



DENTON INDEPENDENT SCHOOL DISTRICT

Welcome, Denton ISD Ambassadors

Ambassador Program

October 15, 2026





WELCOME & OPENING REMARKS

Dr. Susannah O'Bara

Superintendent

Denton Independent School District



Denton ISD Ambassador Program | October 15, 2026



Let's Get to Know Each Other

1

Your Name

Share your full name.

2

Your Connection

Are you a Denton ISD parent, a community member, or both?

3

Your Organization

Community members: which organization do you represent?



Meet Our Presenters



Luci Schulz
Chief Academic Officer



Dr. Lacey Rainey
Assistant Superintendent of
School Leadership & Academic Programs



Building Toward the End Expectation

Algebra I	A.5(A)(B)	Solve one-variable linear equations and inequalities, including the distributive property and variables on both sides
Grade 8	8.8(C)	Model and solve one-variable equations with variables on both sides, using rational numbers
Grade 7	7.11(A)(B)	Model and solve one-variable, two-step equations and inequalities
Grade 6	6.10(A)	Model and solve one-variable, one-step equations and inequalities that represent problems
Grade 5	5.4(B)	Represent and solve multi-step problems with the four operations, using a letter for the unknown
Grade 4	4.5(A)	Represent multi-step problems with strip diagrams and equations, using a letter for the unknown
Grade 3	3.5(A)(B)(D)	Represent and solve one- and two-step problems; find the unknown in multiplication and division equations
Grade 2	2.7(C)	Solve addition and subtraction word problems where the unknown can be any term
Grade 1	1.5(F)	Find the unknown whole number in an addition or subtraction equation

Illustrative only; not a complete list of prerequisite student expectations. Source: Texas Education Agency, Vertical Alignment Chart, Kindergarten – Algebra I.



TRY IT

You have 10 minutes to solve 4 math problems.

Work the front, then flip your page to the back. Compare with a neighbor — what do you notice about the four problems?

● FRONT

Grade 3 · Grade 5

● BACK

Grade 7 · Algebra I



10:00

MINUTES



Grade 3: Which Representations Work?

3.5(A) GRADE 3

Jada is traveling to visit her aunt who lives 789 miles away. She needs to travel 321 more miles to arrive at her aunt's house.

Which representations can be used to find the number of miles Jada has already traveled? Select **TWO** correct answers.

A $321 - \square = 789$

B $321 + \square = 789$

✓ Correct

C $789 + 321 = \square$

D

?	
789	321

E

789	
?	321

✓ Correct

Key idea: 789 is the whole trip. Options C and D treat it as just one part and add the numbers together.

CORRECT ANSWER

B and E

HOW TO SOLVE IT

- 1 The whole trip is **789** miles: miles already traveled (?) plus miles still to go (**321**).
- 2 Option B shows the two parts adding to the whole: **$321 + \square = 789$**
- 3 Option E's strip diagram puts the whole (789) on top, split into ? and **321**.

Jada has traveled $789 - 321 = 468$ miles.



Grade 5: Write the Equation

5.4(B)

GRADE 5

Deidra rents b booths at a market. Each booth costs \$32 to rent. Deidra pays an additional \$30 in fees for a total of \$94.

Complete the equation that can be used to find how many booths Deidra rents.

ANSWER CHOICES



Each answer may be used more than once. Not all answers are used.

$$94 = 32 \times b + 30$$

Key idea: a letter stands for the unknown, so students write the equation before they solve it.

CORRECT ANSWER

$$94 = 32 \times b + 30$$

HOW TO SOLVE IT

- 1 Cost of the booths: \$32 for each of b booths → $32 \times b$
- 2 Add the one-time fees: + 30
- 3 Set it equal to the total paid: $94 = 32 \times b + 30$

Solving it: $94 - 30 = 64$, and $64 \div 32 = 2$ booths.



Grade 7: Solve the Inequality

7.11(A)

GRADE 7

Which inequality represents all possible values of x for

$$7x + 5 - 10x < 4 ?$$

A $x > \frac{1}{3}$

✓ Correct

B $x > -3$

Most-chosen wrong answer

C $x < \frac{1}{3}$

D $x < -3$

Key idea: multiplying or dividing both sides by a negative number reverses the inequality sign.

CORRECT ANSWER

A: $x > \frac{1}{3}$

HOW TO SOLVE IT

- 1 Combine like terms ($7x - 10x = -3x$): $-3x + 5 < 4$
- 2 Subtract 5 from both sides: $-3x < -1$
- 3 Divide both sides by -3 and **flip the sign**: $x > \frac{1}{3}$

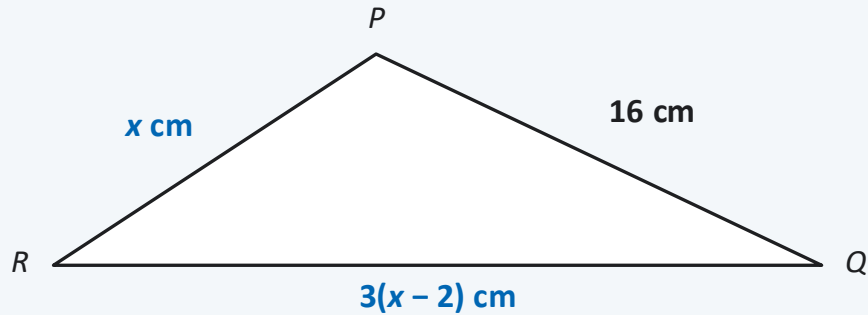
Dividing by a negative flips the inequality. Forgetting to flip gives C.



Algebra I: Find the Side Lengths

A.5(A) ALGEBRA I

Triangle PQR and some of its dimensions in centimeters are shown. The perimeter of triangle PQR is $5x$ centimeters. What are the lengths of PR and RQ ?



ANSWER CHOICES

- 5.5 10 10.5 22 24 60

$PR = 10$ cm

$RQ = 24$ cm

CORRECT ANSWER

$PR = 10$ cm

$RQ = 24$ cm

HOW TO SOLVE IT

- 1 Add the sides; set equal to the perimeter: $x + 16 + 3(x - 2) = 5x$
- 2 Distribute and combine: $4x + 10 = 5x$, so $x = 10$
- 3 Substitute: $PR = 10$ and $RQ = 3(10 - 2) = 24$

Check: $10 + 16 + 24 = 50 = 5(10) \checkmark$



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Planning with the End in Mind

Because Algebra I is the end expectation, Denton ISD teacher teams plan every unit backwards, using Understanding by Design (UbD) and the four Professional Learning Community (PLC) questions.

STAGE 1

Desired Results

What do we want students to know and be able to do?

PLC 1 What do we want students to learn?

Student asks: *Where am I going?*

STAGE 2

Evidence of Learning

What will we accept as evidence of learning?

PLC 2 How will we know if each student has learned it?

Student asks: *Where am I now?*

STAGE 3

Learning Plan

What learning plan will lead to the desired results?

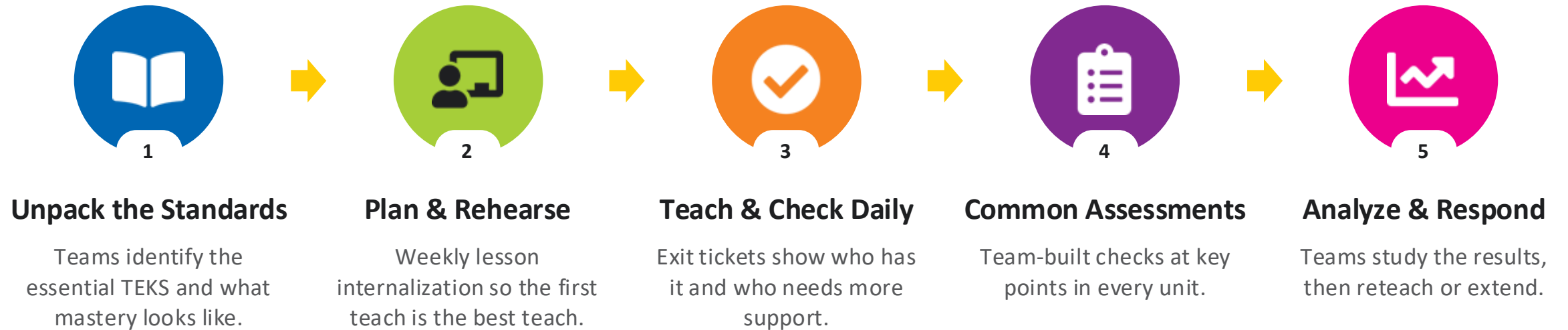
PLC 3 How will we respond when some students do not learn it?

PLC 4 How will we extend learning for students who have mastered it?

Student asks: *How can I close the gap?*



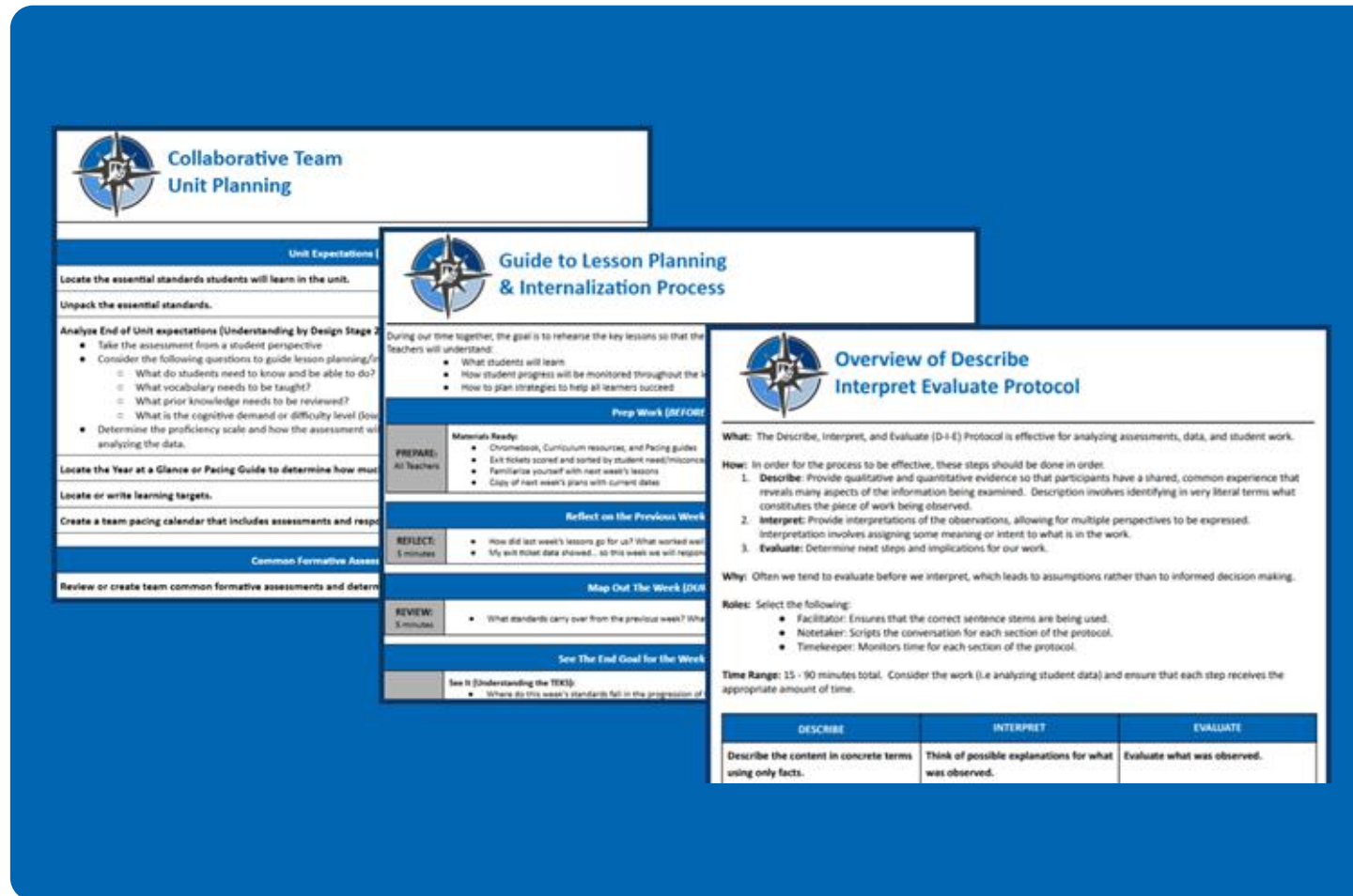
Checking for Learning All Year Long



Small, frequent checks mean teachers can respond in days, not wait for spring test results.



Tools That Guide Our Teacher Teams



1

Collaborative Team Unit Planning

Unpack the standards, study the end-of-unit assessment, and build a pacing calendar with assessment and response days.

2

Lesson Planning & Internalization

Teams rehearse key lessons each week, using last week's exit-ticket data to adjust.

3

Describe–Interpret–Evaluate Protocol

A structured way to look at student work and data before deciding on next steps.



THE PUBLIC VIEW

Ultimately, what you — the public — see is accountability.

Each year, the Texas Education Agency rates every district and campus from A to F. Here is how those ratings are built.

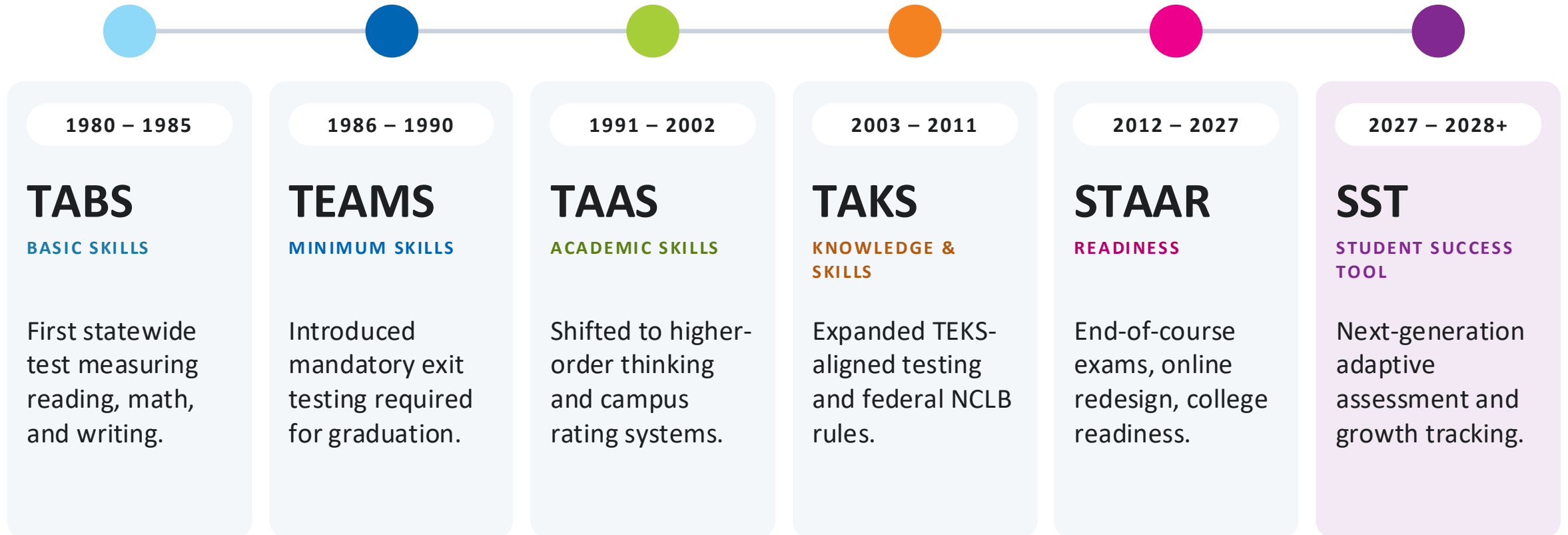


A-F



How Did We Get Here?

The evolution of Texas state assessments



What Makes Up the Story?



DOMAIN 1

Student Achievement

What did students achieve?

Shows how much students know and are able to do by the end of the school year.



DOMAIN 2

School Progress

How much progress did students make?

Measures academic growth and achievement compared with similar campuses.



DOMAIN 3

Closing the Gaps

How are student groups performing?

Evaluates each student group; higher grades when all groups show strong results.

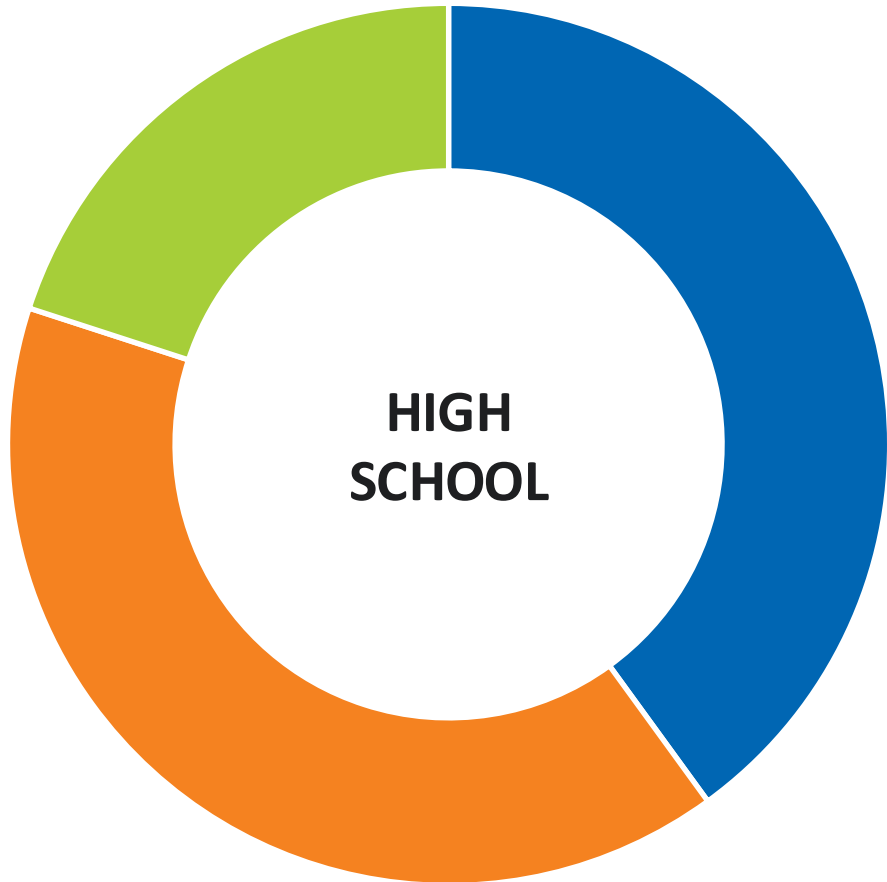
Overall rating = **Student Achievement + School Progress (70%) + Closing the Gaps (30%)**



Understanding STAAR Performance Levels



Student Achievement at the High School Level



40%

● **STAAR Performance**

End-of-course exam results in Algebra I, English I & II, Biology, and U.S. History.

40%

● **College, Career & Military Ready**

Graduates who meet at least one college, career, or military readiness indicator.

20%

● **Graduation Rate**

The share of students who graduate with their class.



College, Career & Military Ready (CCMR)

Percent of 2024–25 graduates meeting one or more of these criteria (lagging data):



College Ready

- Meet criteria on AP or IB exams
- Meet TSI criteria (SAT, ACT, or TSIA2)
- Complete dual credit
- Graduate under an advanced diploma plan and be identified as a current special education student



Career & Military Ready

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the U.S. Armed Forces or Texas National Guard
- Graduate with a completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)



School Progress: Two Ways to Show It



**How much progress
did students make?**

Domain 2

PART A

Academic Growth

Did each student grow from last year to this year? Points are awarded for each student's change in STAAR performance level in reading and math.

Growth also counts in Closing the Gaps (Domain 3)

PART B

Relative Performance

How does the campus perform compared with campuses serving similar percentages of economically disadvantaged students?

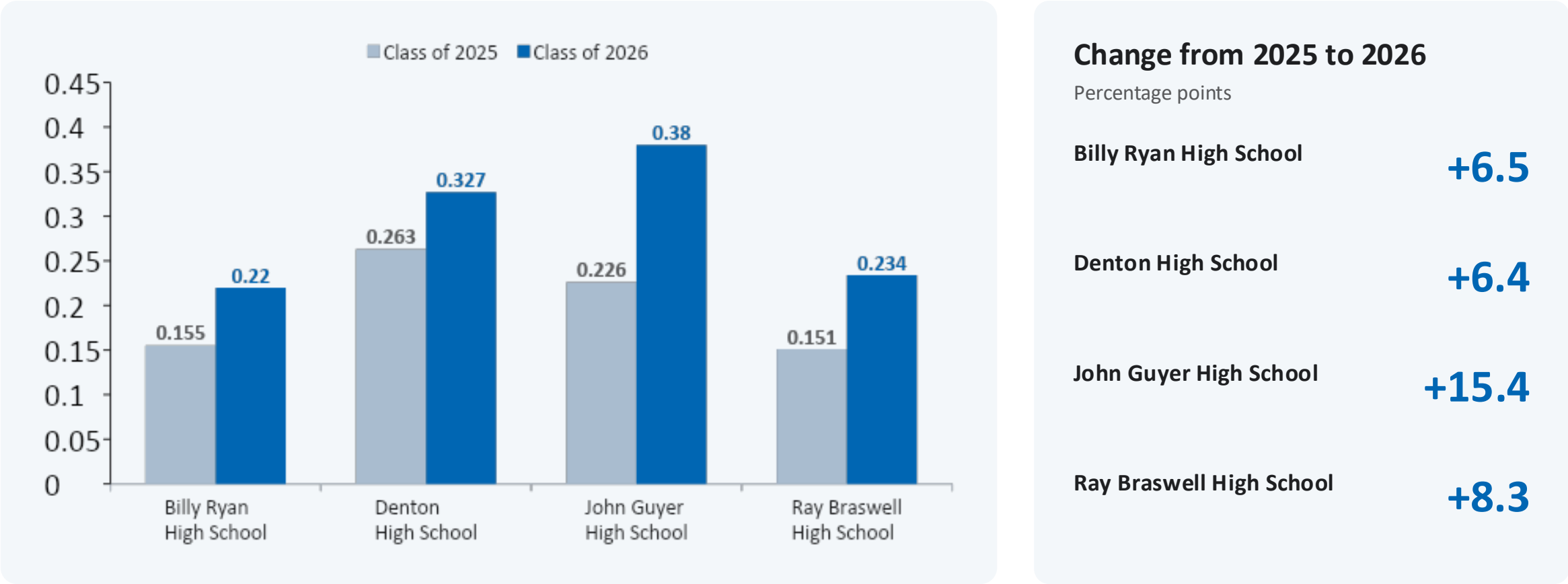
AEA campuses: end-of-course retester success rate

The better of Part A or Part B becomes the School Progress score.



College Readiness: Class of 2026 vs. Class of 2025

Percent of graduates meeting one or more college readiness indicators, by high school:



Closing the Gaps: Every Group Counts - Meets & Masters Levels



All Students

Every student who tests is included.



Two Lowest Racial/Ethnic Groups

Based on academic achievement in the previous year.



High Focus Group

● Economically Disadvantaged

● Special Education

● Emergent Bilinguals

● Foster, Homeless, Migrant



Where Did Each Student Land?

		THIS YEAR →					
LAST YEAR ↓		DNM Low	DNM High	Appr. Low	Appr. High	Meets	Masters
Did Not Meet Low		S1 0	1	S2 1	1	1	1
Did Not Meet High		0	S3 ½	1	1	1	1
Approaches Low		0	0	S4 ½	1	S5 1	1
Approaches High		0	0	0	S6 ½	1	S7 1
Meets		0	0	0	S8 0	S9 1	1
Masters		0	0	0	0	0	S10 1

How to read the grid

Each student lands in the cell where last year’s STAAR level (row) meets this year’s level (column).

- 1 Grew, or held at Meets/Masters
- ½ Held steady at a lower level
- 0 Slipped back a level
- S# One student (S1–S10)

10 students: 6.5 growth points + 0.25 bonus for accelerated learning = 6.75 ÷ 10

68% growth score

DNM = Did Not Meet Grade Level · Appr. = Approaches Grade Level. Grid adapted from lead4ward; point values from TEA’s 2027 Accountability Manual, Ch. 3. Sample students are illustrative.

BEYOND THE CLASSROOM

Excellence in Athletics, Fine Arts, and Career & Technology Education

Programs that give every student a place to compete, create, and prepare for a career.



Championship Moments



Macy Wingard

Historic 3rd straight UIL State Cross Country title, plus a UIL State title in the 3200m



Ryan High Lady Raiders

Back-to-back UIL 5A Division I State Championships



Denton High 4x200m Relay

UIL State Champions



97 Student-Athletes Signed

Committed to compete at the collegiate level in 2026

LEADERSHIP



Conroy Hines
Athletic Director

Romie Aragon
Assistant Athletic Director

Shane Montgomery
Assistant Athletic Director

Matt Fischer
Stadium Manager

NEW HEAD FOOTBALL COACHES

Shane Tolleson Ryan High School

Justen Evans Braswell High School



Athletics by the Numbers



● **\$4.6M**

in college scholarships (77 total scholarships)

● **845**

Varsity Scholar Athletes

● **211**

students named 1st Team All-District

● **91**

students named 2nd Team All-District

● **125**

Academic All-State recipients

● **4,606**

middle school athletes



Fine Arts by the Numbers

● **\$2M**

in college scholarships (57 fine arts students signed)

● **99.2%**

graduation rate for fine arts students

● **9**

TMEA All-State Musicians

● **2**

TDEA All-State Dancers

● **4**

Gold Seals at State VASE

● **22**

Superior ratings at State VASE

LEADERSHIP



Eddy Russell
Director of Fine Arts

Kelley McGee
Assistant Director of Fine Arts



Recognized Statewide and Nationally

DISTRICT HONORS



Best Communities for Music Education

NAMM Foundation



Exemplary District for Theatre Education

Texas Educational Theatre Association



Premier Communities for Theatre Education

Texas Thespians



District of Distinction

Texas Art Education Association

PROGRAM HONORS



Braswell Band & Jazz Band

2025 Mark of Excellence



Braswell Band Percussion

Percussive Arts Society recognition



Cheek Band

National Concert Band Festival National Recognition



Career & Technology Education in Denton ISD



Video not playing? [Watch on YouTube](#)



CTE by the Numbers



● **~15,000**

students enrolled in a CTE course

● **82%**

of students in grades 9–12 took a CTE course in 2026

● **13**

Career Clusters with courses offered

● **35**

official Programs of Study

● **4,400+**

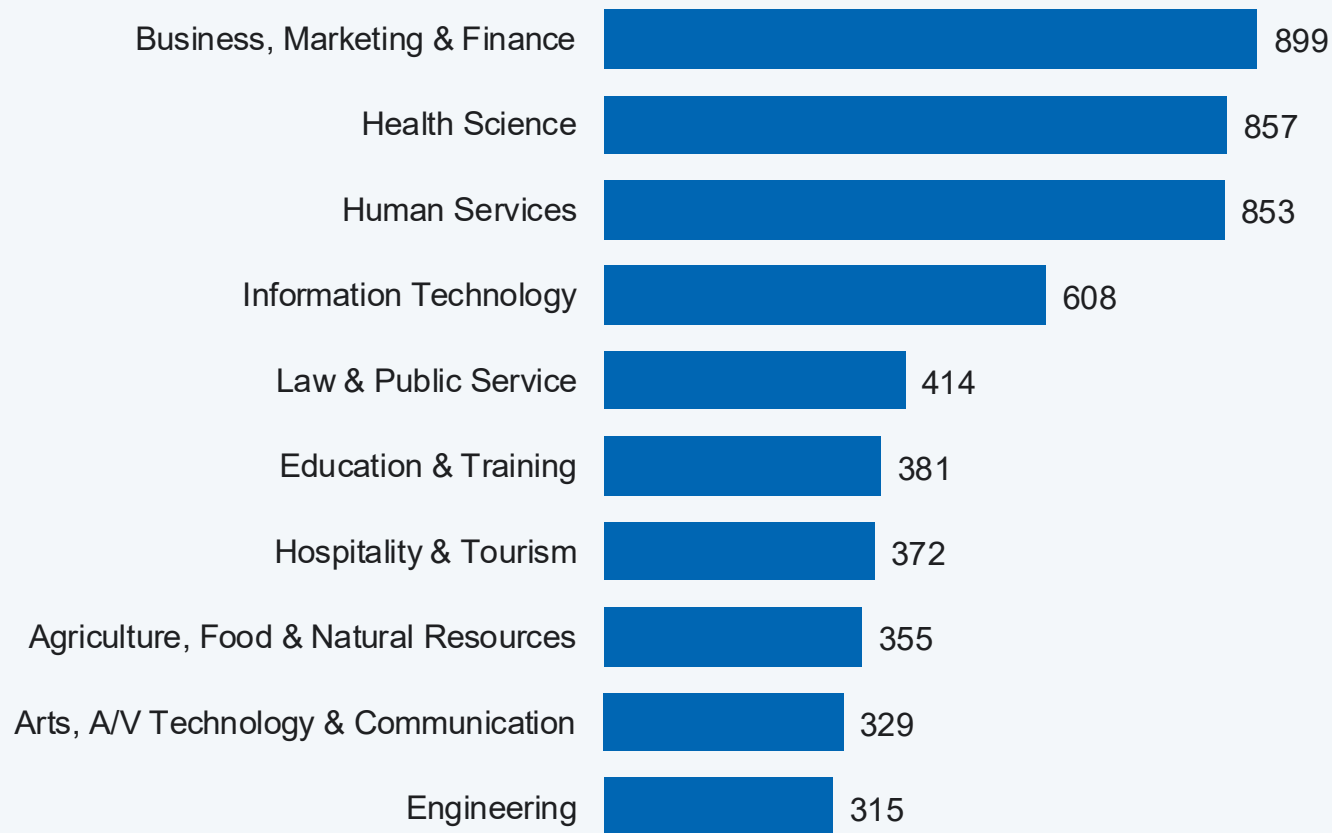
certifications earned in 2025–26

● **90+**

certification types, from welding to patient care



Where Students Are Concentrating



CTE concentrators are students who have taken two or more courses in the same program of study.



Real-World Results and What's Next



Manufacturing Day

Students connected with industry leaders



Industry Partnerships

Upper Trinity Regional Water District, Texas Health Resources, and the City of Denton District Attorney's Office



COMING SOON

Jim Alexander Career Experience Center

Expanding workforce programs in building trades, advanced manufacturing, logistics, and other high-demand industries.



Manufacturing & Career Day 2026



Video not playing? [Watch on YouTube](#)



Jim Alexander Career Experience Center



The ACE Exchange



The ACE Nexus

OPENING FALL 2028

Expanding workforce programs in building trades, advanced manufacturing, logistics, and other high-demand industries.





Questions?

Thank you for serving as a Denton ISD Ambassador

