A	N/A	46	60%	N/A	N/A	29	38%
District	1793	1779	326	18%	317	18%	1467	82%	1462	82%	962	54%	947	53%	473	26%	504	28%

## Reading - 4th Grade

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Haslet-101	122	76	16	13%	15	20%	106	87%	61	80%	68	56%	42	55%	38	31%	23	30%
Justin-102	107	110	25	23%	13	12%	82	77%	97	88%	59	55%	63	57%	27	25%	35	32%
Lakeview-106	84	105	2	2%	9	9%	82	98%	96	91%	68	81%	76	72%	37	44%	47	45%
Roanoke-107	116	109	20	17%	12	11%	96	83%	97	89%	77	66%	64	59%	43	37%	31	28%
Seven Hills-108	82	85	32	39%	32	38%	50	61%	53	62%	26	32%	32	38%	12	15%	17	20%
Beck-109	168	134	18	11%	13	10%	150	89%	121	90%	119	71%	96	72%	75	45%	56	42%
Hatfield-110	85	65	25	29%	16	25%	60	71%	49	75%	32	38%	29	45%	16	19%	17	26%
Prairie View-111	60	83	28	47%	24	29%	32	53%	59	71%	17	28%	29	35%	5	8%	15	18%
Nance-112	103	103	29	28%	35	34%	74	72%	68	66%	38	37%	35	34%	23	22%	16	16%
Hughes-113	107	99	18	17%	19	19%	89	83%	80	81%	59	55%	55	56%	29	27%	28	28%
Granger-114	154	125	15	10%	12	10%	139	90%	113	90%	107	69%	89	71%	60	39%	48	38%
Sendera Ranch-115	94	104	25	27%	20	19%	69	73%	84	81%	47	50%	44	42%	22	23%	25	24%
Peterson-116	101	109	19	19%	20	18%	82	81%	89	82%	63	62%	55	50%	34	34%	31	28%
Love-117	104	126	21	20%	31	25%	83	80%	95	75%	61	59%	60	48%	36	35%	33	26%
Thompson-118	107	91	30	28%	18	20%	77	72%	73	80%	57	53%	40	44%	32	30%	25	27%
Schluter-119	114	142	17	15%	29	20%	97	85%	113	80%	73	64%	66	46%	45	39%	37	26%
Cox-120	94	113	14	15%	17	15%	80	85%	96	85%	51	54%	74	65%	23	24%	38	34%
Curtis-121	N/A	72	N/A	N/A	18	25%	N/A	N/A	54	75%	N/A	N/A	30	42%	N/A	N/A	11	15%
District	1802	1851	354	20%	353	19%	1448	80%	1498	81%	1022	57%	979	53%	557	31%	532	29%

## Math - 4th Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #		Total #															
Haslet-101	122	76	21	17%	14	18%	101	83%	62	82%	80	66%	44	58%	43	35%	33	43%
Justin-102	108	108	20	19%	15	14%	88	81%	93	86%	68	63%	60	56%	38	35%	43	40%
Lakeview-106	81	102	4	5%	8	8%	77	95%	94	92%	63	78%	79	77%	40	49%	67	66%
Roanoke-107	123	106	24	20%	8	8%	99	80%	98	92%	63	51%	63	59%	34	28%	43	41%
Seven Hills-108	82	85	29	35%	32	38%	53	65%	53	62%	35	43%	39	46%	15	18%	27	32%
Beck-109	164	137	8	5%	9	7%	156	95%	128	93%	119	73%	104	76%	70	43%	77	56%
Hatfield-110	83	66	16	19%	11	17%	67	81%	55	83%	45	54%	35	53%	27	33%	23	35%
Prairie View-111	60	85	22	37%	20	24%	38	63%	65	76%	15	25%	35	41%	10	17%	18	21%
Nance-112	102	103	28	27%	29	28%	74	73%	74	72%	37	36%	42	41%	17	17%	28	27%
Hughes-113	108	97	23	21%	13	13%	85	79%	84	87%	43	40%	57	59%	16	15%	28	29%
Granger-114	154	121	6	4%	16	13%	148	96%	105	87%	116	75%	84	69%	74	48%	58	48%
Sendera Ranch-115	94	105	27	29%	36	34%	67	71%	69	66%	39	41%	44	42%	24	26%	28	27%
Peterson-116	102	109	22	22%	24	22%	80	78%	85	78%	47	46%	59	54%	26	25%	39	36%
Love-117	103	126	14	14%	31	25%	89	86%	95	75%	60	58%	67	53%	37	36%	42	33%
Thompson-118	107	91	29	27%	20	22%	78	73%	71	78%	37	35%	46	51%	27	25%	29	32%
Schluter-119	116	143	24	21%	47	33%	92	79%	96	67%	57	49%	62	43%	32	28%	42	29%
Cox-120	96	110	10	10%	21	19%	86	90%	89	81%	65	68%	62	56%	48	50%	40	36%
Curtis-121	N/A	72	N/A	N/A	28	39%	N/A	N/A	44	61%	N/A	N/A	33	46%	N/A	N/A	21	29%
District	1805	1842	327	18%	382	21%	1478	82%	1460	79%	989	55%	1015	55%	578	32%	686	37%

## Writing - 4th Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Haslet-101	121	75	28	23%	19	25%	93	77%	56	75%	65	54%	29	39%	21	17%	10	13%
Justin-102	108	110	39	36%	21	19%	69	64%	89	81%	45	42%	55	50%	10	9%	18	16%
Lakeview-106	84	107	9	11%	11	10%	75	89%	96	90%	59	70%	71	66%	17	20%	29	27%
Roanoke-107	114	108	25	22%	22	20%	89	78%	86	80%	63	55%	48	44%	23	20%	16	15%

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Seven Hills-108	81	84	49	60%	36	43%	32	40%	48	57%	20	25%	28	33%	2	2%	10	12%
Beck-109	170	134	33	19%	27	20%	137	81%	107	80%	98	58%	68	51%	39	23%	29	22%
Hatfield-110	86	65	40	47%	19	29%	46	53%	46	71%	28	33%	30	46%	9	10%	7	11%
Prairie View-111	59	85	27	46%	37	44%	32	54%	48	56%	9	15%	23	27%	2	3%	5	6%
Nance-112	103	102	42	41%	33	32%	61	59%	69	68%	41	40%	31	30%	9	9%	4	4%
Hughes-113	107	100	30	28%	24	24%	77	72%	76	76%	51	48%	45	45%	19	18%	18	18%
Granger-114	154	127	20	13%	22	17%	134	87%	105	83%	99	64%	62	49%	37	24%	23	18%
Sendera Ranch-115	94	106	41	44%	36	34%	53	56%	70	66%	38	40%	34	32%	8	9%	12	11%
Peterson-116	102	109	26	25%	30	28%	76	75%	79	72%	47	46%	43	39%	12	12%	15	14%
Love-117	103	127	25	24%	35	28%	78	76%	92	72%	53	51%	45	35%	12	12%	14	11%
Thompson-118	108	90	39	36%	26	29%	69	64%	64	71%	49	45%	34	38%	18	17%	11	12%
Schluter-119	114	142	27	24%	34	24%	87	76%	108	76%	63	55%	54	38%	17	15%	20	14%
Cox-120	95	113	28	29%	28	25%	67	71%	85	75%	51	54%	54	48%	17	18%	23	20%
Curtis-121	N/A	73	N/A	N/A	28	38%	N/A	N/A	45	62%	N/A	N/A	26	36%	N/A	N/A	8	11%
District	1803	1857	528	29%	488	26%	1275	71%	1369	74%	879	49%	780	42%	272	15%	272	15%

### Reading - 5th Grade (April + May Administration)

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Haslet-101	121	87	4	3%	3	3%	117	97%	84	97%	91	75%	62	71%	56	46%	42	48%
Justin-102	100	112	11	11%	12	11%	89	89%	100	89%	64	64%	69	62%	33	33%	43	38%
Lakeview-106	108	79	6	6%	1	1%	102	94%	78	99%	83	77%	66	84%	51	47%	45	57%
Roanoke-107	127	127	7	6%	6	5%	120	94%	121	95%	80	63%	93	73%	42	33%	53	42%
Seven Hills-108	99	84	17	17%	19	23%	82	83%	65	77%	53	54%	39	46%	31	31%	23	27%
Beck-109	147	170	5	3%	8	5%	142	97%	162	95%	117	80%	142	84%	70	48%	96	56%
Hatfield-110	88	75	3	3%	10	13%	85	97%	65	87%	57	65%	43	57%	27	31%	26	35%
Prairie View-111	77	70	10	13%	13	19%	67	87%	57	81%	37	48%	23	33%	14	18%	13	19%
Nance-112	84	103	11	13%	11	11%	73	87%	92	89%	46	55%	48	47%	20	24%	28	27%

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Hughes-113	102	114	12	12%	8	7%	90	88%	106	93%	60	59%	73	64%	20	20%	35	31%
Granger-114	164	137	6	4%	2	1%	158	96%	135	99%	123	75%	108	79%	69	42%	76	55%
Sendera Ranch-115	109	112	11	10%	12	11%	98	90%	100	89%	74	68%	70	63%	42	39%	35	31%
Peterson-116	102	100	6	6%	7	7%	96	94%	93	93%	55	54%	64	64%	24	24%	45	45%
Love-117	106	125	23	22%	25	20%	83	78%	100	80%	54	51%	65	52%	24	23%	36	29%
Thompson-118	104	84	18	17%	12	14%	86	83%	72	86%	48	46%	48	57%	21	20%	31	37%
Schluter-119	123	133	4	3%	12	9%	119	97%	121	91%	85	69%	88	66%	37	30%	61	46%
Cox-120	92	104	6	7%	1	1%	86	93%	103	99%	76	83%	80	77%	42	46%	54	52%
Curtis-121	N/A	85	N/A	N/A	8	9%	N/A	N/A	77	91%	N/A	N/A	57	67%	N/A	N/A	27	32%
District	1846	1901	150	8%	170	9%	1696	92%	1731	91%	1203	65%	1238	65%	624	34%	769	40%

### Math - 5th Grade (April + May Admin)

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Haslet-101	121	85	1	1%	4	5%	120	99%	81	95%	102	84%	63	74%	74	61%	48	56%
Justin-102	100	113	6	6%	9	8%	94	94%	104	92%	65	65%	73	65%	34	34%	51	45%
Lakeview-106	92	70	2	2%	0	0%	90	98%	70	100%	66	72%	65	93%	40	43%	51	73%
Roanoke-107	121	122	2	2%	3	2%	119	98%	119	98%	89	74%	107	88%	49	40%	84	69%
Seven Hills-108	99	84	12	12%	10	12%	87	88%	74	88%	43	43%	39	46%	25	25%	26	31%
Beck-109	149	161	4	3%	1	1%	145	97%	160	99%	130	87%	146	91%	87	58%	122	76%
Hatfield-110	88	71	4	5%	6	8%	84	95%	65	92%	58	66%	44	62%	34	39%	29	41%
Prairie View-111	77	66	9	12%	4	6%	68	88%	62	94%	42	55%	35	53%	19	25%	16	24%
Nance-112	84	103	6	7%	11	11%	78	93%	92	89%	45	54%	51	50%	26	31%	33	32%
Hughes-113	102	115	13	13%	6	5%	89	87%	109	95%	61	60%	74	64%	24	24%	43	37%
Granger-114	162	136	4	2%	4	3%	158	98%	132	97%	121	75%	117	86%	72	44%	79	58%
Sendera Ranch-115	107	111	4	4%	13	12%	103	96%	98	88%	70	65%	55	50%	37	35%	35	32%
Peterson-116	103	100	8	8%	6	6%	95	92%	94	94%	60	58%	65	65%	23	22%	44	44%



Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Love-117	105	123	9	9%	18	15%	96	91%	105	85%	43	41%	65	53%	12	11%	41	33%
Thompson-118	105	84	16	15%	9	11%	89	85%	75	89%	44	42%	47	56%	20	19%	30	36%
Schluter-119	120	132	3	3%	7	5%	117	98%	125	95%	81	68%	98	74%	36	30%	69	52%
Cox-120	90	107	1	1%	1	1%	89	99%	106	99%	68	76%	91	85%	44	49%	74	69%
Curtis-121	N/A	83	N/A	N/A	7	8%	N/A	N/A	76	92%	N/A	N/A	53	64%	N/A	N/A	41	49%
District	1822	1866	101	6%	122	7%	1721	94%	1744	93%	1189	65%	1288	69%	656	36%	916	49%

### Science - 5th Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Haslet-101	122	85	13	11%	21	25%	109	89%	64	75%	61	50%	41	48%	20	16%	21	25%
Justin-102	100	112	16	16%	23	21%	84	84%	89	79%	54	54%	54	48%	25	25%	27	24%
Lakeview-106	108	76	15	14%	4	5%	93	86%	72	95%	63	58%	58	76%	32	30%	32	42%
Roanoke-107	127	125	17	13%	16	13%	110	87%	109	87%	66	52%	75	60%	34	27%	30	24%
Seven Hills-108	97	85	32	33%	38	45%	65	67%	45	55%	34	35%	22	26%	5	5%	9	11%
Beck-109	146	170	12	8%	8	5%	134	92%	162	95%	105	72%	135	79%	66	45%	89	52%
Hatfield-110	88	75	5	6%	8	11%	83	94%	67	89%	58	66%	49	65%	32	36%	24	32%
Prairie View-111	75	70	8	11%	25	36%	67	89%	45	64%	42	56%	20	29%	21	28%	7	10%
Nance-112	83	102	21	25%	32	31%	62	75%	70	69%	32	39%	38	37%	14	17%	16	16%
Hughes-113	101	114	24	24%	25	22%	77	76%	89	78%	31	31%	60	53%	6	6%	26	23%
Granger-114	165	136	20	12%	10	7%	145	88%	126	93%	91	55%	102	75%	46	28%	55	40%
Sendera Ranch-115	108	110	16	15%	28	25%	92	85%	82	75%	46	43%	55	50%	15	14%	30	27%
Peterson-116	102	100	15	15%	18	18%	87	85%	82	82%	47	46%	61	61%	13	13%	28	28%
Love-117	103	124	24	23%	44	35%	79	77%	80	65%	44	43%	50	40%	15	15%	20	16%
Thompson-118	106	84	41	39%	26	31%	65	61%	58	69%	30	28%	31	37%	8	8%	10	12%
Schluter-119	122	134	15	12%	25	19%	107	88%	109	81%	57	47%	88	66%	28	23%	52	39%
Cox-120	93	105	7	8%	14	13%	86	92%	91	87%	59	63%	68	65%	24	26%	37	35%
Curtis-121	N/A	85	N/A	N/A	14	16%	N/A	N/A	71	84%	N/A	N/A	45	53%	N/A	N/A	18	21%

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
District	1846	1892	295	16%	379	20%	1551	84%	1513	80%	923	50%	1052	56%	406	22%	531	28%

### Reading - 6th Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Medlin-042	350	385	66	19%	51	13%	284	81%	334	87%	186	53%	230	60%	94	27%	120	31%
Pike-043	317	326	95	30%	88	27%	222	70%	238	73%	121	38%	146	45%	50	16%	69	21%
Chisholm Trail-044	359	172	98	27%	53	31%	261	73%	119	69%	138	38%	58	34%	69	19%	30	17%
Tidwell-045	436	315	86	20%	53	17%	350	80%	262	83%	228	52%	157	50%	133	31%	71	23%
Wilson-046	341	306	71	21%	73	24%	270	79%	233	76%	171	50%	134	44%	91	27%	68	22%
Adams-047	N/A	404	N/A	N/A	84	21%	N/A	N/A	320	79%	N/A	N/A	178	44%	N/A	N/A	84	21%
District	1803	1908	416	23%	402	21%	1387	77%	1506	79%	844	47%	903	47%	437	24%	442	23%

### Math - 6th Grade

Campus Name	2018	2019	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
	Total #	Total #																
Medlin-042	345	352	26	8%	24	7%	319	92%	328	93%	146	71%	250	71%	130	38%	169	48%
Pike-043	317	321	58	18%	31	10%	259	82%	290	90%	148	47%	182	57%	55	17%	85	26%
Chisholm Trail-044	356	172	56	16%	26	15%	300	84%	146	85%	165	46%	88	51%	51	14%	38	22%
Tidwell-045	434	310	51	12%	30	10%	383	88%	280	90%	263	61%	186	60%	101	23%	90	29%
Wilson-046	339	304	25	7%	24	8%	314	93%	280	92%	228	67%	213	70%	116	34%	111	37%
Adams-047	N/A	399	N/A	N/A	50	13%	N/A	N/A	349	87%	N/A	N/A	228	57%	N/A	N/A	102	26%
District	1838	1922	216	12%	185	10%	1622	88%	1737	90%	1097	60%	1211	63%	488	27%	653	34%

### Reading - 7th Grade

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	370	359	30	8%	30	8%	340	92%	329	92%	282	76%	248	69%	208	56%	167	47%
Pike-043	310	330	81	26%	63	19%	229	74%	267	81%	170	55%	185	56%	107	35%	111	34%
Chisholm Trail-044	325	136	64	20%	28	21%	261	80%	108	79%	179	55%	63	46%	113	35%	39	29%
Tidwell-045	367	345	53	14%	38	11%	314	86%	307	89%	233	63%	218	63%	148	40%	147	43%
Wilson-046	360	292	50	14%	40	14%	310	86%	252	86%	237	66%	181	62%	158	44%	127	43%
Adams-047	N/A	413	N/A	N/A	61	15%	N/A	N/A	352	85%	N/A	N/A	252	61%	N/A	N/A	158	38%
District	1732	1875	278	16%	260	14%	1454	84%	1615	86%	1101	64%	1147	61%	734	42%	749	40%

### Math - 7th Grade

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	169	162	32	19%	24	15%	137	81%	138	85%	74	44%	63	39%	19	11%	11	7%
Pike-043	189	192	68	36%	55	29%	121	64%	137	71%	42	22%	63	33%	8	4%	6	3%
Chisholm Trail-044	186	77	48	26%	24	31%	138	74%	53	69%	73	39%	26	34%	22	12%	3	4%
Tidwell-045	175	157	41	23%	19	12%	134	77%	138	88%	56	32%	67	43%	10	6%	15	10%
Wilson-046	184	131	48	26%	30	23%	136	74%	101	77%	49	25%	45	34%	11	6%	5	4%
Adams-047	N/A	196	N/A	N/A	65	33%	N/A	N/A	131	67%	N/A	N/A	42	21%	N/A	N/A	5	3%
District	903	915	237	26%	217	24%	666	74%	698	76%	291	32%	306	33%	70	8%	45	5%

### Writing - 7th Grade

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	370	359	47	13%	35	10%	323	87%	324	90%	277	75%	249	69%	157	42%	140	39%
Pike-043	314	329	71	23%	74	22%	243	77%	255	78%	176	56%	178	54%	75	24%	95	29%
Chisholm Trail-044	326	138	68	21%	36	26%	258	79%	102	74%	192	59%	62	45%	71	22%	31	22%
Tidwell-045	367	343	62	17%	58	17%	305	83%	285	83%	228	62%	205	60%	96	26%	110	32%

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Wilson-046	361	290	61	17%	49	17%	300	83%	241	83%	219	61%	163	56%	90	25%	95	33%
Adams-047	N/A	412	N/A	N/A	66	16%	N/A	N/A	346	84%	N/A	N/A	243	59%	N/A	N/A	122	30%
District	1738	1871	309	18%	318	17%	1429	82%	1553	83%	1092	63%	1100	59%	489	28%	593	32%

### Reading - 8th Grade (April + May Administration)

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	375	362	18	5%	16	4%	357	95%	346	96%	281	75%	284	78%	188	50%	183	51%
Pike-043	299	324	34	11%	35	11%	265	89%	289	89%	174	58%	208	64%	94	31%	107	33%
Chisholm Trail-044	369	157	46	12%	29	18%	323	88%	128	82%	213	58%	71	45%	117	32%	37	24%
Tidwell-045	406	278	34	8%	14	5%	372	92%	264	95%	243	60%	217	78%	145	36%	129	46%
Wilson-046	319	317	20	6%	20	6%	299	94%	297	94%	213	67%	218	69%	111	35%	125	39%
Adams-047	N/A	359	N/A	N/A	38	11%	N/A	N/A	321	89%	N/A	N/A	240	67%	N/A	N/A	125	35%
District	1768	1798	161	9%	153	9%	1607	91%	1645	91%	1112	63%	1238	69%	655	37%	706	39%

### Math - 8th Grade (April + May Administration)

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	358	389	19	5%	17	4%	339	95%	372	96%	258	72%	315	81%	103	29%	138	35%
Pike-043	320	349	35	11%	19	5%	285	89%	330	95%	180	56%	242	69%	34	11%	83	24%
Chisholm Trail-044	343	171	38	11%	17	10%	305	89%	154	90%	189	55%	99	58%	41	12%	32	19%
Tidwell-045	451	321	27	6%	11	3%	424	94%	310	97%	295	65%	229	71%	94	21%	103	32%
Wilson-046	352	335	34	10%	16	5%	318	90%	319	95%	221	63%	244	73%	61	17%	69	21%
Adams-047	N/A	386	N/A	N/A	50	13%	N/A	N/A	336	87%	N/A	N/A	216	56%	N/A	N/A	51	13%
District	1825	1951	153	8%	130	7%	1672	92%	1821	93%	1144	63%	1345	69%	334	18%	476	24%

### Science - 8th Grade

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	375	355	23	6%	5	1%	352	94%	350	99%	308	82%	303	85%	240	64%	220	62%
Pike-043	299	327	42	14%	32	10%	257	86%	295	90%	194	65%	219	67%	110	37%	130	40%
Chisholm Trail-044	365	157	54	15%	35	22%	311	85%	122	78%	226	62%	72	46%	123	34%	29	18%
Tidwell-045	407	274	43	11%	11	4%	364	89%	263	96%	280	69%	211	77%	163	40%	122	45%
Wilson-046	319	313	34	11%	18	6%	285	89%	295	94%	231	72%	234	75%	149	47%	125	40%
Adams-047	N/A	360	N/A	N/A	36	10%	N/A	N/A	324	90%	N/A	N/A	238	66%	N/A	N/A	134	37%
District	1765	1786	196	11%	137	8%	1569	89%	1649	92%	1239	70%	1277	72%	785	44%	760	43%

### Social Studies - 8th Grade

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Medlin-042	376	357	41	11%	39	11%	335	89%	318	89%	238	63%	246	69%	160	43%	170	48%
Pike-043	297	324	53	18%	75	23%	244	82%	249	77%	154	52%	157	48%	86	29%	104	32%
Chisholm Trail-044	365	156	88	24%	47	30%	277	76%	109	70%	155	42%	54	35%	78	21%	39	25%
Tidwell-045	402	271	93	23%	45	17%	309	77%	262	83%	165	41%	147	54%	92	23%	85	31%
Wilson-046	319	311	66	21%	50	16%	253	79%	261	84%	148	46%	155	50%	90	28%	91	29%
Adams-047	N/A	360	N/A	N/A	79	22%	N/A	N/A	281	78%	N/A	N/A	170	47%	N/A	N/A	91	25%
District	1759	1779	341	19%	335	19%	1418	81%	1444	81%	860	49%	929	52%	506	29%	580	33%

## Algebra I

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Northwest	279	322	31	11%	42	13%	248	89%	280	87%	123	44%	205	64%	42	15%	93	29%
Denton Creek	13	6	12	92%	2	33%	1	8%	4	67%	0	0%	0	0%	0	0%	0	0%
Byron Nelson	357	357	42	12%	28	8%	315	88%	329	92%	202	57%	241	68%	102	29%	138	39%
Steele	28	25	1	3%	0	0%	27	97%	25	100%	21	75%	20	80%	9	32%	16	64%
Eaton	322	413	41	13%	40	10%	281	87%	373	90%	154	48%	280	68%	61	21%	156	38%
Medlin	224	200	0	0%	0	0%	224	100%	200	100%	218	97%	199	100%	189	84%	181	91%
Pike	101	123	1	1%	1	1%	100	99%	122	99%	93	92%	115	93%	71	70%	84	68%
Chisholm Trail	162	46	0	0%	0	0%	162	100%	46	100%	153	94%	45	98%	106	65%	42	91%
Tidwell	149	149	0	0%	0	0%	149	100%	149	100%	144	97%	149	100%	122	82%	136	91%
Wilson	143	145	0	0%	0	0%	143	100%	145	100%	139	97%	140	97%	112	78%	126	87%
Adams	N/A	190	N/A	N/A	0	0%	N/A	N/A	190	100%	N/A	N/A	177	93%	N/A	N/A	133	70%
District	1778	1976	128	7%	113	6%	1650	93%	1863	94%	1247	70%	1571	80%	814	46%	1105	56%

## Biology

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Northwest	470	486	28	6%	34	7%	442	94%	452	93%	354	75%	354	73%	169	36%	148	30%
Denton Creek	5	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Byron Nelson	648	674	18	3%	24	4%	630	97%	650	96%	535	83%	574	85%	311	48%	339	50%
Steele	45	51	0	0%	0	0%	45	100%	51	100%	38	84%	48	94%	21	47%	26	51%
Eaton	589	690	20	3%	19	3%	569	97%	671	97%	486	83%	559	81%	244	41%	264	38%
District	1757	1902	71	4%	77	4%	1686	96%	1825	96%	1413	80%	1535	81%	745	42%	777	41%

## US History

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters		
Northwest	402	435	16	4%	14	3%	386	96%	421	97%	323	80%	359	83%	194	48%	237	54%	
Denton Creek	1	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Byron Nelson	627	546	18	3%	8	1%	609	97%	538	99%	548	87%	496	91%	397	63%	384	70%	
Steele	40	30	0	0%	0	0%	40	100%	30	100%	38	95%	30	100%	31	78%	24	80%	
Eaton	567	557	21	4%	16	3%	546	96%	541	97%	483	85%	491	88%	307	54%	338	61%	
District	1637	1571	56	3%	40	3%	1581	97%	1531	97%	1392	85%	1377	88%	929	57%	984	63%	

## English I

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Northwest	526	542	138	26%	131	24%	388	74%	411	76%	313	60%	343	63%	52	10%	101	19%
Denton Creek	19	9	13	68%	5	56%	6	32%	4	44%	4	21%	2	22%	0	0%	0	0%
Byron Nelson	671	691	117	17%	84	12%	554	83%	607	88%	466	69%	554	80%	125	19%	224	32%
Steele	45	51	2	4%	4	8%	43	96%	47	92%	41	91%	44	86%	11	24%	23	45%
Eaton	622	720	124	20%	132	18%	498	80%	588	82%	408	66%	504	70%	89	14%	145	20%
District	1883	2013	394	21%	356	18%	1489	79%	1657	82%	1232	65%	1447	72%	277	15%	493	24%

## English II

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters		
Northwest	488	521	110	23%	113	22%	378	77%	408	78%	313	64%	324	62%	38	6%	59	11%	
Denton Creek	4	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Byron Nelson	602	645	89	15%	81	13%	513	85%	564	87%	438	73%	491	76%	105	17%	98	15%	
Steele	31	46	2	6%	5	11%	29	94%	41	89%	25	81%	40	87%	6	19%	12	26%	

Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
			94	16%	103	16%	511	84%	522	84%	425	70%	449	72%	58	10%	84	13%
Eaton	605	625	94	16%	103	16%	511	84%	522	84%	425	70%	449	72%	58	10%	84	13%
District	1730	1838	299	17%	303	16%	1431	83%	1535	84%	1201	69%	1304	71%	207	12%	253	14%



## District and Campus Ratings (as of August 7, 2019)

District/Campus Name	Overall Rating	Overall Score	Student Achievement Rating	Student Achievement Score	School Progress, Part A Rating	School Progress, Part A Score	School Progress, Part B Rating	School Progress, Part B Score	School Progress Rating	School Progress Score	Closing the Gaps Rating	Closing the Gaps Score
NORTHWEST ISD	A	92	A	90	B	85	B	80	B	85	A	97
NORTHWEST H S	B	87	B	89	B	83	C	78	B	83	B	82
DENTON CREEK	Not Rated		Not Rated		Not Rated		Not Rated		Not Rated		Not Rated	
DENTON CO J J A E P	Not Rated		Not Rated		Not Rated		Not Rated		Not Rated		Not Rated	
BYRON NELSON H S	A	95	A	93	B	86	B	80	B	86	A	100
JAMES M STEELE H S	A	95	A	98	A	92	A	92	A	92	B	87
V R EATON H S	A	91	B	87	B	88	C	77	B	88	A	98
MEDLIN MIDDLE	A	92	A	93	B	83	C	77	B	83	A	91
GENE PIKE MIDDLE	B	87	B	88	B	80	C	77	B	80	B	83
CHISHOLM TRAIL MIDDLE	B	80	B	81	C	79	C	77	C	79	C	78
JOHN M TIDWELL MIDDLE	A	92	A	91	B	81	C	75	B	81	A	94
TRUETT WILSON MIDDLE	A	92	A	91	B	84	C	75	B	84	A	95
LEO ADAMS MIDDLE	B	84	B	88	D	66	D	66	D	66	C	74
HASLET EL	A	93	A	91	B	88	C	74	B	88	A	98
JUSTIN EL	B	86	B	85	B	83	C	70	B	83	B	89
LAKEVIEW EL	A	95	A	93	A	92	C	78	A	92	A	100
ROANOKE EL	A	93	A	91	B	89	C	75	B	89	A	98
SEVEN HILLS EL	C	73	C	71	C	74	D	60	C	74	C	70
SAMUEL BECK EL	A	96	A	94	A	91	B	80	A	91	A	100
W R HATFIELD EL	B	86	B	85	B	85	D	67	B	85	B	89
PRAIRIE VIEW EL	C	76	C	73	C	75	D	69	C	75	C	77
SONNY & ALLEGRA NANCE EL	C	76	C	74	C	75	F	55	C	75	C	77
J LYNDAL HUGHES EL	B	86	B	86	B	82	C	70	B	82	B	87
KAY GRANGER EL	A	93	A	92	B	86	C	76	B	86	A	96
SENDERA RANCH EL	C	77	C	77	C	74	F	57	C	74	C	77
O A PETERSON	B	88	B	88	C	77	C	72	C	77	B	88
CLARA LOVE EL	C	79	C	77	B	80	D	69	B	80	C	78
J C THOMPSON EL	B	82	C	78	B	83	D	60	B	83	C	79
CARL E SCHLUTER EL	B	83	B	86	D	69	F	59	D	69	C	76

District/Campus Name	Overall Rating	Overall Score	Student Achievement Rating	Student Achievement Score	School Progress, Part A Rating	School Progress, Part A Score	School Progress, Part B Rating	School Progress, Part B Score	School Progress Rating	School Progress Score	Closing the Gaps Rating	Closing the Gaps Score
WAYNE A COX EL	A	90	A	92	C	74	C	77	C	77	B	84
LIZZIE CURTIS EL	B	82	B	86	F	59	F	59	F	59	C	71

District/Campus Name	Academic Distinction- ELA.Rdg	Academic Distinction - Math	Academic Distinction - Science	Academic Distinction - Social Studies	Academic Distinction - Comparative Growth	Academic Distinction - Post Secondary Readiness	Academic Distinction - Closing the Gaps
NORTHWEST ISD	NA	NA	NA	NA	NA	No	NA
NORTHWEST H S	No	No	No	No	No	No	No
DENTON CREEK	NA	NA	NA	NA	NA	NA	NA
DENTON CO J J A E P	NA	NA	NA	NA	NA	NA	NA
BYRON NELSON H S	No	No	Yes	Yes	No	No	Yes
JAMES M STEELE H S	Yes	Yes	Yes	Yes	Yes	Yes	No
V R EATON H S	No	No	No	No	Yes	No	Yes
MEDLIN MIDDLE	No	No	Yes	No	No	No	No
GENE PIKE MIDDLE	No	No	No	No	No	No	No
CHISHOLM TRAIL MIDDLE	No	No	No	Yes	Yes	No	No
JOHN M TIDWELL MIDDLE	No	No	No	No	No	No	No
TRUETT WILSON MIDDLE	No	No	No	No	Yes	No	Yes
LEO ADAMS MIDDLE	No	No	No	No	No	No	No
HASLET EL	No	No	No	Not eligible	No	No	No
JUSTIN EL	No	No	No	Not eligible	Yes	No	No
LAKEVIEW EL	No	Yes	No	Not eligible	Yes	No	Yes
ROANOKE EL	No	No	No	Not eligible	No	No	No
SEVEN HILLS EL	No	No	No	Not eligible	No	No	No
SAMUEL BECK EL	No	No	Yes	Not eligible	Yes	No	Yes
W R HATFIELD EL	No	No	No	Not eligible	No	No	No
PRAIRIE VIEW EL	No	No	No	Not eligible	No	No	No
SONNY & ALLEGRA NANCE EL	No	No	No	Not eligible	No	No	No
J LYNDAL HUGHES EL	No	No	No	Not eligible	No	No	No
KAY GRANGER EL	No	No	No	Not eligible	No	No	No
SENDERA RANCH EL	No	No	No	Not eligible	No	No	No
O A PETERSON	No	No	No	Not eligible	No	No	No
CLARA LOVE EL	No	No	No	Not eligible	No	No	No
J C THOMPSON EL	No	No	No	Not eligible	No	No	No
CARL E SCHLUTER EL	No	No	No	Not eligible	No	No	No

District/Campus Name	Academic Distinction- ELA.Rdg	Academic Distinction - Math	Academic Distinction - Science	Academic Distinction - Social Studies	Academic Distinction - Comparative Growth	Academic Distinction - Post Secondary Readiness	Academic Distinction - Closing the Gaps
WAYNE A COX EL	No	Yes	No	Not eligible	No	No	No
LIZZIE CURTIS EL	No	No	No	Not eligible	No	No	No

### Student Academic Achievement Strengths

NISD has shown tremendous strength in academics and growth of student achievement. In the priority goal area, students are achieving at a greater level in Masters performance of STAAR/EOC. In addition, we have more students enrolled and performing at high levels in advanced classes than ever before.

Test	2017-2018 Masters Level	Projected 10% increase	2018-2019 Masters Level	Goal Met
Reading 3	35%	38.50%	38%	yes*
Reading 4	31%	34.10%	29%	no
Reading 5	33%	36.30%	40%	yes
Reading 6	24%	26.40%	23%	no
Reading 7	42%	46.20%	40%	no
Reading 8	37%	40.70%	39%	no
Writing 4	15%	16.50%	15%	no
Writing 7	28%	30.80%	32%	yes
ELA 1	15%	16.50%	24%	yes
ELA 2	12%	13.20%	14%	yes
Math 3	26%	28.60%	28%	yes*
Math 4	32%	35.20%	37%	yes
Math 5	36%	39.60%	49%	yes
Math 6	27%	29.70%	34%	yes
Math 7	8%	8.80%	5%	no
Math 8	18%	19.80%	24%	yes
Alg 1	46%	50.60%	56%	yes
Science 5	22%	24.20%	28%	yes
Science 8	45%	49.50%	43%	no
Biology	42%	46.20%	41%	no
Social Studies 8	29%	31.90%	33%	yes
US History	57%	62.70%	63%	yes

Test	2017-2018 Masters Level	Projected 10% increase	2018-2019 Masters Level	Goal Met
Total Tests				NISD met the Masters Goal on 14/22 assessments

AP Exams Scores and Participation by Year	2013	2014	2015	2016	2017	2018	2019
5	37	56	42	80	121	328	371
4	112	118	143	172	253	722	847
3	201	245	268	367	376	1294	1352
2	249	322	351	425	483	1381	1361
1	112	131	156	219	248	728	758
Total Exams including sub-scores	711	872	960	1263	1481	4453	4726
Mean Score (including sub-scores)	2.60	2.59	2.55	2.58	2.67	2.67	2.70

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. **Root Cause:** The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.

**Problem Statement 2:** As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. **Root Cause:** Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has led to new challenges to meet the needs of all students and staff.

**Problem Statement 3:** NISD offers a diverse menu of opportunities, both curricular and co-curricular, to all students. Students of all ability levels and backgrounds need to be encouraged and supported to achieve their personal goals for CCMR and Life Readiness through appropriate programs, guidance counseling, instruction, and equal access to all resources. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well being of all students through identification, training, and support of key values. **Root Cause:** Historically, NISD has been successful

in the traditional sense of preparing students for college acceptance. With the implementation of our school of choice Career Academies and the passing of HB 5 in 2011, which led to over 20 different career endorsement options, the concept of CCMR has increased dramatically. In addition, NISD has placed increased emphasis on personalized learning and continues to promote and provide opportunities for various types of interests and learning styles.

# District Processes & Programs

## District Processes & Programs Summary

In the Spring of 2019, NISD conducted a Needs Assessment in several steps including District Leadership meetings (DLT), District Educational Improvement Council (DEIC), principal meetings, and through staff surveys. This information was used throughout the development of the District Improvement Plan.

NISD has extensive curricular programs for all students. Beginning in kindergarten, students annually are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, the NISD counseling department and the College and Career Readiness Department provide a variety of resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, NISD has support systems in place for students behind their peers such as, but not limited to:

- Reading Recovery
- Dyslexia support
- ELL support
- RTI student plans
- Credit recovery programs

In addition, NISD offers systems for students that are performing ahead of their peers such as/but not limited to:

- Math acceleration (by grade level)
- CBE opportunities
- Open enrollment in Pre-AP and AP course
- Dual Credit College opportunities
- Internships

For a complete listing of NISD Instructional Programs please see the district website: <https://www.nisdtx.org/>.

Northwest ISD Human Resources personnel participate in a wide variety of recruiting events throughout the school year focused on recruiting candidates from a diverse background. Recruiting events include university job fairs, alternative certification programs, as well as our district-hosted career fair.

## District Processes & Programs Strengths

The NISD Needs Assessment highlighted several strengths as recognized by our staff and stakeholders. These strengths included the character development

of the whole child with an emphasis on Social-Emotional Learning as well as the support and resources to provide a variety of opportunities for students. In addition, the area of communication and transparency was noted as a positive because the district continues to use stakeholders in a variety of processes to make key recommendations and decisions.

In addition to attending job fairs across the state, Northwest ISD is proud to host an annual Teacher Career Fair each spring. This past year over 500 candidates applied to be a part of the event. Candidates who were granted an invitation to the event had the unique opportunity to interview with at least two campus administrators. This is a highly sought-after event that we look forward to continuing each spring.

Guest Educators applicants participate in a rigorous hiring process, as well as enhanced pre-service training. Training for our Guest Educators includes Curriculum and Instruction pedagogy, Special Education tips and tools, Social-Emotional Learning, and Safety practices. Our campuses have communicated an increased number of positive experiences with our Guest Educators since the implementation of the trainings.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** NISD offers a diverse menu of opportunities, both curricular and co-curricular, to all students. Students of all ability levels and backgrounds need to be encouraged and supported to achieve their personal goals for CCMR and Life Readiness through appropriate programs, guidance counseling, instruction, and equal access to all resources. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well being of all students through identification, training, and support of key values. **Root Cause:** Historically, NISD has been successful in the traditional sense of preparing students for college acceptance. With the implementation of our school of choice Career Academies and the passing of HB 5 in 2011, which led to over 20 different career endorsement options, the concept of CCMR has increased dramatically. In addition, NISD has placed increased emphasis on personalized learning and continues to promote and provide opportunities for various types of interests and learning styles.

**Problem Statement 2:** Exceptional, highly effective staff members are essential to providing a successful learning environment. When effective staff experience negative stressors or leave our district it can have a negative impact on our students and schools. **Root Cause:** Social-emotional competencies are critical to the success of our employees. SEL competencies will help staff develop positive relationships with students, coworkers, and parents. Effective staff members who do not feel engaged are more likely to leave the district. A high level of engagement helps create a rewarding learning environment. Monitoring engagement, staff feedback, and analyzing reasons for staff members leaving the district will provide insightful information.

**Problem Statement 3:** Development and maintenance of Northwest ISD's financial systems are challenged by the district's fast growth, Texas' new school finance system, the impact of other legislative changes, as well as the release of a new business software update. **Root Cause:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

**Problem Statement 4:** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

# Perceptions

## Perceptions Summary

The Northwest Independent School District is embracing the 2018-2022 Strategic Framework as we work to empower learners and leaders to positively impact the world. Recognized internally and externally, we have a known Core Belief of putting kids first.

NISD makes extraordinary efforts to involve all stakeholders, including students, parents, community members, teachers, staff, and representatives of local government and industry, in the planning and review of NISD programs and operations.

## Perceptions Strengths

Northwest ISD continues to maintain an excellent public reputation, attracting even more families to the district. The 2018-2019 Northwest ISD survey for parents and guardians revealed positive perceptions about the district and its schools, according to the results from roughly 2,700 respondents.

Highlights include:

- 94% feel their children are safe at school.
- 94% agree teachers hold high expectations for their children.
- 89% are satisfied with Reliant Transportation services.
- 96% agree their children's schools are clean and well-maintained.
- 95% feel their children's schoolwork requires them to think critically and problem solve.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

**Problem Statement 2:** Exceptional, highly effective staff members are essential to providing a successful learning environment. When effective staff experience negative stressors or leave our district it can have a negative impact on our students and schools. **Root Cause:** Social-emotional competencies are critical to the success of our employees. SEL competencies will help staff develop positive relationships with students, coworkers, and parents. Effective staff members who do not feel engaged are more likely to leave the district. A high level of engagement helps create a rewarding learning environment.



Monitoring engagement, staff feedback, and analyzing reasons for staff members leaving the district will provide insightful information.

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# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: September 10, 2019

## **Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.**

**Performance Objective 1:** PreK - 12 Grade Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**Evaluation Data Source(s) 1:** The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:

PreK EOY Kinder Readiness Assessment

K-2 % of Students Reading and Writing on Grade level

3-8 STAAR Reading Passing level

4 & 7th STAAR Writing Passing level

English EOC 1 & 2 Passing level

Advanced Placement Course Participation & Performance (AP and Dual Credit)

### **Summative Evaluation 1:**

#### **High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Adopt new phonics program - Units of Study for Teaching Phonics (to help with alignment between all pieces of ELA curriculum).</p>	<p>Executive Director for Curriculum and Staff Development</p> <p>ELA Content Coordinator</p> <p>Campus Administration and Staff</p>	Increase in student DRA scores (90% on or above grade level by EOY)				
	<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1					
<p>2) Consultant with Teacher's College for elementary principals, principals, and instructional coaches.</p>	<p>Executive Director for Curriculum and Staff Development</p> <p>ELA Content Coordinator &amp; Instructional Coaches</p> <p>Campus Administration and Staff</p>	Increased rigor and cognitive demand in student tasks using Units of Study materials and structures (shared reading/writing, guided reading, etc.)				
	<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1					
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Quarterly Progress Monitoring Meetings with principals, with a focus on student lexile levels and overall reading progress.</p> <p>These meetings will focus on student assessment data, as well as student work samples and classroom visits.</p>	<p>Assistant Supt. for Curriculum and Instruction</p>	Increase the number of students reading on grade level (Approaching Standard)				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
4) Increase the number of required secondary Document-based Questions (DBQs) by 50% in the curriculum.  DBQs support student reading and writing critically. This skill will support them across contents.	Executive Director for Curriculum and Staff Development  Content Coordinators	Improved student results				
<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1						

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 2:</b> NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. <b>Root Cause 2:</b> The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.</p>
<p><b>Problem Statement 1:</b> As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. <b>Root Cause 1:</b> Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.</p>
Student Academic Achievement
<p><b>Problem Statement 1:</b> NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. <b>Root Cause 1:</b> The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.</p>



## Student Academic Achievement

**Problem Statement 2:** As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. **Root Cause 2:** Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Academic Progress: NISD will increase student performance for every child, every day.

**Evaluation Data Source(s) 2:** The following measures will be used to determine student academic progress.

NISD will increase the number of students achieving the Masters level distinction on STAAR/EOC by 5%.

NISD will decrease the percentage of students who do not meet the passing standard on STAAR or EOC by 10%.

NISD will improve the percentage of students that achieve a year or more growth, as measured by the academic growth measure on STAAR/EOC, by 10%.

**Summative Evaluation 2:**

**High Priority**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p><b>Equity Plan Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Improve low-performing schools                      1) Review, revise, adopt, and communicate district expectations for NISD Instructional Model that includes research-based strategies.</p>	Assistant Supt. for C and I  Executive Director for Curriculum and Staff Development  Content Coordinators  Campus admin and Staff	Improved teaching and learning for all NISD students;  Improved performance on Goal #2 metrics				
<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>2) Curriculum review of tasks provided in the curriculum to assess rigor and cognitive demand for high level activities.</p> <p>Design schedule of review to determine feasibility.</p> <p>Highlight tasks in the curriculum that support high levels of rigor and student thinking.</p>	<p>Assistant Supt. of C and I</p> <p>Executive Director for Curriculum and Staff Development</p> <p>Content Coordinators</p> <p>Campus admin and Staff</p> <p>Using quarterly data meetings/work samples</p>	<p>Increase the cognitive demand of the daily tasks provided in the curriculum in order to improve student achievement on the academic indicators.</p>				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2						
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math</p> <p>3) Literacy Labs at the Secondary Level:</p> <p>Progress monitoring of students in secondary ELA and Math intervention classes by creating tools to communicate with students and parents about growth.</p> <p>Monitor the curriculum development of all intervention courses at the secondary level.</p>	<p>Assistant Supt of C and I</p> <p>Ex. Dir. of Secondary Edu.</p> <p>Executive Director for Curriculum and Staff Development</p> <p>Content Coordinators</p> <p>Campus admin and Staff</p>	<p>Improve student achievement for our lowest performing students.</p>				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Align differentiated math modules to the math curriculum for student, teacher, and parent support.	Campus admin and staff  Exec. Dir. of Curriculum and Professional Development	Improved student achievement in math.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. <b>Root Cause 2:</b> The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.</p>
<p><b>Problem Statement 1:</b> As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. <b>Root Cause 1:</b> Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.</p>
<b>Student Academic Achievement</b>
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## Student Academic Achievement

**Problem Statement 2:** As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. **Root Cause 2:** Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCMR status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, appropriate support for their chosen pathways, and social-emotional skills.

**Evaluation Data Source(s) 3:** College Readiness Indicators:

Percentage of middle school participation in Pre-AP courses 75%

Number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW ) by 50%)

Number of middle school students participating in a high school credit course (Algebra, Spanish, Art, PLTW by 50%)

Percentage of students enrolled in AP that sit for the AP exam (90% in class)

HS Advanced Academics (AP Exams) percentage of students earning a 3 or higher (Overall 50%)

HS Advanced Academics (Dual Credit or OnRamps courses) percentage of students earning college credit (90%)

Career Readiness Indicators:

Percentage of students enrolled in 1 or more CTE courses (80%)

Percentage of eligible students achieving basic or advanced work-ready certifications / licensees (70% if eligible)

Number of students completing professional internships (Growth measure of 10%)

Life Readiness Indicators:

Percentage of 12th grade students who pass national financial literacy exam Potential for all kids to take it (50%)

Percentage of instructional staff trained in Social-Emotional Learning Competencies (100%)

Students participating in at least 1 co-curricular or extra-curricular activities (75%)

Percentage of students completing an e-portfolio and percentage who have it attached to their report card (100%)





Number of students earning Green Cords (Growth of 10% by each HS campus)

**Summative Evaluation 3:**

**High Priority**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p><b>Equity Plan Strategy TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>1) Increase Social-Emotional Awareness: 1. Overview SEL PD provided to all campus principals to present prior to the start of the school year.</p> <p>2. Provide systematic PD throughout the year for each competency at District Leadership Meetings: self-awareness, responsible decision-making, social awareness, relationship skills, personal well-being, and self-management.</p> <p>3. Campuses will train and self-assess staff on Professional Development for all staff focused on each of the 6 SELF competencies.</p>	<p>Asst. Supt for C and I</p> <p>Exec. Directors of C and I Division</p>	<p>Increase awareness and understanding of SEL for all staff members.</p>				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						
<p><b>Equity Plan Strategy TEA Priorities</b></p> <p>Connect high school to career and college</p> <p>2) Create advisory committees to increase opportunities for internships and curriculum guidance for all College and Career Programming.</p>	<p>CCR Department</p> <p>Exec. Dir of Sec. Ed.</p> <p>Dir. of Guidance and Counseling</p> <p>Campus Admin and Staff</p>	<p>Increase the number of students participating in internships.</p>				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2, 3 - School Processes & Programs 1						
<p>3) Negotiate mutually beneficial MOU's with postsecondary institutions and create budget assistance that ensures marginalized students have access to these opportunities.</p>	<p>Deputy Supt.</p> <p>Asst. Supt.</p> <p>CCR Department</p> <p>Exec. Dir. of Sec. Ed.</p>	<p>Increase participation and diversity of program options.</p> <p>Tuition consistency for students.</p>				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
4) Provide an expectation that all Student Organizations embed at least one community service project for green cord hours in each semester of programming.	Campus Admin and Staff	10% growth in Green cord volunteer recipients				
<b>Problem Statements:</b> Student Academic Achievement 3 - School Processes & Programs 1, 2 - Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

### Performance Objective 3 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. <b>Root Cause 1:</b> Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.</p>
<p><b>Problem Statement 2:</b> NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. <b>Root Cause 2:</b> The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.</p>
Student Academic Achievement
<p><b>Problem Statement 2:</b> As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. <b>Root Cause 2:</b> Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.</p>
<p><b>Problem Statement 3:</b> NISD offers a diverse menu of opportunities, both curricular and co-curricular, to all students. Students of all ability levels and backgrounds need to be encouraged and supported to achieve their personal goals for CCMR and Life Readiness through appropriate programs, guidance counseling, instruction, and equal access to all resources. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well being of all students through identification, training, and support of key values. <b>Root Cause 3:</b> Historically, NISD has been successful in the traditional sense of preparing students for college acceptance. With the implementation of our school of choice Career Academies and the passing of HB 5 in 2011, which led to over 20 different career endorsement options, the concept of CCMR has increased dramatically. In addition, NISD has placed increased emphasis on personalized learning and continues to promote and provide opportunities for various types of interests and learning styles.</p>



## Student Academic Achievement

**Problem Statement 1:** NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. **Root Cause 1:** The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.

## School Processes & Programs

**Problem Statement 1:** NISD offers a diverse menu of opportunities, both curricular and co-curricular, to all students. Students of all ability levels and backgrounds need to be encouraged and supported to achieve their personal goals for CCMR and Life Readiness through appropriate programs, guidance counseling, instruction, and equal access to all resources. Through our strategic planning process, NISD stakeholders have expressed the need to support the social-emotional well being of all students through identification, training, and support of key values. **Root Cause 1:** Historically, NISD has been successful in the traditional sense of preparing students for college acceptance. With the implementation of our school of choice Career Academies and the passing of HB 5 in 2011, which led to over 20 different career endorsement options, the concept of CCMR has increased dramatically. In addition, NISD has placed increased emphasis on personalized learning and continues to promote and provide opportunities for various types of interests and learning styles.

**Problem Statement 2:** Exceptional, highly effective staff members are essential to providing a successful learning environment. When effective staff experience negative stressors or leave our district it can have a negative impact on our students and schools. **Root Cause 2:** Social-emotional competencies are critical to the success of our employees. SEL competencies will help staff develop positive relationships with students, coworkers, and parents. Effective staff members who do not feel engaged are more likely to leave the district. A high level of engagement helps create a rewarding learning environment. Monitoring engagement, staff feedback, and analyzing reasons for staff members leaving the district will provide insightful information.

## Perceptions

**Problem Statement 2:** Exceptional, highly effective staff members are essential to providing a successful learning environment. When effective staff experience negative stressors or leave our district it can have a negative impact on our students and schools. **Root Cause 2:** Social-emotional competencies are critical to the success of our employees. SEL competencies will help staff develop positive relationships with students, coworkers, and parents. Effective staff members who do not feel engaged are more likely to leave the district. A high level of engagement helps create a rewarding learning environment. Monitoring engagement, staff feedback, and analyzing reasons for staff members leaving the district will provide insightful information.

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 4:** Meeting Students Needs: NISD will identify and address the needs of students and student groups in order to provide a fair and equitable education to ALL students.

**Evaluation Data Source(s) 4:** Areas of focus may include the participation and performance of the following:

- Attendance
- Equity in Programs
- Bilingual/English as a Second Language
- Special Education
- Disadvantaged Students
- Credit Recovery
- Summer School
- 504 and RTI

**Summative Evaluation 4:**





**High Priority**

**TEA Priorities:** 4. Improve low-performing schools. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Develop secondary special education PLAAFP, IEP goals, and objectives to address specific, individualized student gaps.  Target and address specific skill deficits in order to increase overall reading performance.	Asst. Supt. for C & I  Exec. Dir of SPED  Campus Admin and Staff	Close the achievement gap between SPED students in comparison to the general population.  Periodic lesson plan, IEP/PLAAFP and progress monitoring checks.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools</p> <p>2) Attendance Support for Campus and Families:</p> <p>Provide attendance reporting by subpop each three weeks in order to identify needed supports. Truancy support to families and students include: -Referral to outside community resources -Online attendance course for parents; requires completing a quiz with 100% mastery and a parent/student "Plan and Contract" -Evening parenting education classes, includes a 6-week Love and Logic parenting program and other parenting courses (Title I &amp; IV)</p>	Student Services Department	Attendance rates for all student groups (subpops and grade levels) will be 97% or higher.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 4 - Perceptions 1						
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools</p> <p>3) Develop a systematic programming review that monitors the accessibility and participation of all students and student groups in CCMR Programs including, but not limited to AP, Dual Credit, Academics, Internships, and student organizations.</p>	Deputy Supt.  Exec. Dir. of C and I Division	Increase the participation and performance of marginalized populations				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) Increase ELL Support:</p> <p>Support ESL certification through training and teacher reimbursement (Title II); All ELA teachers certified before the start of the 2020 -2021 school year.</p> <p>Provide support for ELL and Dual Language teachers with the ELL Instructional Coach. Coach will work with coordinator to provide classroom look-fors to use with the campus principal and teachers (Title III).</p> <p>Additional ELL support paras at the five highest ELL campuses will be trained in ELL support strategies and progress monitoring in order to support students and teachers.</p>	<p>Asst. Supt of C and I</p> <p>Student Services Department</p>	<p>Students closing performance gap between ELL and non-ELL students.</p>				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 5) Create an Equity Committee made up of stakeholders representative from each student group in order to review data, equity issues, opportunity gaps, and make recommendations to the DEIC for future action.</p>	<p>Deputy Superintendent</p>	<p>Close the opportunity and the achievement gap among all student groups.</p>				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2						
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math Connect high school to career and college 6) Campuses will utilize an on-line learning program to increase opportunities for students to receive original credit, credit recovery, and cycle recovery (unit and/or grading period rather than full course) as needed.</p>	<p>Campus Admin and Staff</p> <p>Exec. Dir. of Student Services</p>	<p>Less students falling below grade level in credits</p> <p>Additional enrichment opportunities for students</p>				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. <b>Root Cause 1:</b> Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.</p>
<p><b>Problem Statement 2:</b> NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. <b>Root Cause 2:</b> The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.</p>
<b>Student Academic Achievement</b>
<p><b>Problem Statement 2:</b> As the diverse needs of our students continue to grow, the performance of marginalized students has come into focus as we continue to explore our support systems and equity of the programs we offer. The student achievement gap between our highest and lowest performing student groups continues to increase. Our programs and instructional support systems must match the needs of all students. Some of these needs include identification of Special Needs and Second Language Learners, which can be measured through the PBMAS system. In addition, there are students at every grade level and demographic that need additional support for academic success. <b>Root Cause 2:</b> Students come to NISD with a wide range of social and academic needs. Some of our current programs and/or systems may not be meeting those needs. In addition, the rapid growth of the district and the increase in diversity has lead to new challenges to meet the needs of all students and staff.</p>
<p><b>Problem Statement 1:</b> NISD has high academic standards for all students. However, in order to adopt an every child, every day mantra, we must assure appropriate academic goals for every student as well. Currently there are students at every grade level and every campus that are not making a year's growth academically and/or not meeting their maximum academic potential. Identifying ways to expand the measurement of success will show a more vivid picture of the overall academic progress of all NISD students. Approximately 80-85% of NISD students at any grade level are reading on grade level. In addition, the achievement gap between our lowest scoring campuses and our highest is significant. In the area of student groups, the achievement gap persists and remains an area to address. <b>Root Cause 1:</b> The most significant challenge regarding equity between student groups at the district level appears to be the achievement of low socio-economic students as compared to their peers. While the overall goal of NISD should be to have 100% of students achieving literacy on grade level, the gap between student groups must be addressed through a variety of focused literacy strategies.</p>

### School Processes & Programs

**Problem Statement 4:** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures.  
**Root Cause 4:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

### Perceptions

**Problem Statement 1:** We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures.  
**Root Cause 1:** As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.





## Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Supporting Staff: NISD will increase the retention of highly effective staff by supporting the engagement and personal well-being of employees.

**Evaluation Data Source(s) 1:** Employee retention data, employee exit data, Energage survey results, EAP data, TASB Compensation Review results

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Increase the retention rate of highly effective staff from 88% to 90%.</p>	Assistant Superintendent for Human Resources, Executive Director of Human Resources, Executive Director of Benefits and Risk Management. District Principals/Supervisors	<p>Decrease the percentage of employees who leave the profession or resign for a more desirable teaching assignment</p> <p>Savings in both time and funds spent to onboard and train new staff</p> <p>Boost employee morale</p>				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2						
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide increased awareness of Social-Emotional Learning (SEL) competencies and resources available to staff through the Employee Assistance Program (EAP) to support their personal well-being.</p>	Assistant Superintendent of Human Resources, Executive Director of Human Resources, Executive Director of Benefits and Risk Management	<p>Decrease in employees who resign to leave the profession or for a more desirable teaching assignment.</p> <p>Increase in employees utilization of the EAP and reported resolution of concerns.</p> <p>Increase in employee engagement and satisfaction.</p>				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Increase the two indicators that were below average to the average range on the district's Energize Employee Engagement survey.	Assistant Superintendent of Human Resources, Executive Director of Human Resources, Executive Director of Benefits and Risk Management District Supervisors/Principals	Increase in retention of highly-effective staff.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Contract with TASB to conduct a comprehensive salary review to ensure employee pay-grade ranges are competitive and support recruitment/retention efforts.	Assistant Superintendent of Human Resources, Executive Director of Human Resources	Increase in employee retention rates Increase in employee engagement and morale Support recruitment efforts				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2						
5) Develop New Teacher Academy to provide new teachers with hands-on learning experiences and classroom observations to build understanding of district expectations of rigorous activities and classroom practices (Title II).	Executive Director for Curriculum and Staff Development Content Coordinators	Increase retention rate of new teachers				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2						
6) Provide Coaching Institute for all core content instructional coaches and Executive Director for Curriculum and Staff Development (Title II).	Executive Director for Curriculum and Staff Development	More effective instructional coaching Better teacher support				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**



## School Processes & Programs

**Problem Statement 2:** Exceptional, highly effective staff members are essential to providing a successful learning environment. When effective staff experience negative stressors or leave our district it can have a negative impact on our students and schools. **Root Cause 2:** Social-emotional competencies are critical to the success of our employees. SEL competencies will help staff develop positive relationships with students, coworkers, and parents. Effective staff members who do not feel engaged are more likely to leave the district. A high level of engagement helps create a rewarding learning environment. Monitoring engagement, staff feedback, and analyzing reasons for staff members leaving the district will provide insightful information.

## Perceptions

**Problem Statement 2:** Exceptional, highly effective staff members are essential to providing a successful learning environment. When effective staff experience negative stressors or leave our district it can have a negative impact on our students and schools. **Root Cause 2:** Social-emotional competencies are critical to the success of our employees. SEL competencies will help staff develop positive relationships with students, coworkers, and parents. Effective staff members who do not feel engaged are more likely to leave the district. A high level of engagement helps create a rewarding learning environment. Monitoring engagement, staff feedback, and analyzing reasons for staff members leaving the district will provide insightful information.





### Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 1:** Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

**Evaluation Data Source(s) 1:** Development and adoption of board policy.  
Confirmation of all staff completing safety and security trainings and drills.  
Implementation and completion of bond projects.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Adopt and implement policies addressing (1) prevention of sexual abuse, sex trafficking, and other maltreatment of children, and (2) trauma-informed care, to supplement existing policies and procedures as needed.	General Counsel, Executive Director of Student Services, Director of Counseling	Staff will have appropriate policy guidance on prevention of sexual abuse, sex trafficking, maltreatment of children, and trauma-informed care.				
			<b>Problem Statements:</b> School Processes & Programs 3, 4 - Perceptions 1, 3			
2) Deliver safety and active shooter training to all staff.	Assistant Superintendent for Facilities Safety and Security Staff	Active shooter training completed within the first three weeks of school.  Staff are aware of avenue to express concerns or stress they may experience from the training.  Staff have an increased awareness of how to assess active events and Avoid, Deny, Defend.				
			<b>Problem Statements:</b> School Processes & Programs 4 - Perceptions 1			
3) Continued deployment of 2017 bond dollars dedicated to improving safety and security.	Assistant Superintendent for Facilities Safety and Security Staff	Continued implementation of planned safety and security upgrades.  Facilities strengthened for greater protection and safety in an emergency.  Facilitites' vulnerability to unwelcomed access decreased.				
			<b>Problem Statements:</b> School Processes & Programs 4 - Perceptions 1			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
4) Evaluate and monitor drill scenarios that empower staff and improve responses while providing resources and guidance for improvement.	Assistant Superintendent for Facilities  Safety and Security Staff	Staff proficiency in safety and security protocols are monitored.  Improved sense of order and security.  Increased safety of students and staff.				
<b>Problem Statements:</b> School Processes & Programs 4 - Perceptions 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> Development and maintenance of Northwest ISD's financial systems are challenged by the district's fast growth, Texas' new school finance system, the impact of other legislative changes, as well as the release of a new business software update. <b>Root Cause 3:</b> As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.</p>
<p><b>Problem Statement 4:</b> We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. <b>Root Cause 4:</b> As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.</p>
Perceptions
<p><b>Problem Statement 3:</b> Development and maintenance of Northwest ISD's financial systems are challenged by the district's fast growth, Texas' new school finance system, the impact of other legislative changes, as well as the release of a new business software update. <b>Root Cause 3:</b> As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.</p>
<p><b>Problem Statement 1:</b> We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. <b>Root Cause 1:</b> As a public school district, we have a responsibility to protect our occupants from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.</p>





**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 2:** Continued Financial Accountability and Transparency: NISD will provide continued financial accountability and transparency through a strategic budget analysis and long-term financial planning.

**Evaluation Data Source(s) 2:** Continuous updating of the Five-year Financial Forecast  
GFOA and ASBO award applications for the CAFR  
Website postings regarding adopted budgets

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Implement laws and mandates from the 86th Legislative Session.  - Define and report regarding the 30% salary mandate - Analysis of tax rate compression during the biennium - Monitor revenue projections based on current year values - Education regarding ability to raise 2020-2021 tax rate by \$.01	Chief Financial Officer Executive Director Financial Services	Increased awareness of the financial impact of the 86th Legislative Session  Reports and Five-Year Financial Forecast				
	<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3					
2) Continue research and assessment of the need for a TRE.  - Understanding the new HB3 efficiency audit standards - Evaluate the time line for a TRE election - Educate the NISD community on the district's need for a TRE and the impact on student learning and opportunities	Chief Financial Officer Executive Director Financial Services	Analysis and report to the Board of Trustees				
	<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
3) Successfully implement financial software update. - Define project time line for January 1, 2020 go live date - Analysis of process and procedural changes to increase efficiencies - Parallel process to ensure accuracy of data	Financial Services Dept. Human Resources Dept. Technology Dept.	More efficient business operations across all of NISD  Elimination of "custom" scripts in current version				
<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3						
4) Develop NISD Budget Vision and 10-year Forecast. - Analysis and implementation of strategic abandonment towards a balanced budget - Evaluate all programs fairly and equitably - Staff survey to seek ideas and input - Collaborative meetings to discuss program usage/effectiveness	Chief Financial Officer Executive Director Financial Services Executive Cabinet	Movement toward a more balanced annual budget  Defining what programs/services are most impactful for our students  Elimination of those programs/services that are not serving our students in the best way possible				
<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3						
5) Achieve the highest standards in financial accountability and transparency. - Earn a "Superior" rating on the annual school FIRST report - Receive the Certificate of Excellence in Financial Reporting from ASBO and GFOA for the Comprehensive Annual Financial Report - Secure the Meritorious Budget Award from ASBO for the adopted budget - Earn the Purchasing Award of Merit with Recognized Status from TASBO	Chief Financial Officer Executive Director Financial Services	Maintain or improve our current bond ratings  Continue to bolster confidence and support in the community regarding Northwest ISD's financial management				
<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Performance Objective 2 Problem Statements:**

### School Processes & Programs

**Problem Statement 3:** Development and maintenance of Northwest ISD's financial systems are challenged by the district's fast growth, Texas' new school finance system, the impact of other legislative changes, as well as the release of a new business software update. **Root Cause 3:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

### Perceptions

**Problem Statement 3:** Development and maintenance of Northwest ISD's financial systems are challenged by the district's fast growth, Texas' new school finance system, the impact of other legislative changes, as well as the release of a new business software update. **Root Cause 3:** As a public school district, we have an obligation to taxpayers, the state, our community, and our students to maintain our fiduciary responsibility and develop a sustainable budget for Northwest ISD.

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 3:** Fast-Growth Planning: Continued planning and proactive response to district-wide growth.

**Evaluation Data Source(s) 3:** Quarterly demographic reports  
 TASB Staffing Reports  
 Completion of Professional Development Courses  
 Membership and involvement in the Fast Growth School Coalition

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Engage Long Range Planning Committee to consider a potential bond referendum for 2020.  Engage community through survey and collect feedback to complement the planning committee's process.	Assistant Superintendent for Facilities	Assess district-wide facility and growth needs.  Provide recommendation for appropriate bond referendum.				
	Chief Financial Officer  Exec. Dir. of Communications	Evaluate current I&S tax rate in conjunction with the committee's recommendation.				
<b>Problem Statements:</b> Demographics 3						
2) Prepare and implement a district-wide calendar and ultimately a new rental policies and procedures.	Assistant Superintendent for Facilities	Development of a calendar to be used both internally and externally				
	Exec. Dir. of Planning	Adoption of new rental policy and procedures to regulate the use of our facilities				
<b>Problem Statements:</b> Demographics 3						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
3) Implement a growth mindset throughout all departments.	Executive Cabinet	Review of quarterly demographic reports Development and review of TASB Staffing Reports Annual needs assessments, along with continued professional development opportunities for all staff Membership in Fast Growth Schools Coalition				
<b>Problem Statements: Demographics 3</b>						

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> As a fast-growth district, it is important that we stay ahead of the influx of development and the increase in population that comes with it. As the district grows, proper planning and constructing of new facilities is crucial to provide the learning environments that our community expects and the district has built a reputation on. Implementing district-wide planning processes in an effort to prepare us for the incoming growth is as critical as planning for the fiscal responsibility that comes with it. <b>Root Cause 3:</b> Our largest challenge is the available land for development that exist within our district's boundaries. This availability combined with the flourishing job market, attractive business and housing developments, access to major highways, and the success of the district are drawing new residents and businesses to our area at a rapid rate.</p>



# Addendums

# District Improvement Plan Requirements

The detailed strategies of the 2019-2020 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

Requirements	NISD Action
<p>1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]</p>	<ul style="list-style-type: none"> <li>● Literacy and Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling.</li> <li>● New courses have been developed and made available for our new to the country students that are second language learners. These newcomer courses will support these students' language needs.</li> </ul>
<p>2. Methods for addressing needs of students for special programs:</p> <ul style="list-style-type: none"> <li>a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]</li> <li>b. conflict resolution programs [TEC 11.252(3)(B)(ii)]</li> <li>c. violence prevention programs [TEC 11.252(3)(B)(iii)]</li> <li>d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]</li> <li>e. Accelerated education [TEC 11.252(c)(3)(H)]</li> </ul>	<p>Student Services</p> <ul style="list-style-type: none"> <li>a. Suicide prevention - NISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for middle school students, and SOS for high school students. A parent letter is provided and parents can access the parent portal at <a href="https://sossignsofsuicide.org">https://sossignsofsuicide.org</a> Counselors follow the NISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources.</li> <li>b. Conflict resolution - NISD administrators, school counselors, and intervention counselors conduct mediation for students as needed. NISD adopted Social-Emotional Learning (SEL) competencies in 2018: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.</li> </ul>

	<p>c. Violence prevention - NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the district’s anonymous tip line reporting system to report undesired or suspicious activity:  <a href="https://www.p3campus.com/TipForm.aspx?ID=229">https://www.p3campus.com/TipForm.aspx?ID=229</a>  Administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources are provided.</p> <p>d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia will receive training in MTA (Multisensory Teaching Approach). Continued job-embedded support will continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers.</p> <p>e. Accelerated education -</p> <ul style="list-style-type: none"> <li>● At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process.</li> <li>● Support for students accelerating across school levels (i.e. elementary to middle school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.</li> </ul>
<p>3. Dropout reduction [TEC 11.255]</p>	<p>High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are</p>

	<p>offered opportunities for credit acceleration and/or recovery through programs such as:</p> <ul style="list-style-type: none"> <li>● NISD’s online Edgenuity program</li> <li>● Board approved correspondence courses (Texas Tech K-12 or UT K-12)</li> <li>● Texas Virtual School Network (TXVSN)</li> <li>● Credit by exams (Texas Tech K-12 or UT K-12)</li> <li>● Summer school</li> </ul> <p>High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons:</p> <ul style="list-style-type: none"> <li>● Excessive academic struggles</li> <li>● Returning from DAEP/probation/parole</li> <li>● Returning from inpatient/outpatient facility</li> <li>● Behavioral risk factors including drugs/alcohol</li> <li>● Conflict resolution/anger management</li> <li>● Qualifies for McKinney-Vento</li> <li>● In the custody or care of DFPS</li> <li>● Follow-up care for suicidal ideation, suicidal attempt, or self-harm</li> </ul> <p>Intervention counselors provide further opportunity for individual counseling, group counseling, or peer support programs.</p> <p>NISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.</p>
<p>4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]</p>	<p>NISD is a 1 to 1 district in grades 2-12. Each student is provided a device or the option to bring their own.</p> <p>Teacher training and technology is provided annually.</p>
<p>5. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]</p>	<ul style="list-style-type: none"> <li>● NISD has adopted the TASB Model for SCOC</li> <li>● Staff training for Behavior Response to Intervention and Restorative Practices</li> </ul>

	<ul style="list-style-type: none"> <li>● FFI (LEGAL) Student Welfare Freedom from Bullying &amp; FFI (LOCAL) Student Welfare Freedom from Bullying</li> <li>● SB 2432 Harassment of a District Employee</li> <li>● Transition plans for students returning from DAEP or JJAEP</li> <li>● New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811)</li> </ul>
<p>6. Dating violence [TEC 37.0831]</p>	<p>NISD staff are trained in dating violence:</p> <ul style="list-style-type: none"> <li>● Statistics and information</li> <li>● NISD local policy, harassment</li> <li>● Definition and examples</li> <li>● Reporting procedures</li> <li>● Safety planning</li> </ul> <p>NISD students are trained in dating violence:</p> <ul style="list-style-type: none"> <li>● Healthy relationships vs. unhealthy relationships</li> <li>● Examples of abuse</li> <li>● Requesting help</li> </ul> <p>NISD administrators utilize an NISD stay-away agreement for students, when necessary.</p>
<p>7. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041], [TEC 11.252(c)(9)] - Northwest ISD Board Policy will be attached as addendums once approved.</p>	<ul style="list-style-type: none"> <li>● NISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). As required, the training included: <ul style="list-style-type: none"> <li>-factors indicating a child is at risk for sexual abuse or other maltreatment</li> <li>-likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment</li> <li>-internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional</li> <li>-techniques for reducing a child's risk of sexual abuse or other maltreatment</li> <li>-community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● All new employees also complete an additional 2-hour, Darkness to Light training specific to child sexual abuse</li> <li>● NISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish</li> <li>● NISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body.</li> <li>● Elementary parents receive a letter regarding the P.S. It's My Body Program with resources on the district website.</li> <li>● ALL parents have access to the following Child/Sexual Abuse resources on the district website: <ul style="list-style-type: none"> <li>-Statistics</li> <li>-Prevention techniques</li> <li>-Warning signs of possible sexual abuse</li> <li>-Myths about child sexual abuse</li> <li>-How to respond to an outcry of abuse</li> <li>-Child/sexual abuse resources</li> </ul> </li> <li>● NISD campuses raise awareness and recognize the national child abuse prevention month, April</li> <li>● NISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help</li> <li>● NISD will be researching educational materials to provide to parents to help with their identification of sex trafficking.</li> <li>● See Goal 3, Objective 1, Strategy 1 - The new Northwest ISD Board Policy will be developed.</li> </ul>
<p>8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]</p>	<p>Actions:</p> <ul style="list-style-type: none"> <li>● All students grades 8-12 will have completed a Naviance interest survey.</li> <li>● All Professional Communications instructors will have taken Texas OnCourse Training.</li> <li>● All 8th grade students will complete professional communications or AVID and receive career education in these courses.</li> <li>● All district communication concerning programs of studies is made available to the public.</li> </ul>

	<ul style="list-style-type: none"> <li>● All programs of studies are aligned to postsecondary opportunities and workforce expectations.</li> <li>● All students in grades 9-12 have access to Career and Technical education.</li> <li>● Students are provided opportunities to earn dual credit in 4 CTE programs of study.</li>   <li>● A secondary Career Resource Center beyond the Counseling Go Centers will be established at each high-school campus with a variety of career interest materials available for free in various languages.</li> </ul>
<p>9. Strategies for recruiting highly effective teachers</p>	<p>HR</p> <ul style="list-style-type: none"> <li>● University job fairs</li> <li>● Host District job fair</li> <li>● Competitive salaries and insurance benefits</li> </ul> <p>CCR:</p> <ul style="list-style-type: none"> <li>● Strategically seek applicants who meet current requirements for dual credit through Tarrant County College.</li> <li>● Advertise career opportunities with Career and Technical Teacher organizations i.e. VATAT, CTAT, ACTE etc.</li> <li>● Utilize industry partnerships such as Medstar and Medical City Alliance to secure industry professionals with teaching credentials for medical training programs within NISD.</li> </ul>
<p>10. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about</p> <ol style="list-style-type: none"> <li>a. higher education admissions and financial aid opportunities</li> <li>b. the TEXAS grant program and the Teach for Texas grant program</li> <li>c. the need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]</li> </ol>	<ul style="list-style-type: none"> <li>● All students complete a 4 year plan</li> <li>● College and Career Facilitators have been added to help assist the number of students enrolling and pursuing post secondary opportunities in high school.</li> <li>● All secondary students are afforded information, assistance and advisement concerning FASFA.</li> <li>● Texas Tech University College Counselor will work directly with students concerning postsecondary opportunities.</li> <li>● All secondary students will have access to Naviance.</li> </ul>

<p>11. Staff development for professional staff of the district [TEC 11.252(3)(F)]</p>	<p>CCR</p> <ul style="list-style-type: none"> <li>● Introduce CTE Externship program fully for 2019-2020. Award 10 Summer Externships for teachers to experience industry opportunities.</li> <li>● Cross train all STEM Science and Math content teachers in PLTW core training.</li> <li>● Establish membership and drive participation by CTE teachers in the North Central Texas Professional Learning Network (NCTX PLAN)</li> <li>● Ensure all Math and Science CTE teachers have completed Texas Gateway Courses.</li> <li>● Establish Industry advisory boards for all NISD Programs of Study</li> </ul>
<p>12. Freedom from bullying policy</p>	<ul style="list-style-type: none"> <li>● NISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the District’s anonymous tip line reporting system to report undesired or suspicious activity: <a href="https://www.p3campus.com/TipForm.aspx?ID=229">https://www.p3campus.com/TipForm.aspx?ID=229</a></li> <li>● See Addendum - Northwest ISD Board Policy FFI (Legal) and FFI (Local)</li> </ul>
<p>13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081</p>	<ul style="list-style-type: none"> <li>● NISD contracts with local entities to provide school resource officers.</li> </ul>
<p>14. Trauma-informed care policy (Senate Bill 11)</p>	<ul style="list-style-type: none"> <li>● NISD staff are required to complete annual trauma-informed care &amp; grief training</li> <li>● See Goal 3, Objective 1, Strategy 1 - The new Northwest ISD Board Policy will be developed.</li> </ul>
<p>15. State Compensatory Education Program</p>	<ul style="list-style-type: none"> <li>● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include Rtl strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities.</li> <li>● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk</li> </ul>



	<p>teachers, Rtl teachers, truancy intervention counselor, Family &amp; Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists</p>
<p>16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]</p>	<ul style="list-style-type: none"> <li>● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of academic school year as required by the Texas Education Agency.</li> <li>● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, child care assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction.</li> <li>● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.</li> </ul>
<p>Title 1A</p>	<ul style="list-style-type: none"> <li>● District level parental involvement activities, training and support through Parents As Teachers program</li> <li>● Additional staff provided to Title 1 campuses (CIT, intervention specialist, and aides)</li> <li>● Parenting education</li> </ul>
<p>Title ID</p>	<ul style="list-style-type: none"> <li>● Activities that facilitate the transition of from the correctional program in an institution to employment <ul style="list-style-type: none"> <li>○ motivational speakers</li> <li>○ job skill training</li> </ul> </li> <li>● Academic support</li> </ul>
<p>Title II</p>	<ul style="list-style-type: none"> <li>● New teacher induction program</li> <li>● Professional development and training for instructional leaders</li> <li>● Rtl coordinator salary</li> <li>● ESL certification reimbursement</li> <li>● Private non-profit school partnership</li> <li>● New district wide dyslexia program training and materials</li> </ul>
<p>Title III</p>	<ul style="list-style-type: none"> <li>● ESL/Bilingual Instructional coach</li> <li>● Bilingual Parents As Teachers &amp; Newcomers staff</li> </ul>

	<ul style="list-style-type: none"><li>● Parent liaison</li></ul>
Title IV	<ul style="list-style-type: none"><li>● Hot spots to increase at-risk students accessibility to credit recovery</li><li>● SEL staff training</li><li>● AP exam support for FRL students</li><li>● College tuition support for FRL students</li><li>● OnRamps textbook support for FRL</li><li>● Duke Tip support for FRL</li><li>● Enrichment summer camps for FRL</li><li>● Private non-profit school partnerships</li></ul>

**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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<b>Bullying Prohibited</b>	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
<b>Retaliation</b>	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
<b>Confidentiality</b>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>